PREPARATION FOR SENIOR PAPERS, PAPERS OF PAPER/PROJECTS,

TERM PAPERS, AND OTHER FORMAL RESEARCH PAPERS

FOR THE MUSIC DEPARTMENT OF

ORAL ROBERTS UNIVERSITY

Revised Edition

June 2012

Music Department

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ACKNOWLEDGMENT

This style manual was adapted from information received from OWWL at Purdue

(http://owl.english.purdue.edu). Always refer to the latest edition of the *MLA Handbook*

for Writers of Research Papers for the latest information.

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General Guidelines

<u>How to Use This Manual</u>

The Music Department of Oral Roberts University manual for senior papers is provided as a guide to preparing and submitting senior papers, papers of paper/projects, term papers, and other formal research papers. (When not referring to the physical property on which the research project is written, the word <u>paper</u> will be used generically hereafter to refer to senior papers, papers of paper/projects, term papers, and other formal research papers.)

Except for single spacing and the use of bold type, this manual properly presents the technique described within it. Authors should use this manual in conjunction with <u>MLA Handbook for Writers of Research Papers</u>, 7th ed. by Joseph Gibaldi. New York: Modern Language Association of America, 2003. (This manual will subsequently be referred to as MLA.) The directions contained in this manual, however, **supersede any directions in MLA**. In addition, you may visit the MLA website at www.MLA.org. Additional websites that may prove valuable include www.wisc. edu/writing/handbook/ doc.MLA.html and http://library.willamette.edu/ handouts/mlagd.htm and owl.enlish.purdue.edu.

If questions arise which are not answered by either the MLA or this manual, authors should consult their major professor or the chairman of the Music Department. A confirming reference, however, will be Kate L. Turabian's <u>A Manual for Writers of Term Papers, Theses, and Dissertations</u>. Revised and expanded by Bonnie Birtwistle Honigsblum. 6th ed. Chicago: U of Chicago P, 1996.

Contents of the Paper

Order of Arrangement

The following order of arrangement should be observed:

One Flyleaf (blank sheet of paper)
Title Fly (signature page)
Title Page
Copyright Notice (if used)
Acknowledgment(s) (if used)
Preface (if used)
Table of Contents
List of Tables (if used)
List of Illustrations (if used)
Body of Paper
Appendix (if used)
Bibliography or References (as appropriate)
One Flyleaf (blank sheet of paper).

Flyleaves

Each copy of the paper must contain two flyleaves (blank sheets of research bond paper), one before the first page of print and one following the last printed page.

Title Fly—Signature Page

The first page of print is the title fly, which is prepared on research bond paper and which contains the title of the paper two (2) inches from the top of the page in all capitals and double-spaced in inverted pyramid form. If the paper title contains the title of a published source, that title should be underlined to indicate italics. Scientific terms such as genus and species names are exceptions to the rule requiring all capitals and should be treated as they are normally treated in the scientific literature. The paper title should not be underlined nor should it appear in boldface. The author's name and major appear a double-space below the last line of the title. The title-fly page also contains the signatures of the major professor, committee members (if used), the chair of the department, and the dean of the author's school. Note that the proper names of individuals who are to sign the paper should not be used on this signature page; only the generic headings should appear. **All signatures must be in BLACK INK**.

<p align="center">Title Page</p>

The placement and layout of the title on this page must exactly match that of the title fly. The title is followed by the words <u>SENIOR PAPER</u> or <u>TERM PAPER</u>, etc., followed by the legend: <u>Presented to the Music Department of Oral Roberts University in Partial Fulfillment of the Requirements for the Degree</u>. The name of the degree, all in capital letters, is followed by the word <u>By</u> and the candidate's name, followed by <u>Tulsa, Oklahoma</u>, and the month and year of graduation.

<p align="center">Copyright Notice</p>

If the author applies for copyright, a page bearing the page number <u>iii</u> must immediately follow the title page, bearing the following double-spaced text (with the author's name substituted), centered in the page:

<p align="center">Copyright by</p>

<p align="center">John Harold Johnson</p>

<p align="center">1994</p>

Ordinarily, authors are not encouraged to secure copyright since the expense is seldom justified by the benefits.

<p align="center">Acknowledgments</p>

One page of acknowledgments is permitted if the author wishes. The diction and contents of any acknowledgments must be restrained and appropriate to scholarly work. A separate dedication page is not permitted. The word <u>ACKNOWLEDGMENT</u> (or <u>ACKNOWLEDGMENTS</u>, if appropriate) should appear two (2) inches from the top of the sheet, and the page should be numbered appropriately.

Acknowledgment may be properly made when the author has received assistance from a faculty member of another institution, or from an individual or agency from outside the University.

Tables of Contents and Lists of Illustrations

A table of contents and lists of tables, illustrations, musical examples, etc., should be included as needed. All tables, etc., should be numbered consecutively throughout the document. A table of contents must be included in any paper that is divided into chapters. Other lists, as needed, should follow the table of contents. If material is placed in an appendix, the appendix should be included as an item in the table of contents. If authors have other questions, they may direct them to their major professor.

Tables and Figures

For tables and figures, authors should follow MLA guidelines for captions, layouts, ruling, spacing, continuing, etc. It is acceptable to reduce table bodies and figures, if necessary, to keep within margin guidelines, although the typeface of all tables and figure captions must be consistent with that of the body of the paper. Tables may also be continued from one page to the next or presented vertically on the page as space dictates. Note that when tables and figures are reduced, table and figure captions are not reduced. Captions and legends may be presented on separate pages before or after the figures they identify, if they are too long to be presented otherwise. Captions and legends, however, may not be presented on facing pages. Authors should refer to MLA for information about how tables and figures may be incorporated into the text of the paper or may appear on separate pages. **Nevertheless, large amounts of white space are not acceptable in the text until the end of the chapter**. (Be sure to give full source citation for all borrowed material in tables and figures.) Remember that statistical symbols ($\underline{N}$, $\underline{p}$, $\underline{R}$, etc.) are generally underlined (to indicate italics) both in tables and text.

Headings for Major Divisions

A term paper and certain other research papers may not be divided into major divisions. Longer papers, such as a senior paper, will often have divisions such as PREFACE, INTRODUCTION, CHAPTER, BIBLIOGRAPHY, etc. Such divisions should begin on a new page carrying the heading, every word of which is typed in capitals and centered two (2) inches from the top of the sheet. Major headings should not be underlined, nor should they appear in boldface. If such headings are long, they should be divided, centered in inverted pyramid form, and double-spaced without end punctuation.

The word CHAPTER and the number in Arabic numerals should occupy the first line of the heading with no end punctuation. There should be a triple space between the line carrying the chapter number and the first line of the chapter heading, and another triple space between the last line of the chapter heading and the first line of the text or subheading.

Because each chapter is considered a separate entity in the paper, footnotes, subheading levels, long references, and acronyms must be clarified anew in every chapter.

For clarity and ease of reading, it is frequently necessary to make subdivisions within chapters. The following plan should be followed for these subtitles:

a.   Subtitles of the first order should be centered with the first and last words and all nouns, pronouns, adjectives, verbs and adverbs capitalized. There should be a triple space before the subtitle and a double space before the first line of the text below the subtitle.

b.   Subtitles of the second order should be underlined and centered with the first and last words and all nouns, pronouns, adjectives, verbs and adverbs capitalized with no end punctuation. There should be a triple space above the subtitle and a double space below the subtitle.

If the subtitle of the first or second order is more than one line in length, it should be single-spaced and arranged in an inverted pyramid form.

c.   Subtitles of the third order should be indented five spaces (3/8 inch) from the left margin, with the initial word only capitalized. These headings should be run into the regular paragraph, underlined and followed by a period and a dash. There should be a triple space above the subtitle and a double space below the subtitle.

<u>Reference Lists and Bibliography</u>

The concluding section of the paper is traditionally called a bibliography, literally a description of books; however, since the term <u>bibliography</u> is commonly used to refer to materials not in books, terms such as <u>works cited</u>, <u>references</u>, <u>reference list</u>, or <u>works consulted</u> are often more accurate headings for the concluding section of a paper than is the term <u>bibliography</u>. There are several options regarding bibliographies and reference lists. A bibliography or a selected bibliography may include works cited as well as other readings. A list of works cited may include works which have contributed both ideas and information to a manuscript. A list of works consulted may include works cited as well as other works germane to a particular research topic. A reference list or a list entitled <u>references</u> generally includes works which specifically document or support the argument of a particular paper, that is specifically cited works only.

Authors should refer to MLA with regard to reference lists and the preferred system of documentation. MLA first gives <u>Works Cited</u> as the title for the list of all the works cited in text. Refer to sample <u>WORKS CITED</u> in appendix for specific guidelines for books, magazines, websites, and sound recordings.

<u>Appendix</u>

It may be necessary or desirable to include various items in an appendix, which should follow the final chapter of the paper and precede the reference list. The appendix should be listed in the table of contents, following the final chapter listing. In general it is preferable not to make many distinctions between related or similar items in the appendix; however, if a number of different types of items are included as appendices, they may be identified as APPENDIX A, APPENDIX B, and so on.

For all pages of the appendix, use the same kind of paper as that used for the body of the work. Original letters, questionnaires, testing instruments, etc. should therefore be photocopied onto research paper. The margins of such items may sometimes not be the same as those prescribed for the body of the paper; oversize text should be reduced on a reducing photocopier in order to keep items in the appendix within the margin requirements prescribed in this manual. (The left margin is especially important.)

Items in the appendix, printed forms, questionnaires, computer-produced tables, and the like, may differ in type face and format from the body of the paper, but the appendix title page should not differ (see below). If numbered, the page numbers for the appendix may be put into brackets, as close as possible to the one-inch-down/one-inch-from-the-right position.

It is suggested that if many tables not directly relevant to the text are to be included in the paper, they should properly be put into an appendix. All tables, illustrations, examples, etc. included in the appendix should be numbered in series with those in the body of the text, and listed in the lists of tables, illustrations, etc., which appear at the front of the paper. It is not necessary to indicate in the list of tables the fact that some of the material appears in the appendix. The style of the tables should conform to that presented earlier.

The appendix should be preceded by a title page, on which the word <u>APPENDIX</u> is typed and centered in capitals. If appendices are individually identified, a title page should be provided for each, bearing the appropriate identification: <u>APPENDIX A</u>, etc. Please note that these pages are numbered in accordance with the guidelines of this style manual. Individual titles for each appendix are typed a double space below the generic titles.

Style

<u>Assistance for Good Writing</u>

Authors are encouraged to consult reliable guides to English usage if they need help in deciding questions of grammar, sentence structure, style, etc. and to the most recent edition of <u>Webster's New Collegiate Dictionary</u>, generally accepted as a guide to current American conventions of usage and spelling.

<u>Use of Personal Titles</u>

Titles such as <u>Mr</u>., <u>Mrs</u>., <u>Miss</u>, <u>Dr</u>., <u>Dean</u>, and <u>Professor</u> ordinarily should not be used in the text of the paper.

<u>Gender References</u>

In accordance with modern practice, authors should attempt to avoid the use of masculine pronouns (<u>he</u>, <u>him</u>, <u>his</u>,) when referring to people in general. It is often possible to use the plural number in such contexts and avoid the choice between masculine and feminine gender. <u>He or she</u> and <u>him or her</u> are sometimes necessary, but should not be overdone. Sentences can often be rephrased to avoid the need for specific pronoun references. Usages such as <u>he/she</u>, <u>him/her</u>, and s/he are acceptable in some styles, but have not gained acceptance in most formal writing.

<u>A Few Matters of Usage</u>

An academic paper is the work of one person, its author. Thus, when making personal reference, the word <u>I</u> should be used. Avoid the use of <u>we</u> unless the persons included are clearly identified. Do not use such phrases as <u>in our laboratory</u>, since the paper reports the work of its author, not of a group of researchers.

Writers are often cautioned to avoid overuse of the first personal pronoun, <u>I</u>. This is good advice, but substitution of the plural <u>we</u> is never a satisfactory alternative, and often use of the passive voice (e.g., "it was found . . .") is awkward and cumbersome. Judicious use of <u>I</u> will resolve most of these difficulties. Use of first-person plural pronouns (<u>we</u>, <u>us</u>, <u>our</u>) is stylistically appropriate when the writer is, figuratively, leading the reader through a process of logical reasoning, as in higher mathematics (e.g., "We begin by placing the methods in a Hilbert space . . . .").

A paper presents a complete argument or research project, as distinguished from a proposal, and should therefore avoid future tense in contexts referring to procedure and method (e.g., "This research will consist of six chapters." or, "We shall see later how this

procedure terminates.") Such contexts are generally better served by present or present perfect tense (e.g., "I have argued against this view in Chapter III.")

An argument or a study is not a human being and should not be spoken of as though it possessed human capabilities or attributes. As the editors of the APA *Publication Manual* explain, "An experiment cannot *attempt to demonstrate, control unwanted variables, or interpret findings*" (p. 38). Judicious use of I can help a writer avoid such illogical statements and can acknowledge accountability for results and conclusions.

Merely rhetorical use of quotation marks and italics for emphasis are often redundant and should be employed sparingly, if at all (e.g., "self-styled 'expert'" or "Jaspers' heroic stand").

Copyrighted Material

Authors are discouraged from including copyrighted material (printed tests and measuring instruments, reprints of copyrighted articles, etc.) in the appendix to the paper, since such published material is usually easily available to the reader. Moreover, use of copyrighted materials without permission of the copyright holder constitutes plagiarism. If there is a genuine need to include copyrighted material, the author is responsible for securing the copyright holder's permission, and must add the proper copyright notice (e.g., "Copyright 19__ by John Doe. Used by permission.") at the bottom of the first page of all copyrighted materials.

Documentation

When to Cite and Why

Authors should consult MLA for conventions of documentation for individual papers, but certain rules are generally followed by scholars.

Sources are always cited for borrowed material. In practice this means that authors should reference whatever is not known of their own knowledge. Such referencing will cite sources for language paraphrased or quoted, for borrowed ideas, for information taken from primary and secondary sources. Though some systems of citation use page references more sparingly than others, page references are always required for quotations and other references using the specific language of particular sources.

It is generally unnecessary to repeat in citations material which is already displayed in text (i.e., to repeat citations and notes, especially footnotes, when such information has been given in a main writing).

<center>Plagiarism</center>

Plagiarism entails the use of borrowed material, whether information, ideas, or language, without appropriate acknowledgment. Such acknowledgment includes the use of conventions of quotation as well as the citing of sources. Paraphrased material should always be couched in the language of the author of the paraphrase. Verbatim references to the language of sources should be placed in quotation marks. Indirect quotations should be identified clearly as such. Authors of material both paraphrased and quoted should always be acknowledged clearly by name.

The author should refer to the MLA for comments about plagiarism, and possible penalties for it, even those going beyond graduation, penalties that are "severe, ranging from loss of respect to loss of degree, tenure, or even employment" (p. 66, 6th ed.).

<center>Number of Copies</center>

Two copies of the Senior Paper must be prepared, one for the department involved and one for the student's major professor. If the student desires a copy of the paper, a third copy should be prepared. The two copies required must be on research bond and submitted with clear, uniform, black ink. These two copies must be submitted according to the schedule provided in the syllabus for Senior Paper/Project.

The two copies required for the Senior Paper should be presented in a plain paper envelope labeled with the following information:

Author's name

Type of document (senior paper, paper of senior project, etc.)

Major (MUA, MUEI, MUEV, MUS, etc.)

Month and year of intended graduation (May, 1995)

Papers must be <u>bound</u> at the left margin, since the extra half-inch allows for this. The bound copies should be labeled according to the information above. Specific information regarding binding will be provided in class.

MLA Formatting and Style Guide

General Format

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental uncredited use of source material by other writers.

If you are asked to use MLA format, be sure to consult the *MLA Handbook for Writers of Research Papers* (7th edition). Publishing scholars and graduate students should also consult the *MLA Style Manual and Guide to Scholarly Publishing* (3rd edition). The *MLA Handbook* is available in most writing centers and reference libraries; it is also widely available in bookstores, libraries, and at the MLA web site. See the Additional Resources section of this handout for a list of helpful books and sites about using MLA style.

Paper Format

The preparation of papers and manuscripts in MLA style is covered in chapter four of the MLA Handbook, and chapter four of the *MLA Style Manual*. Below are some basic guidelines for formatting a paper in *MLA style*.

General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)

- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as Morality Play; Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow instructor guidelines.)

Section Headings

Writers sometimes use Section Headings to improve a document's readability. These sections may include individual chapters or other named parts of a book or essay.

Essays

MLA recommends that when you divide an essay into sections that you number those sections with an arabic number and a period followed by a space and the section name.

1. Early Writings
2. The London Years
3. Traveling the Continent
4. Final Years

Books

MLA does not have a prescribed system of headings for books (for more information on headings, please see page 146 in the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition). If you are only using one level of headings, meaning that all of the sections are distinct and parallel and have no additional sections that fit within them, MLA recommends that these sections resemble one another grammatically. For instance,

http://owl.english.purdue.edu/owl/owlprint/747/

if your headings are typically short phrases, make all of the headings short phrases (and not, for example, full sentences). Otherwise, the formatting is up to you. It should, however, be consistent throughout the document.

If you employ multiple levels of headings (some of your sections have sections within sections), you may want to provide a key of your chosen level headings and their formatting to your instructor or editor.

Sample Section Headings

The following sample headings are meant to be used only as a reference. You may employ whatever system of formatting that works best for you so long as it remains consistent throughout the document.

Numbered:

1. Soil Conservation
1.1 Erosion
1.2 Terracing
2. Water Conservation
3. Energy Conservation

Formatted, unnumbered:

Level 1 Heading: bold, flush left

Level 2 Heading: italics, flush left

Level 3 Heading: centered, bold

Level 4 Heading: centered, italics

Level 5 Heading: underlined, flush left

How to Cite the Purdue OWL in MLA

Entire Website

The Purdue OWL. Purdue U Writing Lab, 2010. Web. Date of access.

Individual Resources

Contributors' names and the last edited date can be found in the orange boxes at the top of every page on the OWL.

Contributors' names. "Title of Resource." *The Purdue OWL*. Purdue U Writing Lab,
Last edited date. Web. Date of access.

Russell, Tony, Allen Brizee, and Elizabeth Angeli. "MLA Formatting and Style Guide."
The Purdue OWL. Purdue U Writing Lab, 4 Apr. 2010. Web. 20 July 2010.

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

MLA (Modern Language Association) style is most commonly used to write papers and
cite sources within the liberal arts and humanities. This resource, updated to reflect the
MLA Handbook for Writers of Research Papers **(7th ed.)** and the MLA Style Manual and
Guide to Scholarly Publishing **(3rd ed.)**, offers examples for the general format of MLA
research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

MLA In-Text Citations: The Basics

Guidelines for referring to the works of others in your text using MLA style are covered
in chapter six of the *MLA Handbook* and in chapter seven of the *MLA Style Manual*. Both
books provide extensive examples, so it's a good idea to consult them if you want to
become even more familiar with MLA guidelines or if you have a particular reference
question.

Basic In-Text Citation Rules

In MLA style, referring to the works of others in your text is done by using what is
known as parenthetical citation. This method involves placing relevant source
information in parentheses after a quote or a paraphrase.

General Guidelines

- The source information required in a parenthetical citation depends (1.) upon the
  source medium (e.g. Print, Web, DVD) and (2.) upon the source's entry on the
  Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source
  information on the Works Cited page. More specifically, whatever signal word or
  phrase you provide to your readers in the text, must be the first thing that appears
  on the left-hand margin of the corresponding entry in the Works Cited List.

In-Text Citations: Author-Page Style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).
Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth. If readers want more information about this source, they can turn to the Works Cited page, where, under the name of Wordsworth, they would find the following information:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print.

In-text Citations for Print Sources with Known Author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).
Human beings have been described as "symbol-using animals" (Burke 3).

These examples must correspond to an entry that begins with Burke, which will be the first thing that appears on the left-hand margin of an entry in the Works Cited:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

In-text Citations for Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (e.g. articles) or italicize it if it's a longer work (e.g. plays, books, television shows, entire websites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . . " ("Impact of Global Warming" 6).

In this example, since the reader does not know the author of the article, an abbreviated title of the article appears in the parenthetical citation which corresponds to the full name of the article which appears first at the left-hand margin of its respective entry in the Works Cited. Thus, the writer includes the title in quotation marks as the signal phrase in the parenthetical citation in order to lead the reader directly to the source on the Works Cited page. The Works Cited entry appears as follows:

"The Impact of Global Warming in North America." *GLOBAL WARMING: Early Signs*.
        1999. Web. 23 Mar. 2009.

We'll learn how to make a Works Cited page in a bit, but right now it's important to know that parenthetical citations and Works Cited pages allow readers to know which sources you consulted in writing your essay, so that they can either verify your interpretation of the sources or use them in their own scholarly work.

Author-Page Citation for Classic and Literary Works with Multiple Editions

Page numbers are always required, but additional citation information can help literary scholars, who may have a different edition of a classic work like Marx and Engels's *The Communist Manifesto*. In such cases, give the page number of your edition (making sure the edition is listed in your Works Cited page, of course) followed by a semicolon, and then the appropriate abbreviations for volume (vol.), book (bk.), part (pt.), chapter (ch.), section (sec.), or paragraph (par.). For example:

Marx and Engels described human history as marked by class struggles (79; ch. 1).

Citing Authors with Same Last Names

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even the authors' full name if different authors share initials) in your citation. For example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

Citing a Work by Multiple Authors

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).
The authors state, "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

For a source with more than three authors, use the work's bibliographic information as a guide for your citation. Provide the first author's last name followed by et al. or list all the last names.

Jones et al. counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Or

Legal experts counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (Jones et al. 4).

Or

Jones, Driscoll, Ackerson, and Bell counter Smith, Yang, and Moore's argument by noting that the current spike in gun violence in America compels law makers to adjust gun laws (4).

Citing Multiple Works by the Same Author

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

Citing two articles by the same author:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Citing two books by the same author:

Murray states that writing is "a process" that "varies with our thinking style" (*Write to Learn* 6). Additionally, Murray argues that the purpose of writing is to "carry ideas and information from the mind of one person into the mind of another" (*A Writer Teaches Writing* 3).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

Citing Multivolume Works

If you cite from different volumes of a multivolume work, always include the volume number followed by a colon. Put a space after the colon, then provide the page number(s). (If you only cite from one volume, provide only the page number in parentheses.)

. . . as Quintilian wrote in *Institutio Oratoria* (1: 14-17).

Citing the Bible

In your first parenthetical citation, you want to make clear which Bible you're using (and underline or italicize the title), as each version varies in its translation, followed by book (do not italicize or underline), chapter and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (*New Jerusalem Bible*, Ezek. 1.5-10).

If future references employ the same edition of the Bible you're using, list only the book, chapter, and verse in the parenthetical citation.

Citing Indirect Sources

Sometimes you may have to use an indirect source. An indirect source is a source cited in another source. For such indirect quotations, use "qtd. in" to indicate the source you actually consulted. For example:

Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd. in Weisman 259).

Note that, in most cases, a responsible researcher will attempt to find the original source, rather than citing an indirect source.

Citing Non-Print or Sources from the Internet

With more and more scholarly work being posted on the Internet, you may have to cite research you have completed in virtual environments. While many sources on the Internet should not be used for scholarly work (reference the OWL's **Evaluating Sources of Information** resource), some Web sources are perfectly acceptable for research. When creating in-text citations for electronic, film, or Internet sources, remember that your citation must reference the source in your Works Cited.

Sometimes writers are confused with how to craft parenthetical citations for electronic sources because of the absence of page numbers, but often, these sorts of entries do not

http://owl.english.purdue.edu/owl/owlprint/747/

require any sort of parenthetical citation at all. For electronic and Internet sources, follow the following guidelines:

- Include in the text the first item that appears in the Work Cited entry that corresponds to the citation (e.g. author name, article name, website name, film name).
- You do not need to give paragraph numbers or page numbers based on your Web browser's print preview function.
- Unless you must list the website name in the signal phrase in order to get the reader to the appropriate entry, do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out http://www.cnn.com or http://www.forbes.com.

Miscellaneous Non-Print Sources

Werner Herzog's *Fitzcarraldo* stars Herzog's long-time film partner, Klaus Kinski. During the shooting of *Fitzcarraldo*, Herzog and Kinski were often at odds, but their explosive relationship fostered a memorable and influential film.
During the presentation, Jane Yates stated that invention and pre-writing are areas of rhetoric that need more attention.

In the two examples above "Herzog" from the first entry and "Yates" from the second lead the reader to the first item each citation's respective entry on the Works Cited page:

Herzog, Werner, dir. *Fitzcarraldo*. Perf. Klaus Kinski. Filmverlag der Autoren, 1982. Film.

Yates, Jane. "Invention in Rhetoric and Composition." Gaps Addressed: Future Work in Rhetoric and Composition, CCCC, Palmer House Hilton, 2002. Presentation.

Electronic Sources

One online film critic stated that *Fitzcarraldo* is "...a beautiful and terrifying critique of obsession and colonialism" (Garcia, "Herzog: a Life").
The *Purdue OWL* is accessed by millions of users every year. Its "MLA Formatting and Style Guide" is one of the most popular resources (Stolley et al.).

In the first example, the writer has chosen not to include the author name in-text; however, two entries from the same author appear in the Works Cited. Thus, the writer includes both the author's last name and the article title in the parenthetical citation in order to lead the reader to the appropriate entry on the Works Cited page (see below). In the second example, "Stolley et al." in the parenthetical citation gives the reader an author name followed by the abbreviation "et al.," meaning, "and others," for the article "MLA Formatting and Style Guide." Both corresponding Works Cited entries are as follows:

Garcia, Elizabeth. "Herzog: a Life." *Online Film Critics Corner*. The Film School of New Hampshire, 2 May 2002. Web. 8 Jan. 2009.

Stolley, Karl, et al. "MLA Formatting and Style Guide." The OWL at Purdue. 10 May 2006. Purdue University Writing Lab. 12 May 2006 .

Multiple Citations

To cite multiple sources in the same parenthetical reference, separate the citations by a semi-colon:

. . . as has been discussed elsewhere (Burke 3; Dewey 21).

When a Citation Is Not Needed

Common sense and ethics should determine your need for documenting sources. You do not need to give sources for familiar proverbs, well-known quotations or common knowledge. Remember, this is a rhetorical choice, based on audience. If you're writing for an expert audience of a scholarly journal, for example, they'll have different expectations of what constitutes common knowledge.

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers **(7th ed.)** and the MLA Style Manual and Guide to Scholarly Publishing **(3rd ed.)**, offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

MLA Formatting Quotations

When you directly quote the works of others in your paper, you will format quotations differently depending on their length. Below are some basic guidelines for incorporating quotations into your paper. Please note that all pages in MLA should be **double-spaced**.

Short Quotations

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks

and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

For example, when quoting short passages of prose, use the following examples:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.
According to Foulkes's study, dreams may express "profound aspects of personality" (184).
Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

When short (fewer than three lines of verse) quotations from poetry, mark breaks in short quotations of verse with a slash, /, at the end of each line of verse (a space should precede and follow the slash).

Cullen concludes, "Of all the things that happened there / That's all I remember" (11-12).

Long Quotations

For quotations that extend to more than four lines of verse or prose, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented **one inch** from the left margin; maintain double-spacing. Only indent the first line of the quotation by an additional quarter inch if you are citing multiple paragraphs. Your parenthetical citation should come **after** the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.)

For example, when citing more than four lines of prose, use the following examples:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:
They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

When citing long sections (more than three lines) of poetry, keep formatting as close to the original as possible.

In his poem "My Papa's Waltz," Theodore Roethke explores his childhood with his father:
The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.
We Romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself. (quoted in Shrodes, Finestone, Shugrue 202)

When citing two or more paragraphs, use block quotation format, even if the passage from the paragraphs is less than four lines. Indent the first line of each quoted paragraph an extra quarter inch.

In "American Origins of the Writing-across-the-Curriculum Movement," David Russell argues:

> Writing has been an issue in American secondary and higher education since papers and examinations came into wide use in the 1870s, eventually driving out formal recitation and oral examination. . . .
> From its birth in the late nineteenth century, progressive education has wrestled with the conflict within industrail society between pressure to increase specialization of knowledge and of professional work (upholding disciplinary standards) and pressure to integrate more fully an ever-widerning number of citizes into intellectually meaningful activity within mass society (promoting social equity). . . . (3)

Adding or Omitting Words in Quotations

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

Jan Harold Brunvand, in an essay on urban legends, states, "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (. . .) preceded and followed by a space. For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

Please note that brackets are not needed around ellipses unless adding brackets would clarify your use of ellipses.

When omitting words from poetry quotations, use a standard three-period ellipses; however, when omitting one or more full lines of poetry, space several periods to about the length of a complete line in the poem:

> These beauteous forms,
> Through a long absence, have not been to me
> As is a landscape to a blind man's eye:
> . . . .
> Felt in the blood, and felt along the heart;
> And passing even into my purer mind,
> With tranquil restoration . . . (22-24, 28-30)

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

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MLA Endnotes and Footnotes

Because long explanatory notes can be distracting to readers, most academic style guidelines (including MLA and APA) recommend limited use of endnotes/footnotes; however, certain publishers encourage or require note references in lieu of parenthetical references.

MLA discourages extensive use of explanatory or digressive notes. MLA style does, however, allow you to use endnotes or footnotes for *bibliographic notes*, which refer to other publications your readers may consult:

   1. See Blackmur, especially chapters three and four, for an insightful analysis of this trend.
   2. On the problems related to repressed memory recovery, see Wollens 120-35; for a contrasting view, see Pyle 43; Johnson, Hull, Snyder 21-35; Krieg 78-91.
   3. Several other studies point to this same conclusion. See Johnson and Hull 45-79, Kather 23-31, Krieg 50-57.

Or, you can also use endnotes/footnotes for occasional *explanatory notes* (also known as *content notes*), which refers to brief additional information that might be too digressive for the main text:

   4. In a 1998 interview, she reiterated this point even more strongly: "I am an artist, not a politician!" (Weller 124).

Numbering Endnotes and Footnotes in the Document Body

Endnotes and footnotes in MLA format are indicated in-text by superscript Arabic numbers after the punctuation of the phrase or clause to which the note refers:

Some have argued that such an investigation would be fruitless.[6]
Scholars have argued for years that this claim has no basis,[7] so we would do well to ignore it.

Note that when a long dash appears in the text, the footnote/endnote number appears *before* the dash:

For years, scholars have failed to address this point[8]—a fact that suggests their cowardice more than their carelessness.

Do not use asterisks (*), angle brackets (>), or other symbols for note references. The list of endnotes and footnotes (either of which, for papers submitted for publication, should be listed on a separate page, as indicated below) should correspond to the note references in the text.

Formatting Endnotes and Footnotes

Endnotes Page

MLA recommends that all notes be listed on a separate page entitled Notes (centered, no formatting). (Use Note if there is only one note.) The Notes page should appear before the Works Cited page. This is especially important for papers being submitted for publication.

The notes themselves should be listed by consecutive arabic numbers that correspond to the notation in the text. Notes are double-spaced. Each endnote is indented five spaces; subsequent lines are flush with the left margin. Place a period and a space after each endnote number. Provide the appropriate note after the space.

Footnotes (below the text body)

Please note that the 7th edition of the MLA Handbook does not specify how to format footnotes. Consult your instructor to see what his or her preference is when formatting footnotes in MLA style.

The 6th edition of the MLA Handbook contains information on how to format footnotes, however. Begin footnotes four lines (two double-spaced lines) below the main text. Footnotes are single-space with a hanging indent. (Each footnote is indented five spaces; subsequent lines are flush with the left margin.) Place a period and a space after each footnote number. Provide the appropriate note after the space.

For more information on using endnotes and footnotes, consult "Using Notes with Parenthetical Documentation" in the MLA Handbook for Writers of Research Papers, 7th edition (sec. 6.5, 230-32), or the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition (sec. 7.5, 259-60).

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Summary:
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MLA Works Cited Page: Basic Format

According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text.

Basic Rules

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations five spaces so that you create a hanging indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.

Additional Basic Rules New to MLA 2009

- For every entry, you must determine the Medium of Publication. Most entries will likely be listed as Print or Web sources, but other possibilities may include Film, CD-ROM, or DVD.
- *Writers are no longer required to provide URLs for Web entries*. However, if your instructor or publisher insists on them, include them in angle brackets after the entry and end with a period. For long URLs, break lines only at slashes.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online

database name in italics. You do not need to provide subscription information in addition to the database name.

Capitalization and Punctuation

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind, The Art of War, There Is Nothing Left to Lose*.
- **New to MLA 2009**: Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

Listing Author Names

Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth
Levy, David M.
Wallace, David Foster

Do not list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr.," with the suffix following the first or middle name and a comma.

More than One Work by an Author

If you have cited more than one work by a particular author, order the entries alphabetically by title, and use three hyphens in place of the author's name for every entry after the first:

Burke, Kenneth. *A Grammar of Motives*. [...]

---. *A Rhetoric of Motives*. [...]

When an author or collection editor appears both as the sole author of a text and as the first author of a group, list solo-author entries first:

Heller, Steven, ed. The Education of an E-Designer.   Heller, Steven and Karen Pomeroy. *Design Literacy: Understanding Graphic Design*.

Work with No Known Author

Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper. In this case, Boring Postcards USA has no known author:

 Baudrillard, Jean. *Simulacra and Simulations*. [...]

 Boring Postcards USA. [...]

 Burke, Kenneth. *A Rhetoric of Motives*. [...]

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

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MLA Works Cited Page: Books

When you are gathering book sources, be sure to make note of the following bibliographic items: author name(s), book title, publication date, publisher, place of publication. The medium of publication for all "hard copy" books is Print.

For more information, consult "Citing Nonperiodical Print Publications" in the MLA *Handbook for Writers of Research Papers*, 7th edition (sec. 5.5, 148-81), or the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition (sec. 6.6, 185-211).

Basic Format

The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Lastname, Firstname. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Book with One Author

Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987. Print.

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

Book with More Than One Author

The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

If there are more than three authors, you may choose to list only the first author followed by the phrase et al. (Latin for "and others") in place of the subsequent authors' names, or you may list all the authors in the order in which their names appear on the title page. (Note that there is a period after "al" in "et al." Also note that there is never a period after the "et" in "et al.").

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan: Utah State UP, 2004. Print.

or

Wysocki, Anne Frances, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Logan: Utah State UP, 2004. Print.

Two or More Books by the Same Author

List works alphabetically by title. (Remember to ignore articles like A, An, and The.) Provide the author's name in last name, first name format for the first entry only. For each subsequent entry by the same author, use three hyphens and a period.

Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997. Print.

---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993. Print.

Book by a Corporate Author or Organization

A corporate author may include a commission, a committee, or a group that does not identify individual members on the title page. List the names of corporate authors in the place where an author's name typically appears at the beginning of the entry.

American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

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Book with No Author

List by title of the book. Incorporate these entries alphabetically just as you would with works that include an author name. For example, the following entry might appear between entries of works written by Dean, Shaun and Forsythe, Jonathan.

Encyclopedia of Indiana. New York: Somerset, 1993. Print.

Remember that for an in-text (parenthetical) citation of a book with no author, provide the name of the work in the signal phrase and the page number in parentheses. You may also use a shortened version of the title of the book accompanied by the page number. For more information see In-text Citations for Print Sources with No Known Author section of In-text Citations: The Basics, which you can link to at the bottom of this page.

A Translated Book

Cite as you would any other book. Add "Trans."—the abbreviation for translated by— and follow with the name(s) of the translator(s).

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*. Trans. Richard Howard. New York: Vintage-Random House, 1988. Print.

Republished Book

Books may be republished due to popularity without becoming a new edition. New editions are typically revisions of the original work. For books that originally appeared at an earlier date and that have been republished at a later one, insert the original publication date before the publication information. For books that are new editions (i.e. different from the first or other editions of the book), see An Edition of a Book below.

Butler, Judith. *Gender Trouble*. 1990. New York: Routledge, 1999. Print.

Erdrich, Louise. *Love Medicine*. 1984. New York: Perennial-Harper, 1993. Print.

An Edition of a Book

There are two types of editions in book publishing: a book that has been published more than once in different editions and a book that is prepared by someone other than the author (typically an editor).

A Subsequent Edition

Cite the book as you normally would, but add the number of the edition after the title.

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed. New York: Pearson/Longman, 2004. Print.

A Work Prepared by an Editor

Cite the book as you normally would, but add the editor after the title.

Bronte, Charlotte. *Jane Eyre*. Ed. Margaret Smith. Oxford: Oxford UP, 1998. Print.

Anthology or Collection (e.g. Collection of Essays)

To cite the entire anthology or collection, list by editor(s) followed by a comma and "ed." or, for multiple editors, "eds" (for edited by). This sort of entry is somewhat rare. If you are citing a particular piece within an anthology or collection (more common), see A Work in an Anthology, Reference, or Collection below.

Hill, Charles A., and Marguerite Helmers, eds. *Defining Visual Rhetorics*. Mahwah: Lawrence Erlbaum Associates, 2004. Print.

Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns Hopkins UP, 1997. Print.

A Work in an Anthology, Reference, or Collection

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form is for this sort of citation is as follows:

Lastname, First name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). City of Publication: Publisher, Year. Page range of entry. Medium of Publication.

Some examples:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and The 'Real World.'" *The Education of a Graphic Designer*. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

Note on Cross-referencing Several Items from One Anthology: If you cite more than one essay from the same edited collection, MLA indicates you *may* cross-reference within your works cited list in order to avoid writing out the publishing information for each separate essay. You should consider this option if you have several references from a single text. To do so, include a separate entry for the entire collection listed by the editor's name as below:

Rose, Shirley K., and Irwin Weiser, eds. *The Writing Program Administrator as Researcher*. Portsmouth: Heinemann, 1999. Print.

Then, for each individual essay from the collection, list the author's name in last name, first name format, the title of the essay, the editor's last name, and the page range:

L'Eplattenier, Barbara. "Finding Ourselves in the Past: An Argument for Historical Work on WPAs." Rose and Weiser 131-40.

Peeples, Tim. "'Seeing'' the WPA With/Through Postmodern Mapping." Rose and Weiser 153-67.

Poem or Short Story Examples:

Burns, Robert. "Red, Red Rose." *100 Best-Loved Poems*. Ed. Philip Smith. New York: Dover, 1995. 26. Print.

Kincaid, Jamaica. "Girl." *The Vintage Book of Contemporary American Short Stories*. Ed. Tobias Wolff. New York: Vintage, 1994. 306-07. Print.

If the specific literary work is part of the an author's own collection (all of the works have the same author), then there will be no editor to reference:

Whitman, Walt. "I Sing the Body Electric." *Selected Poems*. New York: Dover, 1991. 12-19. Print.

Carter, Angela. "The Tiger's Bride." *Burning Your Boats: The Collected Stories*. New York: Penguin, 1995. 154-69. Print.

Article in a Reference Book (e.g. Encyclopedias, Dictionaries)

For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any other work in a collection but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.

"Ideology." *The American Heritage Dictionary*. 3rd ed. 1997. Print.

A Multivolume Work

When citing only one volume of a multivolume work, include the volume number after the work's title, or after the work's editor or translator.

Quintilian. *Institutio Oratoria*. Trans. H. E. Butler. Vol. 2. Cambridge: Loeb-Harvard UP, 1980. Print.

When citing more than one volume of a multivolume work, cite the total number of volumes in the work. Also, be sure in your in-text citation to provide both the volume number and page number(s). (See Citing Multivolume Works on the In-Text Citations –

The Basics page, which you can access by following the appropriate link at the bottom of this page.)

Quintilian. *Institutio Oratoria*. Trans. H. E. Butler. 4 vols. Cambridge: Loeb-Harvard UP, 1980. Print.

If the volume you are using has its own title, cite the book without referring to the other volumes as if it were an independent publication.

Churchill, Winston S. *The Age of Revolution*. New York: Dodd, 1957. Print.

An Introduction, Preface, Foreword, or Afterword

When citing an introduction, a preface, a foreword, or an afterword, write the name of the author(s) of the piece you are citing. Then give the name of the part being cited, which should not be italicized or enclosed in quotation marks.

Farrell, Thomas B. Introduction. *Norms of Rhetorical Culture*. By Farrell. New Haven: Yale UP, 1993. 1-13. Print.

If the writer of the piece is different from the author of the complete work, then write the full name of the principal work's author after the word "By." For example, if you were to cite Hugh Dalziel Duncan's introduction of Kenneth Burke's book Permanence and Change, you would write the entry as follows:

Duncan, Hugh Dalziel. Introduction. *Permanence and Change: An Anatomy of Purpose*. By Kenneth Burke. 1935. 3rd ed. Berkeley: U of California P, 1984. xiii-xliv. Print.

Other Print/Book Sources

Certain book sources are handled in a special way by MLA style.

The Bible

Give the name of the specific edition you are using, any editor(s) associated with it, followed by the publication information. Remember that your in-text (parenthetical citation) should include the name of the specific edition of the Bible, followed by an abbreviation of the book, the chapter and verse(s). (See Citing the Bible on **In-Text Citations: The Basics**.)

The New Jerusalem Bible. Ed. Susan Jones. New York: Doubleday, 1985. Print.

A Government Publication

Cite the author of the publication if the author is identified. Otherwise, start with the name of the national government, followed by the agency (including any subdivisions or agencies) that serves as the organizational author. For congressional documents, be sure to include the number of the Congress and the session when the hearing was held or resolution passed. US government documents are typically published by the Government Printing Office, which MLA abbreviates as GPO.

United States. Cong. Senate. Committee on Energy and Natural Resources. *Hearing on the Geopolitics of Oil*. 110th Cong., 1st sess. Washington: GPO, 2007. Print.

United States. Government Accountability Office. *Climate Change: EPA and DOE Should Do More to Encourage Progress Under Two Voluntary Programs*. Washington: GPO, 2006. Print.

A Pamphlet

Cite the title and publication information for the pamphlet just as you would a book without an author. Pamphlets and promotional materials commonly feature corporate authors (commissions, committees, or other groups that does not provide individual group member names). If the pamphlet you are citing has no author, cite as directed below. If your pamphlet has an author or a corporate author, put the name of the author (last name, first name format) or corporate author in the place where the author name typically appears at the beginning of the entry. (See also Books by a Corporate Author or Organization above.)

Women's Health: Problems of the Digestive System. Washington: American College of Obstetricians and Gynecologists, 2006. Print.

Your Rights Under California Welfare Programs. Sacramento: California Dept. of Social Services, 2007. Print.

Dissertations and Master's Theses

Dissertations and master's theses may be used as sources whether published or not. Cite the work as you would a book, but include the designation Diss. (or MA/MS thesis) followed by the degree-granting school and the year the degree was awarded.

If the dissertation is published, italicize the title and include the publication date. You may also include the University Microfilms International (UMI) order number if you choose:

Bishop, Karen Lynn. *Documenting Institutional Identity: Strategic Writing in the IUPUI Comprehensive Campaign*. Diss. Purdue University, 2002. Ann Arbor: UMI, 2004. Print.

Bile, Jeffrey. *Ecology, Feminism, and a Revised Critical Rhetoric: Toward a Dialectical Partnership*. Diss. Ohio University, 2005. Ann Arbor: UMI, 2006. AAT 3191701. Print.

    If the work is not published, put the title in quotation marks and end with the date the degree was awarded:

Graban, Tarez Samra. "Towards a Feminine Ironic: Understanding Irony in the Oppositional Discourse of Women from the Early Modern and Modern Periods." Diss. Purdue University, 2006. Print.

Stolley, Karl. "Toward a Conception of Religion as a Discursive Formation: Implications for Postmodern Composition Theory." MA thesis. Purdue University, 2002. Print.

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers **(7th ed.)** and the MLA Style Manual and Guide to Scholarly Publishing **(3rd ed.)**, offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

MLA Works Cited: Periodicals

Periodicals (e.g. magazines, newspapers, and scholarly journals) that appear in print require the same medium of publication designator—Print—as books, but the MLA Style method for citing these materials and the items required for these entries are quite different from MLA book citations.

For more information on citing periodicals, consult "Citing Periodical Print Publications" in the *MLA Handbook for Writers of Research Papers*, 7th edition (sec. 5.4, 136-48), or the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition (sec. 6.5, 174-85).

Article in a Magazine

Cite by listing the article's author, putting the title of the article in quotations marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Buchman, Dana. "A Special Education." *Good Housekeeping* Mar. 2006: 143-48. Print.

Article in a Newspaper

Cite a newspaper article as you would a magazine article, but note the different pagination in a newspaper. If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g., 17 May 1987, late ed.).

Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.

Krugman, Andrew. "Fear of Eating." *New York Times* 21 May 2007 late ed.: A1. Print.

If the newspaper is a less well-known or local publication, include the city name and state in brackets after the title of the newspaper.

Behre, Robert. "Presidential Hopefuls Get Final Crack at Core of S.C. Democrats." *Post and Courier* [Charleston, SC] 29 Apr. 2007: A11. Print.

Trembacki, Paul. "Brees Hopes to Win Heisman for Team." *Purdue Exponent* [West Lafayette, IN] 5 Dec. 2000: 20. Print.

A Review

To cite a review, include the title of the review (if available), then the abbreviation "Rev. of" for Review of and provide the title of the work (in italics for books, plays, and films; in quotation marks for articles, poems, and short stories). Finally, provide performance and/or publication information.

Review Author. "Title of Review (if there is one)." Rev. of Performance Title, by Author/Director/Artist. *Title of Periodical* day month year: page. Medium of publication.

Seitz, Matt Zoller. "Life in the Sprawling Suburbs, If You Can Really Call It Living." Rev. of *Radiant City*, dir. Gary Burns and Jim Brown. *New York Times* 30 May 2007 late ed.: E1. Print.

Weiller, K. H. Rev. of *Sport, Rhetoric, and Gender: Historical Perspectives and Media Representations*, ed. Linda K. Fuller. Choice Apr. 2007: 1377. Print.

An Editorial & Letter to the Editor

Cite as you would any article in a periodical, but include the designators "Editorial" or "Letter" to identify the type of work it is.

"Of Mines and Men." Editorial. *Wall Street Journal* east. ed. 24 Oct. 2003: A14. Print.

Hamer, John. Letter. *American Journalism Review* Dec. 2006/Jan. 2007: 7. Print.

Anonymous Articles

Cite the article title first, and finish the citation as you would any other for that kind of periodical.

"Business: Global Warming's Boom Town; Tourism in Greenland." *The Economist* 26 May 2007: 82. Print.

"Aging; Women Expect to Care for Aging Parents but Seldom Prepare." *Women's Health Weekly* 10 May 2007: 18. Print.

An Article in a Scholarly Journal

In previous years, MLA required that researchers determine whether or not a scholarly journal employed continuous pagination (page numbers began at page one in the first issue of the years and page numbers took up where they left off in subsequent ones) or non-continuous pagination (page numbers begin at page one in every subsequent issue) in order to determine whether or not to include issue numbers in bibliographic entries. *The MLA Handbook for Writers of Research Papers* 7th edition (2009) eliminates this step. Always provide issue numbers, when available.

Author(s). "Title of Article." *Title of Journal* Volume.Issue (Year): pages. Medium of publication.

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

Duvall, John N. "The (Super)Marketplace of Images: Television as Unmediated Mediation in DeLillo's *White Noise*." *Arizona Quarterly* 50.3 (1994): 127-53. Print.

An Article in a Special Issue of a Scholarly Journal

When an article appears in a special issue of a journal, cite the name of the special issue in the entry's title space, in italics, and end with a period. Add the descriptor "Spec. issue of" and include the name of the journal, also in italics, followed by the rest of the information required for a standard scholarly journal citation.

Web entries should follow a similar format.

Burgess, Anthony. "Politics in the Novels of Graham Greene." *Literature and Society.* Spec. issue of *Journal of Contemporary History* 2.2 (1967): 93-99. Print.

Case, Sue-Ellen. "Eve's Apple, or Women's Narrative Bytes." *Technocriticism and Hypernarrative.* Spec. issue of *Modern Fiction Studies* 43.3 (1997): 631-650. Web. 10 Feb. 2010.

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MLA Works Cited: Electronic Sources (Web Publications)

MLA lists electronic sources as *Web Publications*. Thus, when including the medium of publication for electronic sources, list the medium as *Web*.

It is always a good idea to maintain personal copies of electronic information, when possible. It is good practice to print or save Web pages or, better, using a program like Adobe Acrobat, to keep your own copies for future reference. Most Web browsers will include URL/electronic address information when you print, which makes later reference easy. Also, you might use the Bookmark function in your Web browser in order to return to documents more easily.

Important Note on the Use of URLs in MLA

MLA no longer requires the use of URLs in MLA citations. Because Web addresses are not static (i.e., they change often) and because documents sometimes appear in multiple places on the Web (e.g., on multiple databases), MLA explains that most readers can find electronic sources via title or author searches in Internet Search Engines.

For instructors or editors who still wish to require the use of URLs, MLA suggests that the URL appear in angle brackets after the date of access. Break URLs only after slashes.

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008. ‹http://classics.mit.edu/›.

Abbreviations Commonly Used with Electronic Sources

If publishing information is unavailable for entries that require publication information such as publisher (or sponsor) names and publishing dates, MLA requires the use of special abbreviations to indicate that this information is not available. Use *n.p.* to indicate

that neither a publisher nor a sponsor name has been provided. Use *n.d.* when the Web page does not provide a publication date.

When an entry requires that you provide a page but no pages are provided in the source (as in the case of an online-only scholarly journal or a work that appears in an online-only anthology), use the abbreviation *n. pag*.

Basic Style for Citations of Electronic Sources (Including Online Databases)

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names [e.g. .com or .net].)
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Medium of publication.
- Date you accessed the material.
- URL (if required, or for your own personal reference; MLA does not require a URL).

Citing an Entire Web Site

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. If a URL is required or you chose to include one, be sure to include the complete address for the site. (Note: The following examples do not include a URL because MLA no longer requires a URL to be included.)

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10
    May 2006.

Course or Department Websites

Give the instructor name. Then list the title of the course (or the school catalog
designation for the course) in italics. Give appropriate department and school names as
well, following the course title. Remember to use n.d. if no publishing date is given.

Felluga, Dino. *Survey of the Literature of England*. Purdue U, Aug. 2006. Web. 31 May
    2007.

English Department. Purdue U, 20 Apr. 2009. Web. 14 May 2009.

A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the
information covered above for entire Web sites. Remember to use *n.p.* if no publisher
name is available and *n.d.* if no publishing date is given.

"How to Make Vegetarian Chili." *eHow*. Demand Media, Inc., n.d. Web. 24 Feb. 2009.

An Image (Including a Painting, Sculpture, or Photograph)

Provide the artist's name, the work of art italicized, the date of creation, the institution
and city where the work is housed. Follow this initial entry with the name of the Website
in italics, the medium of publication, and the date of access.

Goya, Francisco. *The Family of Charles IV*. 1800. Museo Nacional del Prado, Madrid.
    Museo National del Prado. Web. 22 May 2006.

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*.
    Web. 22 May 2006.

If the work is cited on the web only, then provide the name of the artist, the title of the
work, the medium of the work, and then follow the citation format for a website. If the
work is posted via a username, use that username for the author.

brandychloe. "Great Horned Owl Family." Photograph. *Webshots*. American Greetings,
    22 May 2006. Web. 5 Nov. 2009.

An Article in a Web Magazine

Provide the author name, article name in quotation marks, title of the Web magazine in
italics, publisher name, publication date, medium of publication, and the date of access.

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*. A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009.

An Article in an Online Scholarly Journal

For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.

Article in an Online-only Scholarly Journal

MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, use the abbreviation *n. pag.* to denote that there is no pagination for the publication.

Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal* 6.2 (2008): n. pag. Web. 20 May 2009.

Article in an Online Scholarly Journal That Also Appears in Print

Cite articles in online scholarly journals that also appear in print as you would a scholarly journal in print, including the page range of the article. Provide the medium of publication that you used (in this case, *Web*) and the date of access.

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases* 6.6 (2000): 595-600. Web. 8 Feb. 2009.

An Article from an Online Database (or Other Electronic Subscription Service)

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services just as you would print sources. Since these articles usually come from periodicals, be sure to consult the appropriate sections of the Works Cited: Periodicals page, which you can access via its link at the bottom of this page. In addition to this information, provide the title of the database italicized, the medium of publication, and the date of access.

Note: Previous editions of the MLA Style Manual required information about the subscribing institution (name and location). This information is no longer required by MLA.

Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science* 29 Apr. 2005: 642-44. *Science Online*. Web. 5 Mar. 2009.

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal* 50.1 (2007): 173-96. *ProQuest*. Web. 27 May 2009.

E-mail (including E-mail Interviews)

Give the author of the message, followed by the subject line in quotation marks. State to whom to message was sent, the date the message was sent, and the medium of publication.

Kunka, Andrew. "Re: Modernist Literature." Message to the author. 15 Nov. 2000. E-mail.

Neyhart, David. "Re: Online Tutoring." Message to Joe Barbato. 1 Dec. 2000. E-mail.

A Listserv, Discussion Group, or Blog Posting

Cite Web postings as you would a standard Web entry. Provide the author of the work, the title of the posting in quotation marks, the Web site name in italics, the publisher, and the posting date. Follow with the medium of publication and the date of access. Include screen names as author names when author name is not known. If both names are known, place the author's name in brackets. Remember if the publisher of the site is unknown, use the abbreviation *n.p.*

Editor, screen name, author, or compiler name (if available). "Posting Title." *Name of Site*. Version number (if available). Name of institution/organization affiliated with the site (sponsor or publisher). Medium of publication. Date of access.

Salmar1515 [Sal Hernandez]. "Re: Best Strategy: Fenced Pastures vs. Max Number of Rooms?" *BoardGameGeek*. BoardGameGeek, 29 Sept. 2008. Web. 5 Apr. 2009.

A Tweet

MLA posted guidelines on their **website** for how to cite a tweet on a Works Cited page. Begin with the user's name (Last Name, First Name) followed by his/her Twitter user name in parentheses. Insert a period outside the parentheses. Next, place the tweet in its entirety in quotations, inserting a period after the tweet within the quotations. Include the date and time of posting, using the reader's time zone; separate the date and time with a comma and end with a period. Include the word "Tweet" afterwards and end with a period.

Brokaw, Tom (tombrokaw). "SC demonstrated why all the debates are the engines of this campaign." 22 Jan. 2012, 3:06 a.m. Tweet.

Purdue Writing Lab (PurdueWLab). "Spring break is around the corner, and all our
locations will be open next week." 5 Mar. 2012, 12:58 p.m. Tweet.

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MLA Works Cited: Other Common Sources

Several sources have multiple means for citation, especially those that appear in varied
formats: films, DVDs, videocassettes; published and unpublished interviews, interviews
over email; published and unpublished conference proceedings. The following section
groups these sorts of citations as well as others not covered in the print, periodical, and
electronic sources sections.

An Interview

Interviews typically fall into two categories: print or broadcast published and unpublished
(personal) interviews, although interviews may also appear in other, similar formats such
as in email format or as a Web document.

Personal Interviews

Personal interviews refer to those interviews that you conduct yourself. List the interview
by the name of the interviewee. Include the descriptor Personal interview and the date of
the interview.

Purdue, Pete. Personal interview. 1 Dec. 2000.

Published Interviews (Print or Broadcast)

List the interview by the name of the interviewee. If the name of the interview is part of a
larger work like a book, a television program, or a film series, place the title of the
interview in quotation marks. Place the title of the larger work in italics. If the interview
appears as an independent title, italicize it. Determine the medium of publication (e.g.,
print, Web, DVD) and fill in the rest of the entry with the information required by that
medium. For books, include the author or editor name after the book title.

Note: If the interview from which you quote does not feature a title, add the descriptor *Interview* (unformatted) after the interviewee's name. You may also use the descriptor *Interview* by to add the name of the interview to the entry if it is relevant to your paper.

Gaitskill, Mary. Interview with Charles Bock. *Mississippi Review* 27.3 (1999): 129-50. Print.

Amis, Kingsley. "Mimic and Moralist." *Interviews with Britain's Angry Young Men*. By Dale Salwak. San Bernardino: Borgo, 1984. Print.

Online-only Published Interviews

List the interview by the name of the interviewee. If the interview has a title, place it in quotation marks. Cite the remainder of the entry as you would other exclusive Web content. Place the name of the Website in italics, give the publisher name (or sponsor), the publication date, the medium of publication (Web), and the date of access. Remember that if no publisher name is give, insert the abbreviation *n.p.*

Note: If the interview from which you quote does not feature a title, add the descriptor *Interview* (unformatted) after the interviewee's name. You may also use the descriptor Interview by to add the name of the interview to the entry if it is relevant to your paper.

Zinkievich, Craig. Interview by Gareth Von Kallenbach. *Skewed & Reviewed*. Skewed & Reviewed, 2009. Web. 15 Mar. 2009.

Speeches, Lectures, or Other Oral Presentations (including Conference Presentations)

Provide the speaker's name. Then, give the title of the speech (if any) in quotation marks. Follow with the name of the meeting and organization, the location of the occasion, and the date. Use the descriptor that appropriately expresses the type of presentation (e.g., Address, Lecture, Reading, Keynote Speech, Guest Lecture, Conference Presentation). Remember to use the abbreviation *n.p.* if the publisher is not known; use *n.d.* if the date is not known.

Stein, Bob. "Computers and Writing Conference Presentation." Purdue University. Union Club Hotel, West Lafayette, IN. 23 May 2003. Keynote Address.

Published Conference Proceedings

Cite published conference proceedings like a book. If the date and location of the conference are not part of the published title, add this information after the published proceedings title. The medium of publication is *Print*. Remember to use the abbreviation *n.p.* if the publisher is not known; use *n.d.* if the date is not known.

LastName, FirstName, ed. *Conference Title that Includes Conference Date and Location*.
　　　　City of Publication: Publisher, Date of Publication. Print.

LastName, FirstName, ed. *Conference Title that Does Not Include Conference Date and
　　　　Location*. Conference Date, Conference Location. City of Publication: Publisher,
　　　　Date of Publication. Print.

To cite a presentation from a published conference proceedings, begin with the
presenter's name. Place the name of the presentation in quotation marks. Follow with
publication information for the conference proceedings.

LastName, FirstName. "Conference Paper Title." *Conference Title that Includes
　　　　Conference Date and Location*. Ed. Conference Editor(s). City of Publication:
　　　　Publisher, Date of Publication. Print.

A Painting, Sculpture, or Photograph

Include the artist's name. Give the title of the artwork in italics. Provide the date of
composition. If the date of composition is unknown, place the abbreviation *n.d.* in place
of the date. Finally, provide the name of the institution that houses the artwork followed
by the location of the institution.

Goya, Francisco. *The Family of Charles IV*. 1800. Museo del Prado, Madrid.

For photographic reproductions of artwork (e.g. images of artwork in a book), cite the
bibliographic information as above followed by the information for the source in which
the photograph appears, including page or reference numbers (plate, figure, etc.).

Goya, Francisco. *The Family of Charles IV*. 1800. Museo del Prado, Madrid. *Gardener's
　　　　Art Through the Ages*. 10th ed. By Richard G. Tansey and Fred S. Kleiner. Fort
　　　　Worth: Harcourt Brace. 939. Print.

For artwork in an online format, consult "An Image (Including a Painting, Sculpture, or
Photograph)" by following the link Works Cited: Electronic Sources at the bottom of this
page.

Films or Movies

List films (in theaters or not yet on DVD or video) by their title. Include the name of the
director, the film studio or distributor, and the release year. If relevant, list performer
names after the director's name. Use the abbreviation perf. to head the list. List film as
the medium of publication. To cite a DVD or other video recording, see "Recorded Films
and Movies" below.

The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz
　　　　Palminteri, Stephen Baldwin, and Benecio del Toro. Polygram, 1995. Film.

To emphasize specific performers (*perf.*) or directors (*dir.*), begin the citation with the name of the desired performer or director, followed by the appropriate abbreviation.

Lucas, George, dir. *Star Wars Episode IV: A New Hope*. Twentieth Century Fox, 1977. Film.

Recorded Films or Movies

List films by their title. Include the name of the director, the distributor, and the release year. If relevant, list performer names after the director's name. Use the abbreviation *perf.* to head the list. End the entry with the appropriate medium of publication (e.g. DVD, VHS, Laser disc).

Ed Wood. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

Broadcast Television or Radio Program

Begin with the title of the episode in quotation marks. Provide the name of the series or program in italics. Also include the network name, call letters of the station followed by the city, and the date of broadcast. End with the publication medium (e.g. *Television, Radio*). For television episodes on Videocassette or DVD refer to the "Recorded Television Episodes" section below.

"The Blessing Way." *The X-Files*. Fox. WXIA, Atlanta. 19 Jul. 1998. Television.

Recorded Television Episodes (e.g. DVD, Videocassette)

Cite recorded television episodes like films (see above). Begin with the episode name in quotation marks. Follow with the series name in italics. When the title of the collection of recordings is different than the original series (e.g., the show Friends is in DVD release under the title Friends: The Complete Sixth Season), list the title that would be help researchers locate the recording. Give the distributor name followed by the date of distribution. End with the medium of publication (e.g. *DVD, Videocassette, Laser disc*).

Note: The writer may choose to include information about directors, writers, performers, producers between the title and the distributor name. Use appropriate abbreviations for these contributors (e.g. *dir., writ., perf., prod.*).

"The One Where Chandler Can't Cry." *Friends: The Complete Sixth Season*. Writ. Andrew Reich and Ted Cohen. Dir. Kevin Bright. Warner Brothers, 2004. DVD.

Sound Recordings

List sound recordings in such a way that they can easily be found by readers. Generally, citations begin with the artist name. They might also be listed by composers (*comp.*) or performers (*perf.*). Otherwise, list composer and performer information after the album title.

Use the appropriate abbreviation after the person's name and a comma, when needed. Put individual song titles in quotation marks. Album names are italicized. Provide the name of the recording manufacturer followed by the publication date (or *n.d.*, if date is unknown). List the appropriate medium at the end of the entry (e.g. CD, LP, Audiocassette). For MP3 recordings, see the "Digital Files" section below.

Note: If you know and desire to list the recording date, include this information before the manufacturer name. Use the abbreviation for "recorded" (*Rec.*) and list the recording date (dd mm year format) before the manufacturer name.

Foo Fighters. *In Your Honor*. RCA, 2005. CD.

Nirvana. "Smells Like Teen Spirit." *Nevermind*. Geffen, 1991. Audiocassette.

Beethoven, Ludwig van. *The 9 Symphonies*. Perf. NBC Symphony Orchestra. Cond.
    Arturo Toscanini. RCA, 2003. CD.

Spoken-Word Albums

Treat spoken-word albums the same as musical albums.

Hedberg, Mitch. *Strategic Grill Locations*. Comedy Central, 2003. CD.

Digital Files (PDFs, MP3s, JPEGs)

Determine the type of work to cite (e.g., article, image, sound recording) and cite appropriately. End the entry with the name of the digital format (e.g., PDF, JPEG file, *Microsoft Word* file, MP3). If the work does not follow traditional parameters for citation, give the author's name, the name of the work, the date of creation, and the medium of publication. Use *Digital file* when the medium cannot be determined.

Beethoven, Ludwig van. *Moonlight Sonata*. Crownstar, 2006. MP3.

Smith, George. "Pax Americana: Strife in a Time of Peace." 2005. *Microsoft Word* file.

Council of Writing Program Administrators, National Council of Teachers of English,
    and National Writing Project. *Framework for Success in Postsecondary Writing*.
    CWPA, NCTE, and NWP, 2011. PDF file.

Bentley, Phyllis. "Yorkshire and the Novelist." *The Kenyon Review* 30.4 (1968): 509-22. *JSTOR*. PDF file.

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MLA Additional Resources

It's always best to consult the current *MLA Handbook for Writers of Research Papers* for any MLA question. If you are using MLA style for a class assignment, it's also a good idea to consult your professor, advisor, TA, or other campus resources for help. They're the ones who can tell you how the style should apply in your particular case.

Print Resources from the Modern Language Association

MLA Manual and Guide to Scholarly Publishing, 3rd Edition (ISBN-13: 978-0-87352-297-7)

MLA Handbook for Writers of Research Papers, 7th Edition (ISBN-13: 978-1-60329-024-1)

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MLA Abbreviations

There are a few common trends in abbreviating that you should follow when using MLA, though there are always exceptions to these rules. For a complete list of common abbreviations used in academic writing, see Chapter 7 of the *MLA Handbooks for Writers*

of Research Papers, 7th edition, and Chapter 8 of the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition.

This guide provides only a very small portion of the abbreviations suggested by MLA. Each section cross-references the appropriate sections and page numbers of the *MLA Handbooks for Writers of Research Papers* and the *MLA Style Manual and Guide to Scholarly Publishing*.

Uppercase Letter Abbreviations

Do not use periods or spaces in abbreviations composed solely of capital letters, except in the case of proper names:

US, MA, CD, HTML
P. D. James, J. R. R. Tolkien, E. B. White

Lowercase Letter Abbreviations

Use a period if the abbreviation ends in a lower case letter, unless referring to an internet suffix, where the period should come before the abbreviation:

assn., conf., Eng., esp.
.com, .edu, .gov (URL suffixes)

Note: Degree names are a notable exception to the lowercase abbreviation rule.

PhD, EdD, PsyD

Use periods between letters without spacing if each letter represents a word in common lower case abbreviations:

a.m., e.g., i.e.

Other notable exceptions:

mph, os, rpm, ns

For more on upper- and lowercase letter abbreviation designations, see Section 7.1. Introduction (234) of the *MLA Handbooks for Writers of Research Papers*, 7th edition, or Section 8.1. Introduction (261-62) of the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition.

Abbreviations in Citations

Condense citations as much as possible using abbreviations.

Time Designations

http://owl.english.purdue.edu/owl/owlprint/747/

Remember to follow common trends in abbreviating time and location within citations. Month names longer than four letters used in journal and magazine citations:

Jan., Sept., Nov.

For more information on time designations, see Section 7.2. Time Designations (235) of the *MLA Handbooks for Writers of Research Papers*, 7th edition, or Section 8.2. Time Designations (262-63) of the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition.

Geographic Names

Geographic names of states and countries in book citations when the publisher's city is not well known or could be confused with another city. Abbreviate country, province, and state names.

Logan, UT; Manchester, Eng.; Sherbrooke, QC

For more information on time designations, see Section 7.3. Geographic Names (236-40) of the *MLA Handbooks for Writers of Research Papers*, 7th edition, or Section 8.3. Geographic Names (264-69) of the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition.

Scholarly Abbreviations

List common scholarly abbreviations as they appear below:

- Anon. for anonymous
- C. or ca. for circa
- Comp. for compiler
- Fwd. for foreword
- Jour. for journal
- Lib. for library
- Sec. or sect. for section
- Ser. for series
- Var. for variant
- Writ. for written by or writer

For more information on scholarly abbreviations, see Section 7.4. Common Scholarly Abbreviations and Reference Words (240-47) of the *MLA Handbooks for Writers of Research Papers*, 7th edition, or Section 8.3. Common Scholarly Abbreviations and Reference Words (269-82) of the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition.

Publisher Names

Shorten publisher's names as much as possible in book citations. You only need to provide your readers with enough information for them to identify the publisher. Many publishers can be identified by only acronyms or a shortened version of their names.

MLA suggests a few rules for you to follow when abbreviating publishers:

- Omit articles, business abbreviations (like Corp. or Inc.), and descriptive words (e.g. Press, Publishers, House)
- Cite only the last name of a publisher with the name of one person (e.g. Norton for W. W. Norton) and only the last name of the first listed for a publisher with multiple names (e.g. McGraw for McGraw-Hill)
- Use standard abbreviations when possible (e.g. Assn. or Soc.)
- Use the acronym of the publisher if the company is commonly know by that abbreviation (e.g. MLA, ERIC, GPO)
- Use only U and P when referring to university presses (e.g. Cambridge UP or U of Chicago P)

Here is a short list of publisher abbreviations that you might use. Consult Chapter 7 of the MLA Handbook for a more complete list.

- Acad. for Educ. Dev. (Academy for Educational Development, Inc.)
- Gale (Gale Research, Inc.)
- Harper (Harper and Row, Publishers, Inc. & HarperCollins Publishers, Inc.)
- Little (Little, Brown and Company, Inc.)
- MIT P (The MIT Press)
- NCTE (The National Council of Teachers of English)
- SIRS (Social Issues Resources Series)
- UMI (University Microfilms International)

For more information on publisher names, see Section 7.4. Publishers' Names (247-49) of the *MLA Handbooks for Writers of Research Papers*, 7th edition, or Section 8.3. Publishers' Names (282-85) of the *MLA Style Manual and Guide to Scholarly Publishing*, 3rd edition.

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

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MLA Sample Works Cited Page

This handout provides an example of a Works Cited page in MLA 2009 format.

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*.
    Environmental Defense Fund, 8 May 2007. Web. 24 May 2009.

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York
    Times*. New York Times, May 2007. Web. 25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New
    York Times, 22 May 2007. Web. 25 May 2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis
    Guggenheim. *rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24
    May 2009.

GlobalWarming.org. Cooler Heads Coalition, 2007. Web. 24 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary
    Economics of Sustainability." *International Journal of Sustainable Development
    and World Ecology* 14.1 (2007): 27-36. Print.

An Inconvenient Truth. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount,
    2006. DVD.

Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*.
    New York: Springer, 2005. Print.

Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global
    Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006):
    63. Print.

Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global
    Warming." *American Economic Review* 96.2 (2006): 31-34. Print.

---. "Global Warming Economics." *Science* 9 Nov. 2001: 1283-84. *Science Online*. Web.
    24 May 2009.

Shulte, Bret. "Putting a Price on Pollution." *Usnews.com*. *US News & World Rept*., 6 May
    2007. Web. 24 May 2009.

Uzawa, Hirofumi. *Economic Theory and Global Warming*. Cambridge: Cambridge UP,
    2003. Print.

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MLA Sample Paper

This resource contains a sample MLA paper that adheres to the 2009 updates
(See pp. 59-69).

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers **(7th ed.)** and the MLA Style Manual and Guide to Scholarly Publishing **(3rd ed.)**, offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

MLA Tables, Figures, and Examples

The purpose of visual materials or other illustrations is to enhance the audience's understanding of information in the document and/or awareness of a topic. Writers can embed several types of visuals using the most basic word processing software: diagrams, musical scores, photographs, or, for documents that will be read electronically, audio/video applications.

General Guidelines

- **Collect sources.** Gather the source information required for MLA Documentation for the source medium of the illustration (e.g. print, web, podcast).
- **Determine what types of illustrations best suit your purpose.** Consider the purpose of each illustration, how it contributes to the purpose of the document and the reader's understanding, and whether or not the audience will be able to view and/or understand the illustration easily.
- **Use illustrations of the best quality.** Avoid blurry, pixilated, or distorted images for both print and electronic documents. Often pixilation and distortion occurs when writers manipulate image sizes. Keep images in their original sizes or use photo editing software to modify them. Reproduce distorted graphs, tables, or diagrams with spreadsheet or publishing software, but be sure to include all

source information. Always represent the original source information faithfully and avoid unethical practices of false representation or manipulation.

- **Use illustrations sparingly.** Decide what items can best improve the document's ability to augment readers' understanding of the information, appreciation for the subject, and/or illustration of the main points. Do not provide illustrations for illustrations' sake. Scrutinize illustrations for how potentially informative or persuasive they can be.
- **Do not use illustrations to boost page length.** In the case of student papers, instructors often do not count the space taken up by visual aids toward the required page length of the document. Remember that texts explain, while illustrations enhance. Illustrations cannot carry the entire weight of the document.

Labels, Captions, and Source Information

Illustrations appear directly embedded in the document, except in the case of manuscripts that being prepared for publication. (For preparing manuscripts with visual materials for publication, see Note on Manuscripts below.) Each illustration must include, a label, a number, a caption and/or source information.

- **The illustration label and number should always appear in two places:** the document main text (e.g. see fig. 1) and near the illustration itself (Fig. 1).
- **Captions** provide titles or explanatory notes.
- **Source information** documentation will always depend upon the medium of the source illustration. If you provide source information with all of your illustrations, you do not need to provide this information on the Works Cited page.

Source Information and Note Form

For source information, MLA lists sources in note form. These entries appear much like standard MLA bibliographic entries with a few exceptions:

- Author names are in First_Name Last_Name format.
- Commas are substituted for periods (except in the case of the period that ends the entry).
- Publication information for books (location: publisher, year) appears in parentheses.
- Relevant page numbers follow the publication information.

Note: Use semicolons to denote entry sections when long series of commas make these sections difficult to ascertain as being like or separate. (See examples below.) The *MLA Handbook for Writers of Research Papers* 7th edition states that if the table or illustration caption provides complete citation information about the source and the source is not cited in the text, authors do not need to list the source in the Works Cited list.

Examples - Documenting Source Information in "Note Form"

Book

Tom Shachtman, *Absolute Zero and the Conquest of Cold* (Boston: Houghton Mifflin, 1999) 35. Print.

Website (using semicolons to group like information together)

United States; Dept. of Commerce; Census Bureau; Manufacturing, Mining, and Construction Statistics; *Housing Units Authorized by Building Permits*; US Dept. of Commerce, 5 Feb. 2008; Web; 23 Dec. 2008; table 1a.

In this example, the commas in *Manufacturing, Mining, and Construction Statistics* prompt the need for semicolons in order for the series information to be read easily. Even if *Manufacturing, Mining, and Construction Statistics* had not appeared in the entry, the multiple "author names" of *United States*, *Dept. of Commerce*, and *Census Bureau* would have necessitated the use of a semicolon before and after the title and between ensuing sections to the end of the entry.

Furthermore, the publisher and date in a standard entry are separated by a comma and belong together; thus, their inclusion here (*US Dept. of Commerce, 5 Feb. 2008*) also necessitates the semicolons.

MLA Documentation for Tables, Figures, and Examples

MLA provides three designations for document illustrations: tables, figures, and examples (see specific sections below).

Tables

- Refer to the table and its corresponding numeral in-text. Do not capitalize the word *table*. This is typically done in parentheses (e.g. "(see table 2)").
- Situate the table near the text to which it relates.
- Align the table flush-left to the margin.
- Label the table Table and provide its corresponding Arabic numeral. No punctuation is necessary after the label and number (see example below).
- On the next line, provide a caption for the table, most often the table title. Use standard capitalization rules.
- Place the table below the caption, flush-left, making sure to maintain basic MLA style formatting (e.g. one-inch margins).
- Below the title, signal the source information with the descriptor *Source*, followed by a colon, then provide the correct MLA bibliographic information for the source in note form (see instructions and examples above). Use a hanging indent for lines after the first. If you provide source information with your illustrations, you do not need to provide this information on the Works Cited page.

- If additional caption information or explanatory notes is necessary, use lowercase letters formatted in superscript in the caption information or table. Below the source information, indent, provide a corresponding lowercase letter (not in superscript), a space, and the note.
- Labels, captions, and notes are double-spaced.

Figures

- All visuals/illustrations that are not tables or musical score examples (e.g. maps, diagrams, charts, videos, podcasts, etc.) are labeled *Figure* or *Fig*.
- Refer to the figure in-text and provide an Arabic numeral that corresponds to the figure. Do not capitalize *figure* or *fig*.
- MLA does not specify alignment requirements for figures; thus, these images may be embedded as the reader sees fit. However, continue to follow basic MLA Style formatting (e.g. one-inch margins).
- Below the figure, provide a label name and its corresponding arabic numeral (no bold or italics), followed by a period (e.g. Fig. 1.). Here, *Figure* and *Fig.* are capitalized.
- Beginning with the same line as the label and number, provide a title and/or caption as well as relevant source information in note form (see instructions and examples above). If you provide source information with your illustrations, you do not need to provide this information on the Works Cited page.

Figures Example

In-text reference:

Some readers found Harry's final battle with Voldemort a disappointment, and recently, the podcast, *MuggleCast* debated the subject (see fig. 2).

Figure caption (below an embedded podcast file for a document to be viewed electronically):

Fig. 2. Harry Potter and Voldemort final battle debate from Andrew Sims et al.; "Show 166"; *MuggleCast*; MuggleNet.com, 19 Dec. 2008; Web; 27 Dec. 2008.

Examples

- The descriptor *Example* only refers to musical illustrations (e.g. portions of a musical score). Example is often abbreviated *Ex.*
- Refer to the example in-text and provide an Arabic numeral that corresponds to the example. Do not capitalize *example* or *ex.*
- Supply the illustration, making sure to maintain basic MLA Style formatting (e.g. one-inch margins).
- Below the example, provide the label (capitalized *Example* or *Ex.*) and number and a caption or title. The caption or title will often take the form of source

information along with an explanation, for example, of what part of the score is being illustrated. If you provide source information with your illustrations, you do not need to provide this information on the Works Cited page.

Note on Manuscripts

Do not embed illustrations (tables, figures, or examples) in manuscripts for publication. Put placeholders in the text to show where the illustrations will go. Type these placeholders on their own line, flush left, and bracketed (e.g. [table 1]). At the end of the document, provide label, number, caption, and source information in an organized list. Send files for illustrations in the appropriate format to your editor separately. If you provide source information with your illustrations, you do not need to provide this information on the Works Cited page.

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

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MLA PowerPoint Presentation

Select the MLA PowerPoint Presentation link in the Media box online to download slides that provide a detailed review of the MLA citation style.

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

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MLA Undergraduate Sample Paper

This resource contains an undergraduate sample MLA paper that adheres to the 2009 updates. (**See pp. 70-75**).

Contributors: Tony Russell, Allen Brizee, Elizabeth Angeli, Russell Keck.
Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the MLA Handbook for Writers of Research Papers **(7th ed.)** and the MLA Style Manual and Guide to Scholarly Publishing **(3rd ed.)**, offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

MLA 2009 SAMPLE PAPER [*referred to on page 52*]

Elizabeth L. Angeli

Professor Patricia Sullivan

English 624

12 February 2012

> Your name, the course number, the professor's name, and the date of the paper are double-spaced in 12-point, Times New Roman font. Dates in MLA are written in this order: day, month, and year.

> Green text boxes contain explanations of MLA style guidelines.

> Blue boxes contain directions for writing and citing in MLA style.

> Page numbers begin on and with page 1. Type your name next to the page number so that it appears on every page.

Toward a Recovery of Nineteenth Century Farming Handbooks

While researching texts written about nineteenth century farming, I found a few authors who published books about the literature of nineteenth century farming, particularly agricultural journals, newspapers, pamphlets, and brochures. These authors often placed the farming literature they were studying into an historical context by discussing the important events in agriculture of the year in which the literature was published (see Demaree, for example). However, while these authors discuss journals, newspapers, pamphlets, and brochures, I could not find much discussion about another important source of farming knowledge: farming handbooks. My goal in this paper is to bring this source into the agricultural literature discussion by connecting three agricultural handbooks from the nineteenth century with nineteenth century agricultural history.

To achieve this goal, I have organized my paper into four main sections, two of which have sub-sections. In the first section, I provide an account of three important events in nineteenth century agricultural history: population and technological changes, the distribution of scientific new knowledge, and farming's influence on education. In the second section, I discuss three nineteenth century farming handbooks in connection with the important events described in the first section. I end my paper with a third section that offers research questions that could be answered in future versions of this paper and

> Titles are centered and written in 12-point, Times New Roman font. The title is not bolded, underlined, or italicized.

> The introductory paragraph, or introduction, should set the context for the rest of the paper. Tell your readers why you are writing and why your topic is important.

> The thesis statement usually is the last sentence of the introduction.

> The thesis is a clear position that you will support and develop throughout your paper. This sentence guides or controls your paper.

> If your paper is long, you may want to write about how your paper is organized. This will help your readers follow your ideas.

> MLA requires double-spacing throughout a document; do not single-space any part of the document.

conclude with a fourth section that discusses the importance of expanding this particular project. I also include an appendix after the Works Cited that contains images of the three handbooks I examined. Before I can begin the examination of the three handbooks, however, I need to provide an historical context in which the books were written, and it is to this that I now turn.

> Use personal pronouns (I, we, us, etc.) at your instructor's discretion.

Historical Context

> When using headings in MLA, title the main sections (B-level headers) in a different style font than the paper's title, e.g., in small caps.

> The headings used here follow an A-, B-, C-level system to break the text into smaller sections. The different levels help organize the paper and maintain consistency in the paper's organization. You may come up with your own headings as long as they are consistent.

> Headers, though not required by MLA style, help the overall structure and organiza-tion of a paper. Use them at your instructor's discretion to help your reader follow your ideas.

> The paragraph after the B-level headers start flush left after the headings.

The nineteenth century saw many changes to daily American life with an increase in population, improved methods of transportation, developments in technology, and the rise in the importance of science. These events impacted all aspects of nineteenth century American life, most significantly those involved in slavery and the Civil War, but a large part of American life was affected, a part that is quite often taken for granted: the life of the American farmer.

> Use another style, e.g., italics, to differen-tiate the C-level headers from the B-level headers. The paragraph continues directly after the header.

Population and Technological Changes. One of the biggest changes, as seen in nineteenth century America's census reports, is the dramatic increase in population. The 1820 census reported that over 10 million people were living in America; of those 10 million, over 2 million were engaged in agriculture. Ten years prior to that, the 1810 census reported over 7 million people were living in the states; there was no category for people engaged in agriculture. In this ten-year time span, then, agriculture experienced significant improvements and changes that enhanced its importance in American life.

> If there is a gramma-tical, mechanical, or spelling error in the text you are citing, type the quote as it appears. Follow the quote with "[sic]."

One of these improvements was the developments of canals and steamboats, which allowed farmers to "sell what has previously been unsalable [sic]" and resulted in a "substantial increase in [a farmer's] ability to earn income" (Danhof 5). This

improvement allowed the relations between the rural and urban populations to strengthen, resulting in an increase in trade. The urban population (defined as having over 2,500 inhabitants) in the northern states increased rapidly after 1820.[1] This increase accompanied the decrease in rural populations, as farmers who "preferred trade, transportation, or 'tinkering'" to the tasks of tending to crops and animals found great opportunities in the city (Danhof 7). Trade and transportation thus began to influence farming life significantly. Before 1820, the rural community accounted for eighty percent of consumption of farmers' goods (Hurt 127). With the improvements in transportation, twenty-five percent of farmers' products were sold for commercial gain, and by 1825, farming "became a business rather than a way of life" (128). This business required farmers to specialize their production and caused most farmers to give "less attention to the production of surplus commodities like wheat, tobacco, pork, or beef" (128). The increase in specialization encouraged some farmers to turn to technology to increase their production and capitalize on commercial markets (172).

The technology farmers used around 1820 was developed from three main sources: Europe, coastal Indian tribes in America, and domestic modifications made from the first two sources' technologies. Through time, technology improved, and while some farmers clung to their time-tested technologies, others were eager to find alternatives to these technologies. These farmers often turned to current developments in Great Britain and received word of their technological improvements through firsthand knowledge by talking with immigrants and travelers. Farmers also began planning and conducting experiments, and although they lacked a truly scientific approach, these farmers engaged in experiments to obtain results and learn from the results.[2] Agricultural organizations

Use footnotes to explain a point in your paper that does not quite fit in with the rest of the paragraph.

Insert the footnote directly after the phrase or clause to which it refers.

In-text citations occur after the quote but before the period. The author's/ authors' name/s go before the page number with no comma in between.

Footnotes should be double-spaced and in size 12 Times New Roman font.

were then formed to "encourage . . . experimentation, hear reports, observe results, and exchange critical comments" (Danhof 53). Thus, new knowledge was transmitted orally from farmer to farmer, immigrant to farmer, and traveler to farmer, which could result in the miscommunication of this new scientific knowledge. Therefore, developments were made for knowledge to be transmitted and recorded in a more permanent, credible way: by print.

The Distribution of New Knowledge. Before 1820 and prior to the new knowledge farmers were creating, farmers who wanted print information about agriculture had their choice of agricultural almanacs and even local newspapers to receive information (Danhof 54). After 1820, however, agricultural writing took more forms than almanacs and newspapers. From 1820 to 1870, agricultural periodicals were responsible for spreading new knowledge among farmers. In his published dissertation *The American Agricultural Press 1819-1860*, Albert Lowther Demaree presents a "description of the general content of [agricultural journals]" (xi). These journals began in 1819 and were written for farmers, with topics devoted to "farming, stock raising, [and] horticulture" (12). The suggested "birthdate" of American agricultural journalism is April 2, 1819 when John S. Skinner published his periodical *American Farmer* in Baltimore. Demaree writes that Skinner's periodical was the "first continuous, successful agricultural periodical in the United States" and "served as a model for hundreds of journals that succeeded it" (19). In the midst of the development of the journal, farmers began writing handbooks. Not much has been written on the handbooks' history, aside from the fact that C.M. Saxton & Co. in New York was the major handbook publisher. Despite the lack of information about handbooks, and as can be seen in my discussion below, these

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If you delete words from the original quote, insert an ellipsis, three periods with a space between and after each one.

Body paragraphs have these four elements: a transition, a topic sentence, evidence, and a brief wrap-up sentence.

Notice how this paragraph begins with a transition. The topic sentence follows the transition, and it tells readers what the paragraph is about. Direct quotes are used to support this topic sentence.

Transitions connect paragraphs and unify writing.

Notice how this paragraph ends with a brief mention of print sources and the next paragraph begins with a discussion of print information.

Titles of published works (books, journals, films, etc.) are now italicized instead of underlined.

The paragraph ends with a wrap-up sentence, "Despite the lack . . .", while transitioning to the next paragraph.

handbooks played a significant role in distributing knowledge among farmers and in educating young farmers, as I now discuss.

Farming's Influence on Education. One result of the newly circulating print information was the "need for acquiring scientific information upon which could be based a rational technology" that could "be substituted for the current diverse, empirical practices" (Danhof 69). In his 1825 book *Nature and Reason Harmonized in the Practice of Husbandry*, John Lorain begins his first chapter by stating that "[v]ery erroneous theories have been propagated" resulting in faulty farming methods (1). His words here create a framework for the rest of his book, as he offers his readers narratives of his own trials and errors and even dismisses foreign, time-tested techniques farmers had held on to: "The knowledge we have of that very ancient and numerous nation the Chinese, as well as the very located habits and costumes of this very singular people, is in itself insufficient to teach us . . ." (75). His book captures the call and need for scientific experiments to develop new knowledge meant to be used in/on/with American soil, which reflects some farmers' thinking of the day.

By the 1860s, the need for this knowledge was strong enough to affect education. John Nicholson anticipated this effect in 1820 in the "Experiments" section of his book *The Farmer's Assistant; Being a Digest of All That Relates to Agriculture and the Conducting of Rural Affairs; Alphabetically Arranged and Adapted for the United States*:

Use block quotes when quotations are longer than four-typed lines.

> Perhaps it would be well, if some institution were devised, and supported at the expense of the State, which would be so organized as would tend most effectually to produce a due degree of emulation among Farmers, by rewards and honorary distinctions conferred by those who, by their

successful experimental efforts and improvements, should render themselves duly entitled to them.[3] (92)

Part of Nicholson's hope was realized in 1837 when Michigan established their state university, specifying that "agriculture was to be an integral part of the curriculum" (Danhof 71). Not much was accomplished, however, much to the dissatisfaction of farmers, and in 1855, the state authorized a new college to be "devoted to agriculture and to be independent of the university" (Danhof 71). The government became more involved in the creation of agricultural universities in 1862 when President Lincoln passed the Morrill Land Grant College Act, which begins with this phrase: "AN ACT Donating Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and Mechanic Arts [sic]." The first agricultural colleges formed under the act suffered from a lack of trained teachers and "an insufficient base of knowledge," and critics claimed that the new colleges did not meet the needs of farmers (Hurt 193).

Congress addressed these problems with the then newly formed United States Department of Agriculture (USDA). The USDA and Morrill Act worked together to form ". . . State experiment stations and extension services . . . [that] added [to] . . . localized research and education . . ." (Baker et al. 415). The USDA added to the scientific and educational areas of the agricultural field in other ways by including research as one of the organization's "foundation stone" (367) and by including these seven objectives:

(1) [C]ollecting, arranging, and publishing statistical and other useful agricultural information; (2) introducing valuable plants and animals; (3)

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answering inquiries of farmers regarding agriculture; (4) testing agricultural implements; (5) conducting chemical analyses of soils, grains, fruits, plants, vegetables, and manures; (6) establishing a professorship of botany and entomology; and (7) establishing an agricultural library and museum. (Baker et al. 14)

These objectives were a response to farmers' needs at the time, mainly to the need for experiments, printed distribution of new farming knowledge, and education. Isaac Newton, the first Commissioner of Agriculture, ensured these objectives would be realized by stressing research and education with the ultimate goal of helping farmers improve their operations (Hurt 190).

Before the USDA assisted in the circulation of knowledge, however, farmers wrote about their own farming methods. This brings me to my next section in which I examine three handbooks written by farmers and connect my observations of the texts with the discussion of agricultural history I have presented above.

Note: Sections of this paper have been deleted to shorten the length of the paper

CONCLUSION

The conclusion "wraps up" what you have been discussing in your paper.

Because this is a B-level header, the paragraph is not indented.

From examining Drown's, Allen's, and Crozier and Henderson's handbooks in light of nineteenth century agricultural history, I can say that science and education seem to have had a strong influence on how and why these handbooks were written. The authors' ethos is created by how they align themselves as farmers with science and education either by supporting or by criticizing them. Regardless of their stance, the authors needed to create an ethos to gain an audience, and they did this by including tables of information, illustrations of animals and buildings, reasons for educational reform, and pieces of

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advice to young farmers in their texts. It would be interesting to see if other farming handbooks of the same century also convey a similar ethos concerning science and education in agriculture. Recovering more handbooks in this way could lead to a better, more complete understanding of farming education, science's role in farming and education, and perhaps even an understanding of the rhetoric of farming handbooks in the nineteenth century.

Use endnotes to explain a point in your paper that does not quite fit in with the rest of the paragraph. Avoid lengthy discussions in the endnote entries.

Center the title "Notes," using 12-point Times New Roman font.

Notes

Endnotes begin on a new page after the paper but before the Works Cited. Double-space all entries, and indent each entry 0.5" from the margin.

1. Danhof includes "Delaware, Maryland, all states north of the Potomac and Ohio rivers, Missouri, and states to its north" when referring to the northern states (11).

2. For the purposes of this paper, "science" is defined as it was in nineteenth century agriculture: conducting experiments and engaging in research.

3. Please note that any direct quotes from the nineteenth century texts are written in their original form, which may contain grammar mistakes according to twenty-first century grammar rules.

The Works Cited page is a list of all the sources cited in your paper.

The Works Cited page begins on a new page. Center the title "Works Cited" without underlining, bolding, or italicizing it. If there is only one entry, title this page "Work Cited."

MLA now requires all sources to have a publication marker. For example, books receive the marker "Print" after the citation.

If a print source does not list a publisher and you can infer who the publisher is, place the publisher's name in brackets.

MLA no longer requires URLs in the Works Cited. Instead, you must write "Web" before the date of access in the entry. This serves as the entry's publication marker.

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UNDERGRADUATE MLA 2009 SAMPLE PAPER [*referred to on page 57*]

Catlin 1

Beth Catlin

Professor Elaine Bassett

English 106

3 August 2009

General note: the paper heading, the title, and body text of the paper (including block quotes) are all double-spaced, 12 point Times New Roman font. Except where exceptions are noted, the paper has regular margins set at 1.0" all around.

Andrew Carnegie: The Father of Middle-Class America

Titles are centered. Titles are not bolded, underlined, or italicized. Other than standard double-spacing, there are no additional spaces between the heading, the title, and the body text of the paper.

For decades Americans couldn't help but love the red-headed, fun-loving Little Orphan Annie. The image of the little girl moving so quickly from poverty to wealth provided hope for the poor in the 1930s, and her story continues to be a dream of what the future just might hold. The rags-to-riches phenomenon is the heart of the American Dream. And few other people have embodied this phenomenon as much as Andrew Carnegie did in the late 1800s and early 1900s. His example and industry caused him to become the father of middle-class America.

The thesis is a clear position that you will support and develop throughout your paper. This sentence guides and controls your paper.

Andrew Carnegie can be looked to as an ideal example of a poor immigrant making his way up to become leader of the capitalist world. Carnegie was born into a poor working-class family in Scotland. According to the PBS documentary "The Richest Man in the World: Andrew Carnegie," the Industrial Revolution was difficult on Carnegie's father, causing him to lose his weaving business. The Carnegie family was much opposed to the idea of a privileged class, who gained their wealth simply by inheritance ("Richest"). This type of upbringing played a large factor in Andrew Carnegie's destiny. In order to appease his mother's desire for material benefits, and perhaps in an effort to heal his father's wounds, Carnegie rejected poverty and cleaved to prosperity.

Carnegie's character was ideal for gaining wealth. His mother taught him to "look after the pennies, and the pounds will take care of themselves;" he later turned this proverb into "watch the costs, and the profits take care of themselves" ("Richest"). Such thrift was integral to his future success. He also believed that "all is well since all goes better" ("Richest"). His theory

The introductory paragraph(s) should set the context for the rest of the paper.

of an "industrial utopia" proves his optimistic outlook of both capitalism and the laboring class. Optimism is what pulled him through his difficulties at Homestead and empowered him to withstand competition.

Carnegie didn't let the Industrial Revolution, which so damaged his father, destroy him. As a young boy in Pittsburgh, he began working in a factory. He hated this position, and even had terrible nightmares, but he still endured. In so doing, he was able to secure a different position in a telegraph office. From here, he developed a skill that is priceless to capitalist America—he made connections. Memorizing faces and facts, he was able to win the sympathy of elite customers. This, in turn, led to his acquaintance with Thomas Scott ("Richest").

> Provide parenthetical documentation for any information that you can attribute to another source.

Scott secured Carnegie a job with Pennsylvania Railroad. This position was pivotal in his career. His ability to take risks enabled him to move ahead in the business. When a Pennsylvania Railroad train crashed, Carnegie took a risk and boldly ordered the workers to burn the cars. Such a bold and risky statement later became standard procedure ("Richest").

> Still cite a source even if you only summarize the information in it.

Perhaps the most controversial of Andrew Carnegie's qualities is his belief in Social Darwinism. The English philosopher Herbert Spencer convinced Carnegie that it wasn't bad to be successful. It was "survival of the fittest" in the financial jungle, and Andrew Carnegie need not feel guilty for obtaining more wealth. Throughout Carnegie's life, he displayed his firm belief in the certainty of competition. In fact, he feared competition and did all he could to hinder it ("Richest").

Andrew Carnegie's belief in Social Darwinism also affected his treatment of his laborers. Perhaps the only negative quality that is placed upon him is that of oppressor of the working class. Carnegie inspired competition among his workers and fired the managers and work crews that fell behind. His workers believed that upward mobility wasn't possible—they were stuck as laborers and would never rise higher ("Richest").

Despite his workers' pessimism, Carnegie still believed in their ability to improve their situations. Carnegie once said, "To be born to honest poverty and compelled to labor and strive for a livelihood in youth is the best of all schools for developing latent qualities, strengthening character, and making useful men" (qtd. in McCloskey 233). He firmly believed in the laborers' right to organize themselves in unions and canonized the commandment "Thou shalt not take thy neighbor's job" ("Richest"). Perhaps Carnegie recognized that unions and other societies of organized laborers develop a cohesiveness that moves them up in society; the emergence of reform organizations crystallizes middle-class consciousness (Blumin 345).

In-text parenthetical documentation occurs after the quote but before the period. The name(s) of the author(s) precede the page number with no comma.

If you delete words from the original quote, insert three periods with a space between and after each one. This is called an ellipsis.

The idea that former craftsmen, who now were the unskilled laborers in Carnegie's mills, still demanded codes of conduct, led to their involvement in unions to improve working conditions in the mills. According to historian Stuart Blumin, "To the extent that they accepted doctrines of individual upward mobility, . . . many immigrant workers absorbed the acquisitive and individualistic ethos of the native middle class. Multiple cultural systems offered workers different strategies for survival and self improvement" (301). Carnegie allowed for this upward mobility as long as it didn't impede production.

Each paragraph should begins with a topic sentence. Every sentence in the paragraph should relate to and support the statements made in the topic sentence in some way.

Carnegie was not a "typical" capitalist of the time. He was more absorbed in the moral problems of his times than his peers (McCloskey 250). Though Carnegie believed that workers should be allowed to organize themselves, he feared the threat of violence. This idea was brought to the forefront with the Homestead crisis in 1892. Carnegie's associate, Henry Clay Frick, handled the crisis and was consequently criticized by Carnegie for allowing the violence and the loss of so many jobs. Carnegie tried to move past this and eventually built a library in Homestead ("Richest").

With Carnegie's quest to develop cheaper and more efficient production, new machinery replaced many of the jobs that required human labor. In consequence, white-collar workers were

needed for paperwork, and unskilled laborers became a thing of the past. This caused a middle

class to form because of "the emergence of new tasks and the reorganization of old tasks"

(Blumin 316). Carnegie hired clerks, chemists, and others at higher-than-average wages

("Richest").

In addition to offering higher wages, Carnegie's control over the emerging steel market

also helped form a middle class by providing cheap access to a valuable commodity. Carnegie

predicted the steel revolution and harnessed it from the beginning. His lifelong quest to make

production more efficient and cheaper was perpetuated by his entrance into the steel industry

("Richest"). The low-cost mass production of steel spurred the growth of the middle class.

Carnegie reduced prices to beat the competition and eventually produced more steel than all of

Great Britain ("Richest"). Carnegie sold steel to manufacturers of buggy springs and railroad-car

axles, farmers' plows, stovepipe, and roofing gutters (Kent 239). Steel was also used in the mass

production of automobile bodies (Walton 138).

> Transitions from one paragraph to another should connect concepts from the previous paragraph to the next one. Also, useful markers like "In addition" help signal that you are transitioning to a new subject.

The fact that Carnegie provided low-cost quality steel is perhaps the premiere reason that

he is the father of the middle classes. In providing the means for automobiles among other

durable goods, average citizens, not just the wealthy, had access to luxury items. Credit and the

consumer society of the 1920s can be considered the grandchildren of Andrew Carnegie.

It became clear throughout Andrew Carnegie's life that capitalism could make an

aristocracy out of the lower classes. Carnegie was truly the richest man in the world, yet he

firmly believed that "the man who dies rich, dies disgraced" (Carnegie). America has often been

ready to blame the men of big business for their more flagrant depredations, yet we must

remember that American has been quick to forgive them as well (McCloskey 267). Through

Carnegie's philanthropy, he has been forgiven of any wrongdoing in his dealings with the

working class.

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Carnegie realized that the difference between a working classman and the white-collar working is knowledge. He believed that a library "outranks any other one thing that a community can do to benefit its people" (Kent 378). He built nearly 3,000 libraries throughout the world and gave millions more dollars to universities and colleges. What better way for a rags-to-riches success to develop the same success in others?

Carnegie also put aside $4 million to support employees and the families of employees of the Carnegie Steel Company who had been injured or killed at work. He did this "as an acknowledgement of the deep debt I owe to the workmen who have contributed so greatly to my success" (Kent 409). A true man of the people and father to the poor, Carnegie gave away $180 million after which he established the Carnegie Corporation to

Block quotes begin on a new line and are indented 1.0" from the left margin. Do not use quotation marks. The citation information (author name and page number, if any) follows the block quote's end punctuation.

> promote the advancement . . . of knowledge among the people of the United States by aiding technical schools, institutions of higher learning, libraries, scientific research, hero funds, useful publications, and by such other agencies and means as shall form time to time be found appropriate therefore. (Kent 410)

All in all, Carnegie donated 90 percent of his money—$324,657,399 (411). These gifts to society are at the heart of the hard-working middle-class American.

Parenthetical citation used for information from the previously cited source only requires the relevant page number. You do not need to repeat the name of the author.

Your conclusion could restate the following: your topic, your topic's importance, your thesis, and your supporting points.

Andrew Carnegie's example of thrift and industry, optimism, realistic Social Darwinism, and risk taking, are the ingredients needed to be a successful capitalist. His example and life pursuits have been, and continue to be, an ideal for the poor American and the immigrant trying to make the American Dream a reality. Andrew Carnegie ordained the happy marriage between capitalism and humanitarianism. In so doing, he made himself the father of the American middle class.

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