

# Memorial High School



## MLA Writing Guide

Created June 2012 by: Jessica Green, Amy Smith, Deborah Hayes, Victoria Molencup,

Jodi Madison, Sommer Baker, and Michelle Pomerantz

## Table of Contents

<b>Section 1: General Writing</b>	3
• Types of Papers/Audience	3
• Steps to writing an essay	3
• Selecting a topic	4
• Thesis	4
• Writing Paragraphs	5
• Writing Checklist	9
<b>Section 2: Research</b>	12
<b>Section 3: MLA Format</b>	13
• Setting up the paper in correct format	13
• Note cards	14
• Outline	16
• Works Cited	17
• Plagiarism	19
• Proofreading Marks	22
• Parenthetical citations	25
• Example Works Cited Page	35
<b>Section 4: Other Resources</b>	42

# **Section 1: General Writing**

## **Types of Papers/Audience**

### **Determining Audience and Purpose**

Before you begin writing ask yourself the following questions:

- Who is my audience?
- Why are they reading my writing?
- What do they know about my topic?
- What do I want them to gain from reading my writing?

The answers to these questions determine many things about how you will write your essay.

- Whether you use formal or informal tone
- Level and specialization of vocabulary
- Length
- What details to include
- What kinds of examples/evidence to include

### **Kinds of Essays**

**An expository essay** provides information and analysis; for example, a compare and contrast essay is a form of exposition.

**A narrative essay** tells a story; therefore it must include setting, characters, and plot. This kind of essay may use first person point of view.

**A descriptive essay** describes an object, person, place, experience, emotion, or situation using vivid language and sensory detail.

**An argumentative essay** establishes a position, makes a claim, and supports it with evidence

### **Steps to writing an essay**

1. Choosing a topic
2. Pre-writing
3. Rough draft
4. Edit rough draft
5. Make corrections
6. Proofread final draft
7. Publish final draft

## Selecting a topic

### **Narrowing Down/Choosing a Topic**

The first step of any research paper is for the student to understand the assignment. If this is not done, the student will often travel down many dead-end roads, wasting a great deal of time along the way.

#### Instructions

- Conduct research.
- Brainstorm the topic.
- Focus on one aspect of the topic.
- Consider time and place.
- Focus on a social group.

Jones, Kaye. "How to Narrow Down Your Research Paper Topic." *EHow*. Demand Media, 06 July 2011. Web. 26 June 2012.

## Thesis

### **Tips and Examples for Writing Thesis Statements**

1. 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.

If you are writing a text which does not fall under these three categories (ex. a narrative), a thesis statement somewhere in the first paragraph could still be helpful to your reader.

2. Your thesis statement should be specific—it should cover only what you will discuss in your paper and should be supported with specific evidence.

3. The thesis statement usually appears at the end of the first paragraph of a paper.

4. Your topic may change as you write, so you may need to revise your thesis statement to reflect exactly what you have discussed in the paper.

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

## Developing Strong Thesis Statements

### The thesis statement or main claim must be debatable

An argumentative or persuasive piece of writing must begin with a debatable thesis or claim. In other words, the thesis must be something that people could reasonably have differing opinions on. If your thesis is something that is generally agreed upon or accepted as fact then there is no reason to try to persuade people.

#### Example of a debatable thesis statement:

America's anti-pollution efforts should focus on privately owned cars.

In this example there is also room for disagreement between rational individuals. Some citizens might think focusing on recycling programs rather than private automobiles is the most effective strategy.

### What type of evidence should I use?

There are two types of evidence:

First hand research is research you have conducted yourself such as interviews, experiments, surveys, or personal experience and anecdotes.

Second hand research is research you are getting from various texts that has been supplied and compiled by others such as books, periodicals, and websites.

Regardless of what type of sources you use, they must be credible. In other words, your sources must be reliable, accurate, and trustworthy.

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

## Writing Paragraphs

### The Basic Rule: Keep One Idea to One Paragraph

The basic rule of thumb with paragraphing is to **keep one idea to one paragraph**. If you begin to transition into a new idea, it belongs in a new paragraph. There are some simple ways to tell if you are on the same topic or a new one. You can have one idea and several bits of supporting evidence within a single paragraph. You can also have several points in a single paragraph as long as they relate to the overall topic of the paragraph. If the single points start to

get long, then perhaps elaborating on each of them and placing them in their own paragraphs is the route to go.

## **Elements of a Paragraph**

To be as effective as possible, a paragraph should contain each of the following: **Unity, Coherence, A Topic Sentence, and Adequate Development.** As you will see, all of these traits overlap. Using and adapting them to your individual purposes will help you construct effective paragraphs.

### ***Unity***

The entire paragraph should concern itself with a single focus. If it begins with a one focus or major point of discussion, it should not end with another or wander within different ideas.

### ***Coherence***

Coherence is the trait that makes the paragraph easily understandable to a reader. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges.

### ***Logical bridges***

- The same idea of a topic is carried over from sentence to sentence
- Successive sentences can be constructed in parallel form

### ***Verbal bridges***

- Key words can be repeated in several sentences
- Synonymous words can be repeated in several sentences
- Pronouns can refer to nouns in previous sentences
- Transition words can be used to link ideas from different sentences

### ***A topic sentence***

A topic sentence is a sentence that indicates in a general way what idea or thesis the paragraph is going to deal with. Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle), an easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about.

### **Some methods to make sure your paragraph is well-developed:**

- Use examples and illustrations

- Cite data (facts, statistics, evidence, details, and others)
- Examine testimony (what other people say such as quotes and paraphrases)
- Use an anecdote or story
- Define terms in the paragraph
- Compare and contrast
- Evaluate causes and reasons
- Examine effects and consequences
- Analyze the topic
- Describe the topic
- Offer a chronology of an event (time segments)

**How do I know when to start a new paragraph?**

You should start a new paragraph when:

- **When you begin a new idea or point.** New ideas should always start in new paragraphs. If you have an extended idea that spans multiple paragraphs, each new point within that idea should have its own paragraph.
- **To contrast information or ideas.** Separate paragraphs can serve to contrast sides in a debate, different points in an argument, or any other difference.
- **When your readers need a pause.** Breaks in paragraphs function as a short "break" for your readers—adding these in will help your writing more readable. You would create a break if the paragraph becomes too long or the material is complex.
- **When you are ending your introduction or starting your conclusion.** Your introductory and concluding material should always be in a new paragraph. Many introductions and conclusions have multiple paragraphs depending on their content, length, and the writer's purpose.

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

**Suggestions for Using Passive and Active Voices**

1. Avoid starting a sentence in active voice and then shifting to passive.

Unnecessary shift in voice	Revised
Many customers in the restaurant <i>found the coffee</i> too bitter to drink, but <i>it was</i> still <i>ordered</i> frequently.	Many customers in the restaurant <i>found the coffee</i> too bitter to drink, but <i>they</i> still <i>ordered it</i> frequently.

2. Avoid **dangling modifiers** caused by the use of passive voice. A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence.

Dangling modifier with passive voice	Revised
To save time, <b>the paper</b> <i>was written</i> on a computer. (Who was saving time? The paper?)	To save time, <b>Kristin</b> <i>wrote the paper</i> on a computer.

2. Don't trust the grammar-checking programs in word-processing software. Many grammar checkers flag all passive constructions, but you may want to keep some that are flagged. Trust your judgment, or ask another human being for their opinion about which sentence sounds best.

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

## Writing Checklist

### General Writing Checklist

Check off each item as you complete check it in your paper. Don't give yourself a check mark until the item is done acceptably.

**\*Make sure you follow any additional or different instructions your teacher gives you.**

#### Sources (if required)

- Make sure you have the used the minimum number of sources required.
- All sources must come from reputable publications and/or websites.

#### **Source Cards (if required)**

- Must be on 3x5 index cards
- Must be formatted using MLA style.
- Your name must be on the back of each card.

#### **Note Cards (if required)**

- Must be on 4x6 index cards
- You can only put one idea per card.
- Information must be quoted, paraphrased, or summarized
- In the upper right hand corner, put the number of the source card that corresponds to the source from which you got the information.
- Put a key word or short phrase in the upper left corner.
- Put your name on the back of each card.

#### **Presentation of Paper**

- Type everything except the source and note cards.
- Use size 12 font.
- Use Times New Roman font or another plain easy to read font. (Ask your teacher if he or she has a preference.)
- Align your margins left.
- Double space.
- Keep one inch margins on all four sides.
- The order is, outline, paper, works cited (the works cited is the last page of the paper and should be numbered).
- There is no cover page.
- Each page should have your last name and the page number in the upper right hand corner.  
Example: Smith 3

#### **Outline**

- Type it.
- You may not have an "A" unless you also have a "B".
- You may not have a "1" unless you also have a "2".
- Include your thesis**

- ❑ Use this outline to structure your essay.

## Essay

- ❑ The first page should have your name, class name (not hour), teacher's name, and date (day/month/year) on the first four lines on the **left**.
- ❑ The next line should have the title **centered**.
- ❑ The title should capture the interest of the reader.
- ❑ Capitalize every word (not every letter) of the title just as you would that of the title of a book or article.
- ❑ Don't skip lines between paragraphs. Finish your paragraph and then go on to the next available line to begin the next paragraph.
- ❑ Follow the outline.
- ❑ Make sure your essay is the required length.
- ❑ You must have a thesis statement in your first paragraph.
- ❑ Each paragraph must start with a topic sentence and include transitions where needed.
- ❑ Each paragraph must have some concrete evidence (expert quote, statistic, etc.) to support the thesis.
- ❑ Each paragraph must have a concluding sentence that reinforces your thesis.
- ❑ Restate your thesis (in different words) in your conclusion.
- ❑ Do not use personal pronouns unless in a direct quote.
- ❑ Do not use the word "you" unless in a direct quote.
- ❑ **Use the spelling and grammar check. Do Not turn in your paper until you've checked for and corrected spelling and grammatical errors!**
- ❑ **Read your paper. Does it make sense? Read it aloud. Does it still make sense?**

## Content

- ❑ **The paper exists to support the thesis.**
- ❑ The paper should consist of assertions, evidence, and your own commentary.
- ❑ Use sophisticated sentence structure and word choice (syntax and diction).
- ❑ Vary your sentence structure.
- ❑ Be specific in word choice, using the best words to convey your meaning.
- ❑ Make sure your introduction includes any important background information and catches the reader's attention.
- ❑ Make sure your conclusion wraps up your essay and leaves the reader with something to think about.

## Documentation (if sources are used)

- ❑ Use proper documentation. It will look like this: Refer to this guide and/or the OWL website for additional information.
- ❑ Unless your source is only one page, you must have the page number in the citation.

- ❑ Every time you use information from a source, **whether you quote it directly or not** you must document it, otherwise you are plagiarizing.
- ❑ If you didn't put it on your works cited page, you can't document it in your essay. Make sure everything you cited in the essay is on the works cited page.
- ❑ If you didn't document it in your essay, you can't put it on your works cited page. Make sure everything on your works cited page has been cited in your essay.

### **Works Cited page (if sources are used)**

- ❑ This is the last page of your paper.
- ❑ It should have your last name and the page number in the upper right corner.
- ❑ Do not number your entries.
- ❑ Entries should be alphabetized.
- ❑ Entries must be in proper MLA format. (See this guide and/or the OWL site if you need additional information.)

### **Plagiarism**

ANY kind of plagiarism whether intentional or unintentional will result in a zero with NO opportunity to make up the lost points.

## Section 2: Research

### Conducting Research

To search scholarly articles online use these sources:

- Memorial Databases- Go to Memorial's Homepage- <http://memorial.tulsaschools.org/> click "Library" look at the bar on the left and if you are at school click "Online Databases (School)" and if you are at home click "Online Databases (at home)"  
Look through the databases and find one that is applicable to your topic. If you are unsure, start with "EBSCO Host/Research Databases." Click "Academic Search Premier" then click "Continue" now begin searching your topic.
- Google Scholar- [www.google.com](http://www.google.com)- Look at the top toolbar and click the "more" tab and find "scholar" and click it. Now begin your search on your topic.
- If you have a Tulsa County Library card, you can also access the public library's resources at: <http://www.tulsalibrary.org/>
- **Avoid** using Wikipedia and other non scholarly websites.

### How to determine if a website/source is scholarly

- **Scholarly** refers to a source written by a person who is a professional on the topic.
- **Non-scholarly** refers to a source written by a person who is not a professional on a topic.

### When doing research on a topic:

- Try narrowing down the topic based upon your paper requirements. If your paper only needs to be 2-3 pages and your topic is *Romeo and Juliet*, you will need to narrow down your topic because it is too broad. Your topic should be narrowed to a theme or certain element in *Romeo and Juliet*. So the narrowed topic could be "Revenge in *Romeo and Juliet*." This will allow you to just do research on revenge elements and examples throughout the play instead of generally writing about the play as a whole.
- When narrowing down a topic, you also need to decide if you will have enough examples from the text and from research that is relevant to your topic.
- Try searching through the other databases for articles that are also relevant to your topic or for help narrowing down your topic.
- While reading through the article look for key words that relate to your topic

### You found an source (article, book, internet page, etc...)- now what?

- Read through the source to see if it includes information that is relevant to your topic. If you don't find anything, then go on to the next article. If you do want to use the article in your research, then print off the article.
- Once you print off the article or make a copy of the source, read through the source again and highlight or underline key points in the article that are relevant to your topic.

## **Section 3: MLA Format**

### **Setting up a paper in MLA format**

1. Open a new word document in Microsoft Word
2. Click “Paragraph”
3. Go down to “line spacing” and click the down arrow to make it “double” and check the box to not add extra space between paragraphs
4. Click “ok”
5. Check to make sure font is set at “Times New Roman” size 12 font
6. Click “Insert”
7. Click “page number” then click “top of page” (look for number on the far right side of page)
8. Type in last name before the number then tap the spacebar (be sure it is Times New Roman size 12 font)
9. Click “Close Header and Footer”
10. On the far left side of the page type:

Your Name	<u>Example:</u> John Smith
Teacher’s Name	Mrs. Johnson
Course Name	U.S. History
Day Month Year	12 February 2012
11. Click “Enter” on the keyboard to move the cursor to the next line
12. Be sure you are on the Home tab at the top of the page, click the center tab
13. Type the title (Times New Roman size 12 font) then click “Enter” on the keyboard
14. Now click the left justified button at the top of the page
15. Click “tab” on the keyboard to indent
16. Begin typing your paragraphs

**Note cards**

Bibliography/Source Card

**Use 3X5 index cards!**

These source cards, also known as bibliography cards, represent books. The information is presented in the order and format that will be used on the works cited page at the end of your paper.

This is the source number. You will need it when you make your note cards.



1
Rowling, JK. <i>Harry Potter and the Order of the Phoenix</i> . New York: Arthur A. Levin Books, 2003. Print.



2
Rowling, JK. <i>Harry Potter and the Deathly Hallows</i> . New York: Arthur A. Levin Books, 2007. Print.

## Note Cards

**Use 4X6 index cards!**

This is a key word or phrase to remind you the point of the information you included on the card. You might choose a word or phrase or your outline



This number refers to the source that you used to make this card. Even if you make 20 or 200 cards from this source, they will all be numbered 1.



Good vs. Evil archetype	1
“The Death Eaters’ scars. Voldemort touches one of them, and all their scars burn, and they know they’ve got to join him.’...’That is where I got the idea...but you’ll notice I decided to engrave the date on bits of metal rather than on our members’ skin...” page 399	

Even though there is room left on this index card, you will not write anything else on it. Keep **ONLY ONE** idea per card.



Notice the quotation marks around the information. Quotation marks indicate that the information was taken word for word from the text.

outlines are topic and sentence.

phrases and the sentence outline uses complete sentences. You cannot have a I. unless you have a II. You cannot have an A unless you have a B. You cannot have a 1 unless you have a 2.

Example Outline:

John Smith

Mrs. Roberts

English I

2 December 2012

### Pizza Hut vs. Mazzio's

I. Introduction: When comparing Pizza Hut to Mazzio's, one can find many differences.

Thesis: Pizza Hut and Mazzio's both make pizza, but there are many differences between the two restaurants.

II. Pizza Hut compared to Mazzio's

A. Deals for the customer

1. Discount for kids and senior citizens
2. \$4.99 lunch buffet

B. Variety of pizza /food options

1. variety of meats, sauces, and crusts
2. Variety of appetizers and catering menu

C. Healthy options

1. Salad bar, low fat cheese, veggie pizza
2. salad bar, veggie pizza, low fat salad dressings

III. Conclusion

Many similarities and differences are evident when comparing Pizza Hut to Mazzio's.

## Works Cited

### Why do we have a 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:

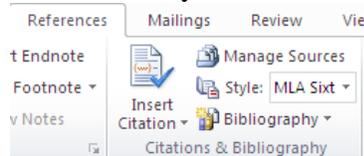
- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the 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.

### Steps to creating a Works Cited Page:

#### **Use Microsoft Word**

You will create a source bank of information while adding resources in your paper, so when your paper is completed, you may easily create a works cited page on the last page of the document, by a click of the mouse.

-After you have set up your paper initially per MLA format, and have reached a point of entering a source into your document, take the following steps:



-Click on the “References Tab” at top of screen

-Look for Citations & Bibliography

-Click on the drop down menu in “Style” and choose MLA

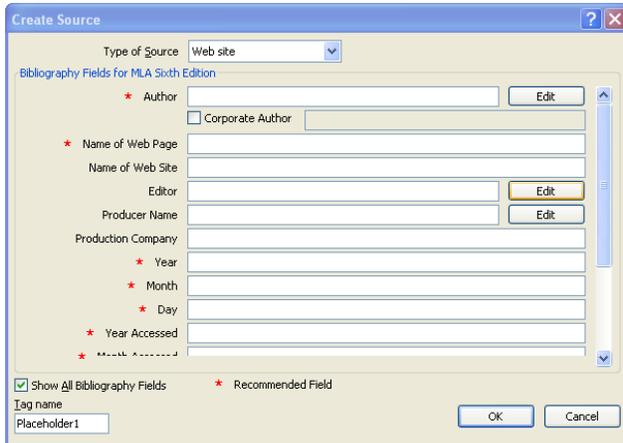
-Click on “Insert Citation” drop down arrow and choose either “Add New Source” or “Add New Placeholder”

**Add new source** is when you will actually input your information for source and it will be saved.

**Add new placeholder** is when you will enter a placeholder in your paragraph for a source to be cited, but you will not input all your information yet. You can name the place holder and add more information later.

\*If you choose **Add new source** these are the steps:

-Click “Add New Source”, a box will appear as shown below:



- Click dropdown arrow for “Type of Source”-you select which one type you used.
- Down on the bottom left select the box “Show All Bibliography Fields”-this will recommend fields that need to be completed(this should cover most required fields, but does not mean you have to leave out section that are not starred).
- \*\*MLA no longer requires the use of URLs in MLA citations\*\*
- After you completed this box click “OK” and it will insert cite in parenthesis next to your source like this: (Example) and will save the inputted information to later build a Works Cited Page with.
- Now continue writing paper and add all your resources this way as you work, so that you can easily create a page at the end. (Will show you that step next)
- \*If you choose **Add new placeholder** these are the steps:
- Click “Add New Placeholder”, a box will appear as shown below:



- Type the name of the source, so you know what the placeholder is for. You can add more information to this source later by:
- Clicking on the “Placeholder” and bring up drop down menu.
- Click “Edit Source” and follow steps as above under **Add new source**.

### **Ready for the Works Cited Page?**

- While in the references tab and with all of your sources entered, you can now build your works cited page.
- Go to your last page of your document and tab or press enter down until you get a new blank page or you can insert blank page.
- Click on the top of new page.
- On the reference tab click where it says “Bibliography” and retrieve the drop down arrow.
- Go down and select “Works Cited”
- It will automatically build your page for you. (You can highlight and edit if need be for font)

## Preventing Plagiarism: Student Resources

In a research paper, you have to come up with your own original ideas while at the same time using work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to include sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to **plagiarism**. If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist below.

Consult with your instructor

Have questions about plagiarism? If you can't find the answers on our site, or are unsure about something, you should ask your instructor. He or she will most likely be very happy to answer your questions. You can also check out the [guidelines for citing sources properly](#). If you follow them, and the rest of the advice on this page, you should have no problems with plagiarism.

### **Plan your paper**

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan **how** you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument *about* the information you find, will help establish the boundaries between your ideas and those of your sources.

### **Take Effective Notes**

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

### **When in doubt, cite sources**

Of course you want to get credit for your own ideas. And you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, **you should always cite your source**. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

### **Make it clear who said what**

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish **who** said **what**, and give credit to the right person.

### **Know how to Paraphrase:**

A paraphrase is a restatement **in your own words** of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original, **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

### **Evaluate Your Sources**

Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the **author(s)** of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using Portland Community College's "[rubrics for evaluating web pages](#)" as an easy method of testing the credibility of your sources.

## Plagiarism

### Problem:

### Solution:

<p>Copy &amp; Paste without citing immediately. Do not copy and paste a paragraph and then reword it on your paper, this can lead to non-citing and too much of information not being original.</p>	<p>Copy &amp; paste only when you are not rewording, then immediately cite resource.</p>
<p>Don't forget to cite all resources, not just books and websites.</p>	<p>Books, Websites, News Articles, Journals, Magazines, Dictionaries, Case Studies, Blogs, Original Images/Art, Even other student's papers/ideas. Any and all ideas &amp; creations (art, music, writings, etc.) made by another person, whether online or hard copy, must be cited.</p>
<p>If it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, how should you proceed?</p>	<p>When in doubt, cite sources</p>
<p>If you cite sources, ambiguity (doubt) in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism.</p>	<p>Make it clear who said what. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them.</p>

"What is Plagiarism?" *Plagiarism.org*. n.d. Web. 25 June 2012

## Proofreading Marks

Symbol	Meaning	Example
	insert a comma	The mayor's brother, I tell you, is a crook.
	apostrophe or single quotation mark	I wouldn't know where to put this vase.
	insert something	I know <del>it</del> in fact, everyone knows it. ;
	use double quotation marks	My favorite poem is "Design."
	use a period here	This is a declarative sentence .
	delete	The elephant's trunk is is really its nose.
	transpose elements	He only picked the one he likes.
	close up this space	Jordan lost his favorite basket ball.
	a space needed here	I have only three#friends: Ted, Raoul, and Alice.
	begin new paragraph	"I knew it," I said. ¶ "I thought so," she replied.
	no paragraph	"I knew it, she said. No ¶ "He's no good."

“Common Proofreading Symbols” *Guide to Grammar and Writing*. Capital Community College Foundation. n.d. Web. 25 Jul. 2012.

## Appropriate Language: Overview

1. **Levels of Formality:** Writing in a style that your audience expects and that fits your purpose is key to successful writing.
2. **In-Group Jargon:** Jargon refers to specialized language used by groups of like-minded individuals. Only use in-group jargon when you are writing for members of that group. You should never use jargon for a general audience without first explaining it.
3. **Slang and idiomatic expressions:** Avoid using slang or idiomatic expressions in general academic writing.
4. **Deceitful language and Euphemisms:** Avoid using euphemisms (words that veil the truth, such as "collateral damage" for the unintended destruction of civilians and their property) and other deceitful language.
5. **Biased language:** Avoid using any biased language including language with a racial, ethnic, group, or gender bias or language that is stereotypical.

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

### Formal v informal:

Differences:

#### Understand the difference between formal and informal English:

Formal and informal English differ in:

- word choice, word usage, and grammatical structures
- Informal writing may sound more like conversation while formal writing may be more polished
- An informal style may make listeners feel more comfortable when you are speaking, but a formal writing style can make a good impression

### AVOIDING INFORMAL LANGUAGE IN ACADEMIC WRITING

INFORMAL LANGUAGE TO EDIT	HOW TO MAKE LANGUAGE MORE FORMAL
<b>Generalizations</b> <input type="checkbox"/> <i>Criminals are dangerous.</i>	<b>Be more specific</b> <input type="checkbox"/> <i>Violent criminals can be dangerous.</i>
<b>Vague language</b> <input type="checkbox"/> <i>Drinking while driving is <u>bad</u>.</i>	<b>Use more specific words</b> <input type="checkbox"/> <i>Drinking while driving is <u>dangerous</u>.</i>
<b>Using “you” instead of a specific person/group</b> <input type="checkbox"/> <i>When <u>you</u> work with a patient who is very ill, <u>you</u> need to be patient.</i>	<b>Replace “you” with a specific person/group</b> <input type="checkbox"/> <i>When <u>nurses</u> work with a patient who is very ill, they need to be patient.</i>

<b>Informal words and expressions</b> <input type="checkbox"/> <i>My aunt has <u>a lot of kids</u>.</i>	<b>Use more formal words</b> <input type="checkbox"/> <i>My aunt has <u>many children</u>.</i>
<b>Phrasal verbs used in conversation</b> <input type="checkbox"/> <i>I <u>looked up</u> information about nursing positions.</i>	<b>Replace with a one-word verb</b> <input type="checkbox"/> <i>I <u>researched</u> information about nursing positions.</i>
<b>Contractions</b> <input type="checkbox"/> <i>Many patients <u>don't</u> listen to their doctors.</i>	<b>Remove the contraction</b> <input type="checkbox"/> <i>Many patients <u>do not</u> listen to their doctors.</i>

“Avoiding Informal Language in Academic Writing” *Worksheets for Tutoring Non-Native Speakers: Writing*. John Jay College of Criminal Justice and Queensborough Community College. 2007. Web. 25 June 2012.

### Transitional Devices

#### To Add:

and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)

#### To Compare:

whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, up against, balanced against, vis a vis, but, although, conversely, meanwhile, after all, in contrast, although this may be true

#### To Prove:

because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is

#### To Show Exception:

yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes

#### To Show Time:

immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, first (second, etc.), next, and then

#### To Repeat:

in brief, as I have said, as I have noted, as has been noted

#### To Emphasize:

definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, perennially, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation

#### To Show Sequence:

first, second, third, and so forth. A, B, C, and so forth. next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, thus, therefore, hence, next, and then, soon

#### To Give an Example:

for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, to illustrate

### **To Summarize or Conclude:**

in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently.

### **Primary Research**

- **Interviews:** A conversation between two or more people in which one person (the interviewer) asks a series of questions to another person or persons (the interviewee).
- **Surveys & Questionnaires:** A process of gathering specific information from people in a systematic way with a set series of questions. Survey questions usually have pre-specified or short responses.
- **Observations:** Careful viewing and documenting of the world around you.

### **Where do I start?**

Consider the following questions when beginning to think about conducting primary research:

- What do I want to discover?
- How do I plan on discovering it? (This is called your research methods or methodology)
- Who am I going to talk to/observe/survey? (These people are called your subjects or participants)
- How am I going to be able gain access to these groups or individuals?
- What are my biases about this topic?
- How can I make sure my biases are not reflected in my research methods?
- What do I expect to discover?

### **Parentetical Citations**

#### **Why should I cite sources?**

Giving credit to the original author by citing sources is the only way to use other people's work without plagiarizing. But there are a number of other reasons to cite sources:

1. Citations are extremely helpful to anyone who wants to find out more about your ideas and where they came from.
2. Not all sources are good or right -- your own ideas may often be more accurate or interesting than those of your sources. Proper citation will keep you from taking the rap for someone else's bad ideas.
4. Citing sources strengthens your work by lending outside support to your ideas.

#### **When do I need to cite?**

When do I need to cite?

Whenever you borrow words or ideas, you need to acknowledge their source. The following situations almost always require citation:

1. Whenever you use quotes
2. Whenever you paraphrase
3. Whenever you use an idea that someone else has already expressed
4. Whenever you make specific reference to the work of another
5. Whenever someone else's work has been critical in developing your own ideas.

“Plagiarism: What is a Citation?” *Plagiarism.org*. n.d. Web. 25 June 2012.

## MLA In-Text Citations: The Basics

### 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).

### 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).

### **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).

### **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 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 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).

## Citing Non-Print or Sources from the Internet

- 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>.

## 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. 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."

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.

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 industrial society between pressure to increase specialization of knowledge and of professional work (upholding disciplinary standards) and pressure to integrate more fully an ever-widening number of citizens 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.

## 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.

## MLA Works Cited Page: Books

### Basic Format

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

### Book with More Than One Author

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

### Two or More Books by the Same Author

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

\_\_\_ \_\_\_ *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

### **Book by a Corporate Author or Organization**

Name of corporation or committee. *Title of source*. City of Publication: Publisher, Date of Publication. Medium of publication.

### **Book with No Author**

*Title of Publication*. City of Publication: Publisher, Year of Publication. Medium of Publication.

### **An Edition of a Book**

Lastname, Firstname. *Title of Publication*. Edition. City of Publication: Publisher, Date of Publication. Medium of Publication.

### **A Work Prepared by an Editor**

Lastname, Firstname. *Title of Publication*. Edition. Editor's Name. City of Publication: Publisher, Date of Publication. Medium of Publication.

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

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

### **A Work in an Anthology, Reference, or Collection**

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

### **Poem or Short Story Examples:**

Lastname, Firstname. "Title of Piece." *Title of Publication*. Editor. City of Publication: Publisher, Year of Publication. Medium of Publication.

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

"Title of Article" *Title of Publication*. Edition. Year of Publication. Medium of Publication.

## **A Government Publication**

Author or National Government. Agency. Committee and Session number. City of Publication:

Publisher (in US, GPO), Year of Publication. Medium of Publication.

## **MLA Works Cited: Periodicals**

### **Article in a Magazine**

Lastname, Firstname. "Title of Article." *Title of Periodical* MonthYear: pages. *Medium of Publication.*

### **Article in a Newspaper**

Lastname, Firstname. "Title of Article." *Title of Publication*. Day Month Year: pages. Medium of Publication.

### **An Editorial & Letter to the Editor**

"Title of Letter or Editorial." *Title of Publication*. Edition. Day Month Year: Pages. Medium of Publication.

### **An Article in a Scholarly Journal**

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

### **Citing an Entire Web Site**

**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.

### **A Page on a Web Site**

“Title of Page.” Name of Site. Name of institution/organization affiliated with the site (or n.p. if not provided), date of creation (or n.d.) . Web. Day Month Year.

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

Lastname, Firstname. “The Work of Art.” Date of creation. The institution where work is housed, city where work is housed. *Name of the Website*. Web. Day Month Year.

### **An Article in a Web Magazine**

Lastname, Firstname. “Title of Article.” Title of Magazine. Edition. Publisher name (or n.p.), Publication date (or n.d.). Medium of Publication. Day Month Year.

### **Article in an Online-only Scholarly Journal**

Lastname, Firstname. “Title of Article.” *Web Journal*. Edition (Year of publication) : pages (or n. pag). Web. Day Month Year.

### **Article in an Online Scholarly Journal That Also Appears in Print**

Lastname, Firstname. “Title of Article.” *Web Journal*. Edition. (Year of publication): pages (or n. pag). Web. Day Month Year.

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

Lastname, Firstname. “Title of Article” *Title of publication* Day Month Year: pages (or n.pag).  
*Name of Database*. Web. Day Month Year.

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

Speaker’s Lastname, Speaker’s Firstname. “Title of speech.” Name of the organization. Location of occasion. Day Month Year (or n.d.). Type of presentation.

### **Films or Movies**

*Title of Movie. Dir. Perf. Film studio or distributor, year of release. Film.*

### **Recorded Films or Movies**

*Title of Movie. Dir. Perf. Film studio or distributor, year of release. DVD.*

---

The information from these pages is from the following source:

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

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.

This example from page 35-36 is from the following source:

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

## 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.

## 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.

## 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.

## Table Example

In-text reference:

In 1985, women aged 65 and older were 59% more likely than men of the same age to reside in a nursing home, and though 11,700 less women of that age group were enrolled in 1999, men over the same time period ranged from 30,000 to 39,000 persons while women accounted for 49,000 to 61,500 (see table 1).

Table reference:

Table 1 Rate of Nursing Home Residence Among People Age 65 or Older, By Sex and Age Group, 1985, 1995, 1997, 1999a

Sex and age group	1985	1995	1997	1999
	Rate per thousand			
Both sexes				
65 and over	54.0	45.9	45.3	43.3
65-74	12.5	10.1	10.8	10.8
75-84	57.7	45.9	45.5	43.0
85 and over	220.3	198.6	192.0	182.5
Men				
65 and over	38.8	32.8	32.0	30.6
65-74	10.8	9.5	9.8	10.3
75-84	43.0	33.3	34.6	30.8
85 and over	145.7	130.8	119.0	116.5
Women				
65 and over	61.5	52.3	51.9	49.8
65-74	13.8	10.6	11.6	11.2
75-84	66.4	53.9	52.7	51.2
85 and over	250.1	224.9	221.6	210.5

Image Caption: Example Table

Source: Federal Interagency Forum on Aging-Related Statistics, *Older Americans 2008: Key Indicators of Well-Being*, Federal Interagency Forum on Aging-Related Statistics, Mar. 2008, Web, table 35A.

a. Note: Rates for 65 and over category are age-adjusted using the 2000 standard population. Beginning in 1997, population figures are adjusted for net underenumeration using the 1990 National Population Adjustment Matrix from the U.S. Census Bureau. People residing in personal care or domiciliary care homes are excluded from the numerator.

## 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.

The Purdue OWL. *Purdue University Writing Lab*, 2010. Web. 25 Jun. 2012.

## **Section 4: Other Resources**

Modern Language Association website: <http://www.mla.org/>

Plagiarism from Turn it in.com:

[http://www.turnitin.com/assets/en\\_us/media/plagiarism\\_spectrum.php](http://www.turnitin.com/assets/en_us/media/plagiarism_spectrum.php)

The Purdue Online Writing Lab

<http://owl.english.purdue.edu/>

Online Resources for Students to Search- Information You Can Trust

<http://www.ipl.org/>

Pros and Cons of Controversial Issues

[www.procon.org](http://www.procon.org)