

Alexander Hamilton High School

MLA Style Guide

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Limiting Your Topic

Often, teachers give you a choice of research topics from a suggested list. But what if the teacher requires that **you** create your own topic?

For a research paper, you don't want to choose a topic that is too big or too small. Let's say you have to write a five-page research paper. If the topic you choose is too big, you will have a difficult time limiting it to the five pages; if the topic is too narrow, you may not have enough to write about.

How do you know if a topic is too broad or narrow? It is usually a good idea to clear your topic with your teacher first. Also, you may want to do a preliminary search related to your topic and see what other people have written about.

For example, "Shakespeare" is probably too big of a topic. There's too much information out there on the guy also known as "The Bard." And writing a five-page paper on <u>one</u> of his fourteen-line sonnets may be too narrow. It could be that you can't find enough research on that sonnet, and for a **research** paper, that's not good! But maybe researching the *use of imagery in three of his sonnets* is perfect. **Bottom line**: Check with your teacher.

Another tip is to see what others (either online or in books) have written about. That way, you'll already have a couple sources to consult, and it will give you some more refined research topic ideas.

Creating a thesis (in short)

What is a "thesis" or a "thesis statement"? It is a fancy phrase for: "What will you be proving in your paper?"

The thesis statement enables the writer to remain on a productive path in planning and writing the paper.

- 1. It is the controlling idea of the paper.
- 2. It is one declarative sentence that expresses a position on a limited topic.
- 3. It is developed through each body paragraph.
- 4. It answers the paper's question.
- 5. It will address some limited and specific issue pertaining to the text or topic.
- 6. It should be located near the end of the introductory paragraph.
- 7. It is restated in the conclusion.

The writer's task is to collect evidence that proves and supports the thesis statement.

The wording of the thesis statement can evolve over the course of your research. Do not be discouraged if you do not have a "perfect" thesis right away. Begin with a working thesis. As you conduct more research and think more about your topic, you will come up with an eloquent final thesis.

"Shakespeare" is NOT a thesis. You can't "prove" Shakespeare. You CAN, however, prove that he used imagery in three selected sonnets.

Another example: "World War II" is NOT a thesis statement. "An elite troop of Russian female pilots known as 'night witches' were an effective, though little-spoken-about fighting force of the Allies during World War II."

DO NOT begin thesis statements with phrases such as "The purpose of this paper is..." or "My paper is going to be about..." This makes your teacher angry.

Creating a thesis (in detail)

Many college-level papers you write require developing a thesis statement. So what is it?

A thesis statement . . .

- Makes an argumentative assertion about a topic; it states a position that you have reached about your topic.
- Makes a promise to the reader about the **scope**, **purpose**, and **direction** of your paper.
- Is **focused** and **specific** enough to be "proven" within the boundaries of your paper.
- Is generally located **near the end of the introduction**; sometimes, in a long paper, the thesis will be expressed in several sentences or in an entire paragraph.

Step 1: Identify a topic

Your topic is the subject about which you will write. A topic has a bigger scope; your thesis has a narrower focus.

Topic (subject)	Thesis (a position you will prove)
"Little Red Riding Hood" / Fairy Tales	"Little Red Riding Hood" is an allegory / a
	cautionary tale
Streetcar Named Desire	Tennessee Williams' real life is reflected in
	this play
Down These Mean Streets	In some cases, jail can be a place of self-
	discovery and true rehabilitation

Ask yourself, "What is the main point that I want to prove/discuss?" and "How will I convince the reader that this is true?" When you can answer these questions, then you can begin to establish the thesis statement.

Step 2: Determine what kind of paper you are writing:

- An **analytical** paper breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience.
- An **expository** (explanatory) paper explains something to the audience.
- An **argumentative** paper makes a claim about a topic and justifies this claim with specific evidence. The **claim** could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided.

Thesis Statement Examples:

A) Example of an **analytical** thesis statement:

An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.

The paper that follows should:

- Explain the analysis of the college admission process
- Explain the challenge facing admissions counselors

B) Example of an **expository** (explanatory) thesis statement:

The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The paper that follows should:

• Explain how students spend their time studying, attending class, and socializing with peers

C) Example of an **argumentative** thesis statement:

High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:

• Present an argument and give evidence to support the claim that students should pursue community projects before entering college

Compose a draft thesis statement

If you are writing a paper that will have an argumentative thesis and are having trouble getting started, the technique in the example below may help you develop a temporary or "working" thesis statement.

F	O	rı	m	11	14	a
١.					12	1

Start off with a formula to arrive	at a working	g thesis statement (you will re	evise this later).
Although most readers of	have ar	gued that	, closer exa	amination shows that
uses	and	to prove that	·	[phenomenon x] is a
result of the combin	ation of		. and	

Finding Good Research Sources

For website sources:

- 1. Go to a search engine (like Google or Bing, e.g.)
- 2. Enter the topic, **plus** a few specific key words.
- 3. You MUST now explore the matches and skim the articles to determine if they will be helpful to you or not.
- 4. Print out any website pages you plan to use (**NB**: use the "print preview" feature [under the "file" tab] to determine which pages you'll need from a lengthy website. If an articles is 100 pages, and you only want a section of it, <u>print preview</u> will help you find the page range to print. Ask for help if you need it.).
- 3. As you continue your searches, try a variety of other specific key words. The more specific your search terms, the more precise and refined your search results will be.

Example 1: Pretend you wanted to research the role of male dominance in Shakespeare's Taming of the Shrew. Search terms could include:

Ex: "Taming of the Shrew" gender

"Taming of the Shrew" male female

"Taming of the Shrew" theme

"Taming of the Shrew" inequality

"Taming of the Shrew" power

"Taming of the Shrew" patriarchy

4. Also try: <u>www.westchesterlibraries.org</u> (you will need a library card number to access some of the resources and databases)

For Print Resources:

- 1. Ask your librarian (AHHS, or Ardsley / Greenburgh / White Plains librarians)
- 2. Visit: www.westchesterlibraries.org (you will need a library card number to access some of the resources and databases). Many articles found here were once print sources and can be considered as such.

Evaluate your Research Sources:

All information, whatever its format or means of distribution, needs to be evaluated for authority, accuracy, content, and usefulness. The following questions are designed to help you think through the evaluation process for internet resources and electronic resources.

Title of Source:
Authority
1. Who is the author?
2. What biographical information is available about the author?
3. What are the author's qualifications for writing on this subject? In what areas is he/she a subject matter expert?
4. Is the author connected with an organization that has an established reputation or that might have a biased agenda?
5. Is contact information for the author or producer readily identifiable and if so, where?
6. From the domain name, can you tell who the publisher or page originator is?
Accuracy
1. Does the author cite credible sources for his or her facts (Are there footnotes)?
2. Is a bibliography or other documentation included?
3. How does the information compare with other sources of information written about this subject? Is the information thorough and useful?
4. Are the Ideas clearly presented? Is the argument presented consistent?

Purpose & Objectivity

1. What is the author's purpose? To inform, e.g. provide new information, current events, etc?; To explain, e.g. describe a process, teach, etc?; To persuade, e.g. change your mind, convince you of a position or theory?
2. Who is the intended audience?
3. What is the worldview or bias that is represented?
4. Does the author use inflammatory language?
Currency & Organization
1. Does the source/site include a publication date and/or "last updated" date?
2. Are there any dead links on the page?
3. Is the grammar, punctuation and spelling correct?
4. Is the layout clear and easy to use? Are the graphics helpful or distracting?
5. Is an internal search of the site available?
6. Is there a site map, index, or other organizational guide?
Reviews
1. Has the source / site won any awards? Are there any endorsements?
Your Evaluation of this Source:
1. This source / site is useful to my research because:
2. This source / site is suspect because:

Note Taking

Once you have found (and printed out or photocopied) the research sources that you'll be using, it is time to take notes and break down the information.

This is the most challenging AND the most important part of the research process.

If you do not take notes, you risk plagiarizing.

What is Plagiarism?

Plagiarism is when a person uses a writer's ideas without giving due credit through proper documentation. Essentially, it is using someone else's words and/or ideas as if they were your own. Plagiarism is stealing. It is considered a criminal (academic and otherwise) offense. The result can be a zero. In college, the student may be expelled. In business, the worker can lose their job.

To avoid plagiarism:

- o Take notes on notecards to break down the information first.
- o Do not use exact words from a source without putting them inside quotation marks and giving credit to the source through a citation.
- o Do not reword a passage without providing a citation.
- o Do not summarize a passage without providing a citation.
- o Do you sense a pattern here? Cite, cite, cite!

Common mistakes with plagiarism:

- o Merely changing a few words and rearranging the order of others
- o Failing to provide the original source
- o Using exact figures without crediting the original research
- o Including information that is not common knowledge without providing documentation

....back to note taking!

Format for note cards

There are 2 types of note cards:

A) regular note taking cards AND B) works cited / bibliographic cards

A) regular note taking cards:

Create as many of these as you like. Each one captures an idea, or a few facts, or a quotation from a page of a source. One of your sources many have two regular note cards created from it, or twenty - it's up to you and depends on how useful that source is to you.

You must also have the source listed (author's last name if there is one) and the page number. Muy importante!

A "regular" note card (with paraphrased information) looks something like this:

Harrison	intro / buddha
- "[Suddha" means "enlightened one"
_	
- T	nere have been many buddhas
through	ut history
- T	nere is an idea that one Buddha can be
reincarn	ated from a deceased buddha
	Pg 44

Example of a note card with a direct quotation:

Harrison	intro / buddha
The Brahmin Sonadanda de	
"handsome, good-looking, a with a most beautiful comp	
godlike form and countenar	
means unattractive."	
	Pa 80
	1 g. 33

Tips / checklist for a regular note card:

- 1. Use a separate (3" x 5") note card for each idea.
- 2. Write on only **one** side of the card.
- 3. You may choose what to put on your note card:
 - a summary of what you just read
 - a paraphrase of the information
 - a direct quotation
- 4. Write the **author's last name** and **page reference** on the card (Ex. Harrison pg. 44). If there is no author listed, use the title of the source (abbreviated and/or another unique identifier. Ex.: "Albert Einstein Wikipedia")
- 5. When possible, write a "subtopic" in the upper-right hand corner of the card. Which paragraph of your paper will it fit into later? (Ex. "Early life" / "Intro" / "Influences" / etc.) Your outline will help with this part later.
- 6. Avoid taking too many notes from only one or two of the sources. Try to keep the number of facts on a card to about three to five facts.
- 7. Balance the use of the sources. Don't take all of your information from only one source.
- 8. Identify which page number goes to which fact(s). Do NOT put a page number range on your notecard (Ex.: do not put "pp. 5-9").
- 9. Be sure that for each source you use, you capture all of its bibliographic information on one separate ("bibliographic") card. See "bibliographic card / works cited card" information that follows this. Also see the section in this guide called "Bibliographic Information Needed for your Works Cited Page" for the information you'll need.

B) Works cited / bibliographic cards:

Create <u>one</u> of these per source you use. For example, if you have four sources, then you have four of these works cited cards total. Each card captures the works cited / bibliographic information you will need for each source for your works cited page

Some sample bibliographic / works cited cards follow on the next page.

See the section in this guide called "Bibliographic Information Needed for your Works Cited Page" for other source types for the type of information you will need to capture.

Example of a bibliographic card / works cited card for a **book**:

	Works cited
Author: James Harrison	
Title: Buddha	
City: Cincinnati	
Publisher: Vantage Press	
Year: 2001	

Example of a bibliographic card / works cited card for a website:

Works cited
Author: none listed
Web article title: "Buddha"
Web page title: World Religions.org
Last updated: 2012
Medium: Web
Date I accessed site: Oct. 03, 2013
URL: <www.worldreligions.org buddhism.html=""></www.worldreligions.org>

Example of a bibliographic card / works cited card for a **journal / magazine**:

Works cited
Author: Harrison, James
Jnl article title: "The Light of Buddha"
Journal title: World Religions
issue: March 2012
Pages: 70-73
Medium: print

Modified MLA Notecard Templates

If you are taking notes on notecards for the very first time, or if you struggle with what information to include on a notecard, the templates on the following pages may help you.

Using the attached cards is OPTIONAL. Most students use regular 3" x 5" index cards instead.

Instructions:

- 1) Do **NOT** write directly on the original cards of this packet.
- 2) Make photocopies of the cards you need.
- 3) Use scissors to cut pages in half to separate the cards.
- 4) Write on the photocopied cards ONLY.
- 5) write your initial on each card (in case your cards get misplaced, your teacher can get them back to you)

Internet Works Cited (Bibliographic Info) Card (complete all available information; if not some info is not available, write: "n/a") Author(s) of Web Page: Web Page Title: _____ Date Page Last Updated: _____ Date You Visited the Site: _____ Organization Affiliated with Website: _____ Entire Http:// Web Address: http://_____ Source Code (use author's last name if available. If no author is listed, use first words of web page title, and/or organization name): ______ Your initials: _____ (cut here) ------Periodical Works Cited (Bibliographic Info) Card Use this for Magazine, Journal, and Newspaper Articles (complete all available information; if not some info is not available, write: "n/a") Author(s) of Article: Article Title: _____ Periodical Title: _____ Original Date of Publication (or, Vol. and Issue #): _____ Page numbers of article (ex.: 25-28): Medium (circle one): Web / Print If you accessed this article via Web, list the date you retrieved the article: _____ Source Code (use author's last name <u>if available</u>. If no author is listed, use first words of article title, and/or periodical name): ______ Your initials: _____

Basic Book Works Cited (Bibliographic Info) Card (complete all available information; if not some info is not available, write: "n/a") Author(s) of Book: _____ Book Title: Chapter / Article Title: City of Publication: Publishing Company: ______ Year of Copyright: _____ Source Code (use author's last name <u>if available</u>. If no author is listed, use first words of book title): Your initials: (cut here): ------Encyclopedia / Reference Book Works Cited (Bibliographic Info) Card (complete all available information; if not some info is not available, write: "n/a") Author(s) of Article/ Chapter: Chapter / Article Title: _____ Ency. / Ref. Book Title: Edition: _____ Year of Copyright: _____ Source Code (use author's last name if available. If no author is listed, use first words of book title): Your initials: _____

	lar Note Taking Cai	rd
The following is (check one): direct quote (use quotation mar paraphrase	 ks!)	Subtopic (which paragraph of your paper will this info go into
Source:	Page #:	Your initials:
t here)		
Regul	lar Note Taking Cai	ام
		ra
The following is (check one):		Subtopic (which paragra
The following is (check one): direct quote (use quotation mar paraphrase	 ks!)	Subtopic (which paragra
direct quote (use quotation mar	ks!)	Subtopic (which paragra
direct quote (use quotation mar	ks!)	Subtopic (which paragra
direct quote (use quotation mar	ks!)	Subtopic (which paragra
	ks!)	Subtopic (which paragra of your paper will this info go into

Creating an Outline

After you have found the sources you'll be using, and after you have read and taken most of the notes, You should have a pretty good idea of how you'd like to organize your paper. Draft an outline for this purpose.

An outline is essentially a roadmap of your paper. The outline below includes a full introduction (ask your teacher if he/she also requires a full introduction for your research paper).

Your outline should include:

] a full introduction (check with your teacher on this), including your thesis statem	ient
] Use numbers to identify new paragraphs	
] use indents and letters to show supporting details and examples	
] a brief conclusion (for now; you'll write more in your paper later)	
] check with your teacher on whether your outline should be typed or hand-writter	1

Sample Outline (with full introduction):

Intro paragraph:

Literature is written for several purposes. The best is written to both entertain and to teach. One of the lessons of Shakespeare's Taming of the Shrew, is to be aware of and to respect the Elizabethan World Order, also known as the "Natural Order". Shakespeare uses a battle of the sexes to show that when each character is obedient to his/her role in the Natural Order, there is peace and harmony. However, if a character breaks out of his/her role, then chaos, disorder, and confusion set in. This idea is woven throughout the acts in the play.

(outline continued next page)

- 1. The Elizabethan World Order
 - a. Definition and characteristics
 - b. origins and historical context
- 2. Shakespeare's connection to Elizabethan World Order
- 3. Examples in the Induction
 - a. Chris Sly
 - b. Lord
 - c. Page
 - d. Other examples
- 4. Examples in Act I
 - a. Katherine
 - b. Baptista
 - c. Disguises: Tranio, Lucentio
 - d. Disguises: Hortensio
- 5. Examples in Act II
- 6. Examples in Act III
 - a. Hortensio
 - b. Cambio-Lucentio
 - c. The Wedding
 - d. The reception

(outline continued next page)

- 7. Examples in Act IV
 - a. The ride home
 - b. The taming begins
 - c. Biondello finds a fake Vincentio
 - d. Katherine tamed?
 - e. The real Vincentio appears
- 8. Examples in Act V
 - a. Elope
 - b. Vincentio v. Vincentio
 - c. The bet
- 9. Conclusion obey or chaos ensues

Helpful Tip: A website like "Wikipedia" includes an outline for each of its pages. You may want to consult their outline on a topic as a reference to get you started.

MLA Format / Specifications:

General Guidelines

- o Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper,
- o Use a plain font: either Times New Roman, Helvetica, or Ariel.
- o The point size must be 12 point.
- o Double-space the text of your paper
- o Do not include extra space between paragraphs!
- o Leave only one space after periods or other punctuation marks.
- o Set the margins of your document to 1 inch on all sides.
- Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- Create a header that includes your last name and numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin.
- Use either italics or underlining throughout your essay for the titles of longer works
 referred to in your paper. Use one or the other, but not both. Be consistent.
- Save your paper OFTEN and in more than one method. Make a backup copy. Print out your latest draft. Research paper tragedies happen to everyone. Don't be its next victim!
- The first page has certain specifications (see sample):
 - Beginning 1" from the top of the first page and align with the left margin;
 type on separate lines and double space between each line:
 - Your name
 - Your teacher's name
 - The course name
 - The date (Day/Month/Year)
 - Double space again and center the title.
 - Double space between the title and the first line of the text.

How to Change Microsoft Word 2010 to Conform to MLA Requirements

To Create a Cover Page (if required by your teacher):

MLA guidelines <u>do not</u> require a cover page, but if your teacher requires one, it should **not** have the header on it. It must, therefore, be a separate document / file. Here's how to create a cover page:

- 1) Create a new file / document
- 2) Hit "enter" about 20 times so that you are in approximately the middle of the page.
- 3) Type the title of your paper
- 4) Hit "enter" about 15 more times so that your cursor is now closer to the bottom of the page.
- 5) Type your name, the name of the class, your teacher / professor's name (spelled correctly), and the date the paper is due. (Each on its own line-- see MLA guide)
- 6) To center the text: Highlight the whole page
- 7) Go to "Home" tab
- 8) Go to the "Paragraph" section
- 9) Choose "align text **center**." Icon looks like this:

To Change Margin Widths to 1":

MLA guidelines require a 1" margin on all sides of your paper. Here's how to make sure your margins are 1".

- 1) open your document (file)
- 2) Choose "Page Layout" tab.
- 3) Click on "Margins" icon
- 4) Choose "Normal" setting

To Create a Header:

MLA guidelines require a header with your last name and the page number on every page of your paper except for the cover page. Follow these steps *once* for the body of your paper and you won't have to worry about headers at all.

1) open your document (file)
2) Choose "Insert" from the top tabs
3) Click "Header" from "Headers and Footers" section.
4) Choose "Blank"
5) Where it says "type text", type your last name and enter one space using the space bar
6) Click on "Insert" tab
7) Go to "Header and Footer" section
8) click on "Page number"
9) Choose "Current Position"
10) Choose "Plain number" style
11) Now, highlight your last name and the page number.
12) We have to align this header to the right. Keep it highlighted, and click on "Home" tab.
13) go to "Paragraph" section and choose "Align text **right**." ." Icon looks like this:

14) position your cursor in the body area of the page and double –click to return to the body of the paper.

Using Quotations in your paper:

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.

*** All quotations must be integrated***. Never drop a quotation into a sentence or paragraph without a proper lead-in.

For example, *do not* write the following: There has been a de-emphasis in the importance of grammar instruction in the modern classroom. "Many teachers seem to believe rules stifle spontaneity" (D'Angelo 54).

Do the following instead: Because "many teachers seem to believe rules stifle spontaneity," there has been a de-emphasis in the importance of grammar instruction in the modern classroom (D'Angelo 54).

How to **integrate** quotations:

1) The "somebody said" lead-in is very common.

For example: Jane M. Agee comments, "Many students who would not have attempted college seven years ago are now coming into state university through junior colleges..." (10).

2) The "blended" lead-in provides more flexibility. In this kind of lead-in, some of the quoted material is left out and what is retained blends right in with the sentence.

For example: Because "Many teachers seem to believe rules stifle spontaneity," there has been a de-emphasis in the importance of grammar instruction in the modern classroom (D'Angelo 54).

3) The "sentence followed by a colon" lead-in is another effective technique.

For example: Agee insists that English instruction on the college level will not be improved until educators examine realistically the situation: "Public school teachers, professors of English and English Education, students, and state leaders need to sit down together and evaluate the current realities before any real progress can be made" (10).

4) *Do not* use the author's name as a possessive and then make reference with a personal pronoun.

For example, do not write the following: In Steinbeck's novel, he says, "There grew up governments in the worlds, with leaders, with elders" (266).

Instead, write the following: In <u>The Grapes of Wrath</u> Steinbeck comments, "There grew up governments in the worlds, with leaders, with elders" (266).

Use correct punctuation when quoting material. Quoted material is usually preceded by a colon [:] if the quotation is formally introduced and by a comma [,] or no punctuation if the quotation is an integral part of the sentence structure.

For example:

Shelley held a bold view: "Poets are the unacknowledged legislators of the World" (794).

Shelley thought poets "the unacknowledged legislators of the World" (794).

"Poets," according to Shelley, "are the unacknowledged legislators of the World" (794).

Short Quotations (fewer than four full lines)

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:

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)?

Mark breaks in short quotations of verse with a slash, /, at the end of each line of verse:

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

Long (Block) Quotations

Place quotations **longer than four typed lines** 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 a half 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:

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)

Poetry will be handled something like this:

In her poem "Sources," Adrienne Rich explores the roles of women in shaping their world:

The faithful drudging child

the child at the oak desk whose penmanship,

hard work, style will win her prizes

becomes the woman with a mission, not to win prizes

but to change the laws of history. (23)

Adding or Omitting Words in Quotations

If you <u>add</u> 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 <u>omit</u> 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).

Using Citations (a.k.a "Parenthetical Documentation" or "Parenthetical Citations") within the text of your paper

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).

The citation, both (263) and (Wordsworth 263), tells 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.

Anonymous Work/Author Unknown

If the work you are citing has no author, use an abbreviated version of the work's title. (For nonprint sources, such as films, TV series, pictures, or other media, or electronic sources, include the name that begins the entry in the Works Cited page). For example:

An anonymous Wordsworth critic once argued that his poems were too emotional ("Wordsworth Is a Loser" 100).

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 names 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 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.

One scientist has argued that computers are not useful tools for small children (Lightenor, "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 (Lightenor, "Hand-Eye Development" 17).

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).

Works Cited Page

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 and Tips for the Works Cited Page:

- o Begin your Works Cited page on a separate page at the end of your research paper.
- o It should have the same one-inch margins and header as the rest of your paper.
- Label the page Works Cited (do **not** underline the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- o 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 provide enough information so that readers can locate the article either in its original print form or retrieve it from the online database (if they have access). This applies especially if you are using the Westchester Library System databases.
- All entries are double spaced, but do not add extra line spaces between entries (see works cited page sample).
- o Follow proper rules of capitalization for all names and publication titles (First and last words of a title, and all important words in between. "Little, unimportant words" like "a", "in," "of", "the", etc. are not capitalized unless it is the beginning of a title)
- Do not number entries
- o If an element, such as author, page number or volume is not available, leave it out.
- DO NOT list citations separately by categories. All references are placed in ONE ALPHABETICAL LIST by first words of citations, regardless of where citations come from. Use reverse indentation, i.e., indent five spaces after the first line.
- Present the citations in alphabetical order according to the author's last name. If the source has no author, alphabetize according to the first word of the title excluding "a," "an," and "the."
- Each entry starts at the left-most margin, and all second and third lines of the entry are indented ½".
- o See example of a works cited page found at end of the sample MLA paper in this guide.

Capitalization and Punctuation Rules:

• Capitalize each word in the titles of articles, books, etc., but do not capitalize articles ("a", "an" "the" are articles), short prepositions ("on", "of", "in", etc.), or conjunctions ("and", "or", "but", etc.) **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
```

• Use italics <u>or</u> underlining for titles of larger works (books, magazines). Use one or the other, but not both. Be consistent. Use quotation marks for titles of shorter works (poems, articles).

Listing Author Names

Entries are listed by author 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.

Books: 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.

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 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).

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

Print.
```

For other book sources, such as:

- Government Publications
- Pamphlets
- A Translated Book
- A Republished Book
- An Edition of a Book
- A Subsequent Edition

Consult: http://owl.english.purdue.edu/owl/resource/747/06/>

Periodicals

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: All.

Print.

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

For other periodicals, such as:

- An Article in a Special Issue of a Scholarly Journal
- A Review (of a movie, book, theater performance, etc.)

Consult: http://owl.english.purdue.edu/owl/resource/747/07/>

Electronic Sources (Web Publications)

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. <a href="http://classics.mit.edu/">http://classics.mit.edu/</a>.
```

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.

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, 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.
```

For other Electronic Sources, such as:

- E-mail (including E-mail Interviews)
- A Listserv, Discussion Group, or Blog Posting
- A Tweet
- Course or Department Websites

consult http://owl.english.purdue.edu/owl/resource/747/08/>.

Other Common Sources

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.

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. Name the medium of the piece, and 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. Oil on canvas. 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.

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

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

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

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.

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Foo Fighters. In Your Honor. RCA, 2005. CD.
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Beethoven, Ludwig van. *The 9 Symphonies*. Perf. NBC Symphony Orchestra. Cond. Arturo Toscanini. RCA, 2003. CD.

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.

For other common sources, such as:

- Spoken-Word Albums
- Digital Files (PDFs, MP3s, JPEGs)
- Recorded Television Episodes (e.g. DVD, Videocassette)
- Published Conference Proceedings

consult http://owl.english.purdue.edu/owl/resource/747/09/>.

Sample MLA Paper

(without a cover sheet)

Linda Dowdy

Dowdy 1

Mr. Hamilton

· your name · feacher name · class name

English 10

8 September 2013

Spirit in the Sky: The True Story of the World War II "Night Witches

World War II was a time of honor and diabolical horror. It was an era where many men risked their lives to defend their beliefs and their countries, to protect their past and pave the way for a hopeful future. However, many women, too, fought in this war. Some fought on the home front, entering factories and the labor force to make munitions and airplanes, and some fought on the frontlines. For example, the story of the Women's Air Service Pilots (WASP) in the United States is relatively well known. Much less well known however is the story of the Night Witches, an incredible group of Soviet women who flew bombing missions during World War II. Their story should be remembered as an account of valiant bravery and courage, as well as an excellent example of ingenuity and strategy.

The year was 1941 and Hitler had invaded the Soviet Union. By November the German army was just nineteen miles from Moscow. Leningrad was under siege and 3 million Russians had been taken prisoner. The Soviet air force was grounded. In the summer of 1941 Marina Raskova, a record-breaking aviatrix, was called upon to organize a regiment of women pilots to fly night combat missions of harassment bombing. From mechanics to navigators, pilots and officers, the 588th regiment was composed entirely of women. The 588th was so successful and deadly that the Germans came to fear them, calling them Nachthexen--night witches (Ehrlich 25).

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The women, most of them barely twenty years old, started training in Engels, a small town north of Stalingrad (Ehrlich 27). The women of the 588th flew their first bombing mission on June 8, 1942. It consisted of three planes; their target was the headquarters of a German division. The raid was successful but one plane was lost. The 588th flew thousands of combat bombing missions. They fought non-stop for months, sometimes flying fifteen to eighteen missions on the same night (Ehrlich 26). They flew obsolete Polikarpov Po-2 wooden biplanes that were otherwise used as trainers. They could only carry two bombs that weighed less than a ton altogether. Most of the women who survived the war had, by the end, flown almost a thousand missions each (Ehrlich 30).

Nadya Popova recalls those missions and comments that it was a miracle the Witches didn't suffer more losses. Their planes were the slowest ones in the air force and often came back riddled with bullets, but they kept flying. In August of 1942 Nadya and her navigator crashed in the Caucasus. They were found alive a few days later. Years after the war, Nadya commented that she used to sometimes look up into the dark night sky, remembering when she was a young girl crouched at the controls of her bomber, and she would say to herself, "Nadya, how did you do it?" ("Night Witches").

There was a great deal of resistance to the idea of women combat pilots from their male counterparts. The women had to fight both enemy aircraft as well as the resentment of their male colleagues. In spite of the never-ending fatigue, the loss of friends, and sexual harassment from their suspicious male counterparts, the women kept on flying. Eventually the Soviets formed three regiments of women combat pilots — the 586th, the 587th and the 588th. The 586th also trained at Engels, first in the two-seat Yak-7 trainers and later on in the Yak-1 fighters. The women proved themselves to be as good as the men. The most outstanding pilots were Raisa



Belyaeva and Valeria Khomyakova (Ehrlich 53). The later was allowed to fly solo in the Yak-I after just fifty-two minutes of dual instruction. She earned the grade of "excellent" during one trial flight but on a subsequent flight crash-landed on the frozen Volga River when she switched to an empty fuel tank. All of the women had their hands full, learning so much information in such a short amount of time. Indext 1/2 for new #

The female mechanics also had their hands full with the demanding task of keeping the planes flying. The winter of 1942 was brutally cold, with temperatures plunging as low as -54F and countless snow storms (Norris 12). One night in March of that year the women were called upon to save the aircraft from being blown over by gale-force winds. Several women would literally lie on the wings and horizontal stabilizers of each plane, using the weight of their bodies to keep the planes from blowing away. When the wind subsided, the women looked like snowmen, but the planes were intact. Their respite was brief however. By noon the storm had resumed, and again the women rushed to the airfield to save the planes. The storm finally blew itself out around midnight, and the exhausted women, soaked to the skin and half frozen, could finally rest.

The Night Witches practiced what is known as harassment bombing. Their targets were encampments, supply depots, rear base areas, etc. Their constant raids made rest for the troops difficult and left them feeling very insecure. The top speed of the Po-2 biplane was ninety-four mph (Ehrlich 78). This is slower than even most World War I fighters and left them very vulnerable to enemy night fighters. But the Night Witches learned their craft well. The Po-2 was very slow, but it was also extremely maneuverable. When a German Me-109 tried to intercept it, the Night Witches would throw their Po-2 biplanes into a tight turn at an airspeed that was below the stalling speed of the Me-109. This forced the German pilot to make a wider circle and come

back for another try, only to be met by the same tactic, time after time. Many of the Witches flew so low to the ground that they were hidden by hedgerows (Norris 12). Completely frustrated, the German pilots would finally simply give up and leave the Po-2 biplanes alone. German pilots were promised an Iron Cross for shooting down a Po-2 (Norris 13)

The stall speed of an Me-109 E, F and G models was about 120 mph. This made the top speed of the Po-2 biplanes slower than the stalling speed of the German fighters (Norris 14). The Focke-Wulf, also used in the Eastern front, had a high stalling speed as well, so it suffered the same fate.

The Witches developed the technique of flying close to their intended targets, then cutting their engines. Silently they would glide to their targets and release their bombs. Then they would restart their engines and fly away. The first warning the Germans had of an impending raid was the sound of the wind whistling against the wing bracing wires of the Po-2s, and by then it was too late (Norris 14).

The Po-2 would often pass undetected by the radar of the German fighters due to the unreflective nature of the canvas surfaces and also because they flew so low to the ground. Inclusion of short Planes equipped with infrared heat seekers "fared no better at detecting them due to the small direct heat emission from their puny little 110-hp engines" (Lynch). Immediately follows

Searchlights, however presented a big problem. The Germans at Stalingrad developed what the Russians called a "flak circus" (Hubbell). They would arrange flak guns and searchlights (hidden during the day) in concentric circles around probable targets. Planes flying in pairs in a straight-line flight path across the perimeter were often ripped to shreds by the flak colon to guns. So the Night Witches of the 588th developed their own technique to deal with the problem:

.NOTE: no quotations used in a block quote

same

Germans. When all the searchlights were pointed at them, the two pilots would suddenly separate, flying in opposite directions and maneuvering wildly to shake off the searchlight operators who were trying to follow them. In the meantime the third pilot would fly in through the dark path cleared by her two teammates and hit the target virtually unopposed (Ehrlich 61).

CITATION FOLLOWS IMMEdiately virtually unopposed (Ehrlich 61).

She would then get out, rejoin the other two, and they would switch places until all three had delivered their payloads. As Nadya Popova noted, it took nerves of steel to be a decoy and willingly attract enemy fire, but it worked very well (Hubbell).

In 1938 Marina Raskova and two other women set a world record for non-stop direct flight by women when they flew an ANT-37, a Soviet-built twin-engine aircraft named Rodina (homeland), 6,000 kilometers from Moscow to Komsomolsk-on-Amur on the southeastern tip of Siberia (Di Rado). The aircraft started icing up over Siberia, and the women struggled to gain altitude. They threw everything they could move out of the airplane, but still they continued to lose altitude. Realizing they were out of options and a crash was inevitable unless they could further lighten the plane, Marina, who was the navigator on the flight, decided upon a daring course of action. Noting their position on a map she bailed out into the frigid darkness of Siberia. The two remaining women eventually landed safely at their destination, and a hunter rescued Marina.

Marina and the other two women were the first women to be awarded the Hero of the Soviet Union medal for their record-breaking flight (Lynch). It was Marina's accomplishments and visibility that helped her persuade Stalin to form the three regiments of women combat pilots.

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When World War II is studied, there is a vast amount of information to be covered.

However, we should not forget the courage and initiative of this rarely-discussed troop of young women known as "The Night Witches." They fought for honor and risked their lives in the process. These young women continue to inspire others today, regardless of their background.

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 → Indent 2nd + 3rd lines
 alphabetize list by author's last name
 all sources combined into one list.

MLA Checklist

Before submitting the final copy of your paper, make sure you have done the following:

- · Check spelling, grammar, punctuation.
- Have others read your paper for corrections; sometimes we don't see errors, but others will.
- Avoid contractions (ex.: use "do not" instead of "don't"), slang, and clichés.
- Use names correctly. When you *first* use a name you use the <u>entire name</u>, for all subsequent references you use only the <u>last name</u> ("William Shakespeare wrote <u>Romeo and Juliet</u>. Shakespeare develops his characters richly ...).
- · Capitalize all publication titles correctly.
- Shorten titles as follows: If you cite a title often in the text of your paper, you may after stating the title in full at least once, use a shortened form, preferable a familiar or obvious one (e.g., "Nightingale" for Ode to a Nightingale"), or an abbreviation.
- <u>Numbers:</u> Use numerals correctly: spell out numbers that can be written in a word or two (one, thirty-six, one hundred, two thousand). Represent other numbers by numerals (e.g., 136). Do not begin a sentence with a numeral; Spell it out instead. Use numerals with abbreviations or symbols, in addresses, in dates, in decimal fractions, in divisions, in percentages and amounts of money.. For large numbers, you may use a combination of numerals and words, for example, 4.5 million.
- Read your paper out loud before your turn it in to check for sentence fragments and run-ons.

- Be sure to integrate quotations into the text of your paper correctly. Make sure they "flow" with your paper.
- Avoid the use of the first and second person (I, you, we, us, me, my, etc.).
- Use present tense when writing about literature. (The story is always happening.)
- Make sure the first page header is correct.
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