

**THE NEWBURGH CITY SCHOOL DISTRICT**  
**MLA RESEARCH GUIDE**

**Grades 7-12**

**Written and compiled from the  
Modern Language Association Research Guide**

**2009 Edition (2)**

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**A copy of this booklet is issued free of charge to  
each student entering Seventh Grade.  
Additional copies of this guide are available for \$3.50  
from the school bookstore.**

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## Definition of a Research Paper

A research paper is a very specific type of written work. It uses information from a number of sources (never just one source) to prove a point or, at least, provide information about a subject. A research paper follows a certain format in the way it is set up and typed. For these reasons, research papers are very different from book reports and reports which use only one source. They are also different from creative compositions and essays, which develop your own ideas about a topic.

The first step in writing a research paper is to select a topic and narrow it down. World War II is too large a topic, but the effect of the bombing of Hiroshima on the end of World War II would be just about right.

The second step is to research your topic by finding source material (books, magazines, encyclopedias, etc.). From these sources you take notes on important points you want to use.

After organizing your notes and perhaps outlining or mapping, the writing process should flow smoothly. Throughout the paper you must indicate your source of information. In a research paper you use information from published authors who are recognized as experts to support your ideas through paraphrases and quotes you have selected.

As you gain experience in writing research papers, it is expected that your research and presentation will reflect a more complex thesis, a greater sophistication in content, and an increased mastery of research style.

As Joseph Gibaldi, the author of the MLA Handbook for Writers of Research Papers, clearly says, “As you use and carefully cite sources, keep in mind that the reason for doing a research paper is not to give a summary of other people’s works but to take in information, add to it and come to your own conclusions on the subject matter.”

## Research Standards

### Class Assignment:

Research papers may be assigned only in secondary English and social studies. In other subjects a research paper may be one of several options for completing a project, but a research paper may not be required.

If a paper is submitted to two teachers who are dividing the grading into two parts, one giving a content grade while the other grades form, each part should count as 50% of the total grade.

All research papers will use the criteria of style, form, and requirements contained in this packet. See the inside of the back cover of this guide for General Instructions.

### Style:

The MLA (Modern Language Association) Fifth Edition published in 1999 will be the only acceptable style in Newburgh schools. Author-page citations and a works cited page are required on all research papers. MLA standards apply to all research projects.

For reference see:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 5<sup>th</sup> ed. New York: Modern Language Association of America, 1999.

Students who change to another school district or go on to college are advised to learn if there is a required research style at their new schools. The Newburgh School District has adopted the 1999 MLA style because it is now the form used at most colleges and universities and is approved by the National Council of Teachers of English. There are other correct research styles, one of which may be required by various colleges and universities.

### Form:

Research papers may be submitted in any of the following forms:

Manuscript in blue or black ink

Cursive in blue or black ink

Typed

Word-processing

For general formatting guidelines, see page 39.

## Research Paper Requirements

### Grade 7 and 8

At the junior high school level, research techniques will be introduced and developed. Students will learn to locate sources, paraphrase or quote original material and cite sources. Initial emphasis will be on acquiring research techniques and organizing information. As the student progresses, the emphasis will shift to the writing of the final product. It is felt that a length of 450 words is the minimum length required that will allow for the basic development of the research topic.

### Grade 7

**Honors** - Three sources, with no more than one encyclopedia

**Regular** - Two sources, with no more than one encyclopedia

Note cards or note sheets

Outline or contents if required by teacher

A thesis statement

**Honors** - A body of 600 words

**Regular** - A body of 450 words

Author-page citations

Works cited page

### Grade 8

**Honors** - Five sources, with no more than one encyclopedia

**Regular** - Four sources, with no more than one encyclopedia

Note cards or note sheets

Outline or contents if required by teacher

A topic sentence or thesis statement

**Honors** - A body of 750 words

**Regular** - A body of 600 words

Author-page citations

Works cited page

## Grade 9

Students will be expected to learn to conduct research using a variety of sources in order to obtain accurate and appropriate information. Continued emphasis will be placed on organizational skills.

The student will be expected to demonstrate:

- correct documentation throughout the project.
- the logical development of a paper or project.
- the ability to reach appropriate conclusions based on the research completed.
- Students should be given multiple grades over the course of this research process, to be determined by individual teachers. However, students will not fail for the year as a direct result of grades for this paper.
- Students will use 3-4 sources.
- Topics can be cross-curricular and are at teacher discretion.
- Paper length should be between 3-5 content pages. Papers can be typed and should be 12 font (suggestions: Ariel, Times New Roman).
- In-text citations and a Works Cited Page should be included. On-line sources can be used for this and are helpful to students.
- An outline page can be part of the process.
- Please collaborate with your peers for use of library and laptop computers.
- Oral presentations on research reports are optional and at teacher discretion.

## Grade 10

Tenth grade students will be expected to use the thesis and documentation skills developed in Grades 7 - 9 to prepare two required research projects, one written and one oral (at the teacher's discretion). The oral project may be based on the research paper or may be a totally separate assignment. The guidelines on this and the following page apply to the written and oral projects.

### Written Project

- Five or more sources, with no more than one encyclopedia
- Note cards and works cited cards
- Organizational plan of the project in the form of an outline, schematic map, or table of contents if required by teacher
- A thesis statement may be required for an English assignment. An introductory statement may be used in other curriculum areas.
- Author-page citations
- Works cited page
- A body that meets the minimum requirements outlined below. The minimum requirement is the basic expectation, except where a teacher establishes additional requirements (not to exceed the maximum).

	<b>Minimum number of words</b>	<b>Maximum number of words</b>
<b>Honors</b>	900	1350
<b>Regents</b>	750	1200
<b>Pre-Regents/ Non Regents</b>	600	750

## Oral Project

The following guidelines apply to the oral project:

- Multiple sources, with no more than one encyclopedia
- Note cards and works cited cards
- Organizational plan of project in the form of an outline, schematic map, or table of contents if required by teacher
- A thesis statement may be required for an English assignment. In other curriculum areas an introductory statement may be used.
- Works cited page
- **An oral presentation of the following number of minutes:**

	<b>Basic Time Requirement</b>	<b>Maximum Time Requirement</b>
<b>Honors</b>	3	5
<b>Regents</b>	2	4
<b>Pre-Regents</b>	1	3

## Grade 11 and 12 English Electives

Where a written and/or oral research project has been deemed appropriate to the course and assigned by the teacher, the minimum standards will be those established for English 10 Regents level. The exception will be that the teacher may, with the approval of the Department Director, determine that the curriculum of a specific course requires a more extensive project.

## Guidelines for Citing References

### Paraphrasing (Indirect Quotations)

When you paraphrase, you take an idea from a source but write it in your own words. A paraphrase should sound like you, NOT like the source with the words simply shifted around. Quotation marks are never used for any paraphrase, but you are giving credit to the source for the idea or information, not for the words that you use. **A source is cited for each paraphrase you use.**

### Summarizing

Like a paraphrase, a summary is written in your own words; but whereas a paraphrase reports significant information in approximately the same number of words as the original source, a summary condenses information, perhaps reducing a chapter to a short paragraph or a newspaper article to a single sentence. A summary should be written in your own words.

### Quotations (Direct Quotations)

There are several times when direct quotations will improve a paper. As a general rule, quote directly (word for word) if the original wording is shorter and more pointed than a paraphrase would be, if it is needed for accurate understanding, or if it adds color and flavor that rewording would lack. **A source is cited for each quotation.**

There are two ways to format quotations. Short quotations are placed into your sentence or paragraph using double quotation marks (“short quote”). If the material was already enclosed within double quotation marks in the source, put it inside both double and single quotation marks (“‘short quote’”). Long quotations of prose (more than four lines) should be inset 10 spaces from the left margin. No quotation marks are used. An example of a long citation documentation can be found on page 19.

### Plagiarism

#### **It is critical that students understand this issue.**

Plagiarism is a form of cheating in which you claim, whether intentionally or not, that another person’s words or ideas are your own. You can plagiarize by 1) not using quotation marks around a direct quotation which is taken word for word from another person, 2) not rewording, or paraphrasing, when you are trying to use the ideas but not the exact words of another person, 3) cutting and pasting from online or CD resources into a document without identifying the source, 4) not citing the source of either the words or ideas of another person. Sometimes it is difficult to know whether you are

plagiarizing. If you aren't sure that you can paraphrase an author's words, then quote the words. If you aren't sure you need a citation, include one just to be safe. Since many, if not most, students have access to electronic resources, you must also understand how the concept of plagiarism applies to their use.

**Plagiarism is the most serious error you can make in writing a research paper. You must avoid plagiarizing or be prepared to face strong penalties. The academic penalties set by the Newburgh School District are specified on page 40 of this MLA Guide and are in the District's Code of Conduct booklet.**

In college, where plagiarism is considered even more serious, the penalty is usually a failing grade in the course and could be expulsion from school. It is, therefore, important that you learn the acceptable ways of using other people's words and ideas, as well as the heavy penalties that result from any form of plagiarism in research projects.

Plagiarism is the act of stealing the ideas and/or the expression of another and representing them as your own.

Plagiarism can take several forms. The most obvious is word-for-word copying of someone else's work, in whole or in part, without acknowledgement, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay or homework, or any other composition not your own. Any such verbatim use of another's work must be acknowledged by (1) enclosing all such copied portions in quotation marks and by (2) giving the original source an appropriate form of scholarly citation.

A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another's work. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition and therefore can be given no credit. If such borrowing or paraphrasing is ever necessary, the source must be scrupulously indicated by an appropriate form of scholarly citation.

## Works Cited Cards

Grades 10-12

Optional 7-9

You are required to have a certain number of sources for your research paper. When you have found books, magazines, and an encyclopedia you intend to use, make a works cited card for each one. Works cited cards use the same form as entries on the works cited page. See samples on pages 27-38.

### Sample Works Cited Card

Geherin, David. The  
American Private Eye:  
The Image in Fiction.  
New York: Ungar,  
1985.

## Notes - Note cards and Note sheets

Conducting research involves taking notes from source materials, whether they are in print or electronic form. You must write down the important information you find and you must do it in an organized manner. Whether you use note cards or note sheets, you must show three important things:

- 1) Whether it is a paraphrase or a quote;
- 2) The source from which it comes; (title, author of book, website, etc.)
- 3) The page number.

Careful record of the source must be made. Use the same form as for in-text citations. See samples on pages 22-24.

### Sample of Note Cards

#### Paraphrase or Summary

##### Plagiarism

Elementary school students often plagiarize unintentionally when they copy directly from an encyclopedia. It is unfortunate that some high school and college students do the same thing without realizing it is plagiarism.

#### Quotation

##### Plagiarism

"Plagiarism in student writing is often unintentional, as when an elementary school pupil, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in an encyclopedia. Unfortunately, some students continue to use such 'research methods' in high school and college without realizing that these practices constitute plagiarism" (Gibaldi 26).



## Sample Notes Sheet

<b>Topic or Sub-topic</b>	Confederate spies
<b>Author</b>	Miller (section on Confed. spies written by John W. Headly), 1912.
<b>Page numbers from same book</b>	<p>p. 288: many names unknown because they worked in secrecy</p> <p>p. 289: Mrs. Greenhow ran spy ring in Washington</p> <p>p. 290: many were officers-e.g., Col. J. Stoddard Johnson in charge of spies on Gen. Bragg's staff, and Headley (author of article)</p> <p>p. 291: female spies - Belle Boyd, Southern belle who was famous Confed. spy</p> <p>p. 292: civilians - e.g., Henry B. Shaw (a.k.a. same Dr. C.E. Coleman, Capt. C.E. Coleman), former steamboat clerk, had knowledge of middle Tennessee; in charge of famous band of spies</p> <p>p. 295: many Confed. spies were cavalymen used for this purpose (Vespasian Chancellor worked for J.E.B. Stuart)</p> <p>p. 299: other civilians - Lytle, photographer from Baton Rouge, member of Confed. secret service, got valuable info in photos and sent to Confed. command</p>

\*Don't copy sentences from sources unless you use quotation marks.

## Thesis Statement

After you have researched your subject but before you begin to write, you must decide exactly what you are going to do: explain something, prove something, etc. This should be clearly stated in a thesis statement. Such a sentence will guide you as you write your outline and will be the central idea of the introduction to your paper.

### Sample Thesis Statements

**Subject:** Capital Punishment

**Thesis Statement:**

Capital punishment should be restored in New York State as a deterrent to violent crime.

**Subject:** Great Expectations

**Thesis Statement:**

The themes of love and hate control the actions of the main characters in Great Expectations by Charles Dickens.

**Subject:** Workers' Compensation

**Thesis Statement:**

Workers who are seriously injured on the job are protected because Workers' Compensation provides money in lieu of wages; it pays medical costs; and in case of death, Workers' Compensation provides money for the survivors in the family.

## Outlines

An outline lists the points you will use in your research paper. It is your plan and helps organize all the notes you have taken. Remember, you are using your notes to validate what you have to say. Your main points (Roman numerals, capital letters) will probably be original thoughts, and the details will usually be from your notes.

The descending parts of an outline are normally labeled in the following order:

- I.
  - A.
    - 1.
      - a.
        - (1)
          - (a)
          - (b)
        - (2)
      - b.
    - 2.
  - B.
- II.

Note:

Your teacher will tell you how far you have to develop your outline.

In outlines you must at least have a pair in each category. If there is an A, there must be a B; if there is a 1, there must be a 2. You may have additional letters and/or numbers as needed.

There are two kinds of outlines. A topic outline lists the points in word or phrases. A sentence outline uses a complete sentence for each point. See the following samples.

# Sample Topic Outline

## Using the Library and Other Information Sources

- I. Introduction to the Library
  - A. Programs of orientation and instruction
    - 1. Pamphlets, handbooks, other materials distributed by the library
    - 2. Orientation tours, lectures, courses
  - B. Books about the library (examples: Gates, Mann, Harner, and Hurling)
- II. The central catalog or central information system
  - A. The online central catalog
    - 1. Definition and description
    - 2. Searching the online catalog
      - a. Searching by author, title, subject keywords
      - b. Limiting the search
      - c. Using Boolean logic
    - 3. Information accessed from the online catalog
  - B. Information needed for research and writing
  - C. The card catalog and other catalogs
  - D. The central information system
- III. Reference works
  - A. Types of reference works
    - 1. Indexes
    - 2. Bibliographies
    - 3. Collections of abstracts
    - 4. Guides to research
    - 5. Dictionaries
    - 6. Encyclopedias
    - 7. Biographical sources
    - 8. Yearbooks
    - 9. Atlases
    - 10. Gazetteers
    - 11. Statistical data sources
  - B. Publication forms of reference works: print and electronic
  - C. Searching a reference database (example: MLA International)

### Sample Sentence Outline

- IV. We should know how to locate material.
  - A. The library has two methods of classification.
    - 1. One method is the Dewey decimal system.
    - 2. The Library of Congress System is also used.
  - B. There are main collections (open shelves, closed stacks) in the library.
  - C. The library has special sections for reserved books, reference works, special collections, periodicals, non-print materials, etc.
- V. The library has other resources and services.
  - A. Microforms include microfilm, microfiche, and micro-card.
  - B. Interlibrary loans are valuable in obtaining information not available at your library.
  - C. The library usually has photocopying services.
  - D. Some libraries have computer centers.
  - E. Access to databases and computer services is available in some libraries.
  - F. Access to information networks (e.g., Internet) is available in some libraries.

Knowledge of the library is an important factor in writing a good research paper.

## Title Page

The title page is the first page of the body of your paper. It provides the heading of personal information, as well as the title of your research paper. The body also begins on this page.

**Presentation:** The title is centered and is in upper and lower case letters. Do not underline your title, put it in quotation marks, or type it in all capital letters. Notice the one inch margins, and that every line is double-spaced. The look and the size of the type is the same throughout.

### Sample Typed Title Page

	↑ 1"		↑ 1/2"
↓		↓	Josephson 1
	Laura N. Josephson		
	Mrs. Bennett		
← 1" →	English 10, Period 5		
	8 May 1999		
	Ellington's Adventures in Music and Geography		
	In studying the influence of Latin American, African, and Asian	← 1" →	
	languages on modern American composers, music historians tend to discuss		
	such figures as Aaron Copland, George Gershwin, Henry Cowell, Alan . . .		
	↑ 1"		
	↓		

## The Body of a Research Paper

In its simplest form, a research paper is organized as follows:

Introductory paragraph, with a thesis statement

Body of a  
Research Paper

Body Paragraph

Body Paragraph

Body Paragraph

—————  
This part has a  
required length

Concluding paragraph (summary)

Each body paragraph gives a main point you are making and the paraphrased, summarized or quoted material you are using to prove or explain that point. Don't make the mistake of just stringing paraphrases, summaries and quotes together. Source material must be used to accomplish your purpose: prove your thesis statement is correct. This requires well organized paragraphs that each contain a topic sentence and supporting details, but contain nothing that doesn't fit or isn't important.

### Visuals (Charts, Graphs, and Pictures)

Put visuals on a separate sheet of paper and place it following the page that mentions it or discusses the topic. The visual sheet should have the same number as the text page it follows, with an alphabetical letter added.

For example: A. Johnson 4      (Sample page number for text.)  
                  A. Johnson 4a      (Sample page number for visual.)

## Citing Sources in the Text (MLA)

### Documenting Sources

You must cite the sources of any information you borrow from a book, magazine, encyclopedia, as well as information found online or in CD resources, etc. If you do not cite the source document, you are plagiarizing and will receive a zero on your paper. Only original thoughts of your own and information that is so well known it is common knowledge need not be documented. If in doubt as to whether or not you should cite a source, go ahead and cite the source.

Author-page citations are based on the concept of brief parenthetical references which give the source. The author's last name and the page the information is on in the book are the only items of information usually given.

### General Instructions

1. Cite a source for each paraphrase, summary or quotation used.
2. The citation for a paraphrase, summary or quotation of four lines or less goes in parenthesis marks just before the period at the end of the information. Skip a space after the last word or the quotation mark, put the citation, and then the period.

Examples:

Paraphrase

He prepared a list of thirteen virtues (Franklin 135-37).

Summary

The article in *Hudson Valley News* outlines the upgrades needed at the airport (Noah 3).

Quotation

“The highly spiritual view of the world presented in *Siddhartha* exercised its appeal on West and East alike” (Rose 74).

3. For a quotation of more than four lines, conclude the information, put the end punctuation mark, leave two blank spaces, and give the citation. Remember, such a quotation would be off-set from the left margin 10 spaces and no quote marks would be used. See the example on the following page.

Many authors and poets discuss themes that validate feelings of many Adolescents. For example, in the novel Separating, it states:

John could have just walked away from the relationship when he realized his girl was unfaithful. He didn't. Instead, John thought about how he loved her the whole time they were together. He realized how shallow he would be if he let his unconditional love for her turn into bitterness or hatred. Even though they lead separate lives now, John feels at peace because he found something in this life that most people never find: unconditional love. (LaPolt 119)

It is clear that Separating has the ability to show teens that their feelings are normal. Although other works of literature are capable of conveying [ . . . ]

4. When documenting poetry, of three lines or less, you may place the lines in your paper using a slash with a space on each side ( / ) to separate them.

Example:

Reflecting on the “incident” in Baltimore, Cullen concludes, “Of all the things that happened there / That’s all that I remember” (3-4)

When documenting poetry of more than three lines, each line should begin with a new line. Conclude the information, put the end punctuation mark, leave two blank spaces, and give the citation. The poetic lines would be off-set from the left margin 10 spaces and no quote marks would be used. See the example on the following page.

Elizabeth Bishop's "In the Waiting Room" is rich in evocative detail:

It was early winter. It got dark

Early. The waiting room

Was full of grown-up people,

Arctics and overcoats,

Lamps and magazines. (6-10)

5. In typical citations no punctuation marks separate the information given. See examples above and notice that there is no punctuation between author and page. If punctuation is needed, it is carefully noted in the samples on pages 22-24. Also, notice that the page number stands alone, with no word page or abbreviation of p. before it.
6. Place the citation at a point of punctuation, preferably the end mark. This avoids interrupting the natural flow of your writing.
7. If the source you cite is an article of only one page or less, you need not give page number. The author's name or, if there is no author, the title of the article would be sufficient.
8. The only other difference between citing a book and an article is that if no author is known and the title is used, the title of a book would be underlined while the title of an article would be in quotation marks.
9. Briefness is important in citations. Last names and abbreviated titles are permitted. Remember, though, that a citation must be made in such a way that the source can be easily found on the works cited page. *The word by which the entry is alphabetized on the works cited page must correspond with the word either in the text or the citation.*

Example: (the title of an anonymous work)

Glossary of Terms Used in Heraldry could be cited as Glossary of Terms, but not as Heraldry.

10. After gaining experience at writing basic research papers, try to become more sophisticated at using sources. Use the author's name and/or perhaps the title of the source in a signal phrase in your text. A signal phrase "signals" to your reader that you are taking information from another source. Your citation would only be the page.

Model signal phrases:

In the words of Christopher White, "[. . .]" (4)

"[. . .]," claims Bill Tschumi, a spokesperson for the Orange County E.M.S. (106)

"[. . .]," writes Cody Burns, ". . ." (21)

11. References in the text must clearly point to specific sources on the list of works cited.

## **Citing Sources in the Text (MLA)**

### **1. AUTHOR NOT NAMED IN SIGNAL PHRASE**

Give the author's last name and relevant page reference in parenthesis.

This point has been argued before (Frye 178-85).

### **2. AUTHOR NAMED IN SIGNAL PHRASE**

Give the relevant page reference in parenthesis.

Johnson claims that "driving at 58 mph in a 55 zone is within substantial compliance of the law" (178-85).

Note: Whenever you mention information in a signal phrase that would otherwise be required in the parenthetical reference, it is no longer required to be placed in the parenthetical reference.

### **3. TWO OR MORE WORKS BY SAME AUTHOR**

Give the author's last name, the title of the work, and the relevant page(s).

Creative men and women make "history forgivable by enriching our heritage and our lives" (Durant, Dual Autobiography 406).

Note: comma after author

### **4. TWO OR THREE AUTHORS**

Name the authors either in the signal phrase or include them in parenthesis.

New ground has been broken on the subject (Gilbert and Gubar 57).

There was interest in Afro-American Literature in the 1960's and and 1970's (Inge, Duke, and Bryer 5).

Note: commas separate three or more authors

## **5. FOUR OR MORE AUTHORS**

Give only the first author's name followed by "et al." in the signal phrase or parenthetical reference.

The study was extended for two years, and only after results were duplicated did the authors publish the results (Doe et al. 137).

## **6. AUTHORS WITH THE SAME LAST NAME**

Give the first and last name of the author you are citing.

At least 66,000 lions were killed between 1907 and 1978 in Canada and the United States (Kevin Saunders 58).

## **7. MULTIVOLUME WORK**

Give the author volume and page number.

During the early 1980's there has been an important review of the contributions of black writers (Inge, Duke, and Bryer 1:v).

Note: colon after volume number

## **8. A NOVEL, PLAY OR POEM**

For a novel, put the page number:

Fitzgerald's narrator captures Gatsby in a moment of isolation: "A sudden emptiness seemed to flow now from the window and the great doors" (56).

For a play, list the act, scene, and line numbers:

In his famous advice to the players, Shakespeare's Hamlet defines the purpose of theater, "whose end, [...] is, to hold, as 'twere, the mirror up to nature" (3.2.21-23).

For a poem, give the line numbers:

When Homer's Odysseus comes to the hall of Circe, he finds his men

"mild / in her soft spell, fed on her drug of evil" (209-211).

### **9. UNKNOWN AUTHOR**

Give the title in the signal phrase or in parenthesis.

The nine grades of mandarins were "distinguished by the

color of the button on the hats of office . . ." ("Mandarin" 75).

### **10. AN ENTIRE WORK**

Give the author's name.

This introduction to computer programming has received widespread  
praise (Pattis).

### **11. AN ELECTRONIC SOURCE**

Provide the author and page number.

Using historical writings, it is clear that "the difference between curing  
and treating is not a modern invention" (41).

If the author is unknown, use the title of the source.

According to a Web page sponsored by the Children's Defense Fund,  
fourteen American children die from gunfire each day ("Child").

## Works Cited Pages (MLA)

In order to give the reader complete information as to your sources, you must attach to your paper a works cited page which is really just an alphabetized list of the sources you used. It should include only the books and articles you actually used.

### General Instructions

1. Entries are arranged in alphabetical order according to the last names of authors. Anonymous items are placed alphabetically by the first word of their titles, unless the first word is the, an, or a, in which case the second word determines the alphabetical position. The title is still given in correct word order, even though alphabetized by the second word. Alphabetizing can be done easily by arranging the works cited cards in alphabetical order.
2. When an entry occupies more than one line, the second line should be indented so that the first item of information stands out on the page.
3. Should not be numbered.
4. If a paper is typed, the works cited page entries should be double-spaced. If handwritten, lines should not be skipped.
5. On pages 26-27 are lists showing the order in which information is placed. Start with the first available item of information and give each following item available.  
Most entries will not have all the possible information.
6. If more than one author is given, only the first author's name is written last name first. Other names appear in the correct order.
7. The punctuation needed within each entry is very precise. The lists on pages 26-27 and the samples following the lists should be carefully followed.

Example:

Smith, Charles, and Frank Jones

## Order of Information

In citing sources, information should be arranged in the following order with the necessary punctuation mark as given:

### Books

1. Author's name.
2. "Title of the part of the book (article or story)."
3. Title of the book.
4. Name of the editor or translator.
5. Edition.
6. Number of volumes.
7. Name of the series and number of the series.
8. Place of publication: Publisher, date of publication.
9. Page numbers (if only part of a book was used).

The typical book would have only items 1, 3, and 8.

### Encyclopedia

1. Author's name.
2. "Title of article."
3. Title of encyclopedia.
4. Year of edition.

The typical encyclopedia would have only items 2, 3, and 4.

### Periodicals (daily through monthly)

1. Author's name.
2. "Title of article."
3. Name of periodical (no punctuation)
4. Series number, volume, or name. (Example: 3rd ser.)
5. Date of publications:
6. Page numbers.

## Electronic Publications

1. Author's name if known.
2. "Title of article."
3. Name of database, software, or web site.
4. Electronic publication information, including version number, date of electronic publication or latest update.
5. Page numbers, if they are numbered.
6. Date of access
7. <URL>.

If you cannot find some of this information, cite what is available.

## BOOK AND OTHER NONPERIODICAL PUBLICATIONS

### 1. A BOOK BY ONE AUTHOR

Clark, Kenneth. What is a Masterpiece? London: Thames, 1979.

### 2. AN ANTHOLOGY OR A COMPILATION

O'Neil, Steven M., ed. Fly Fishing the Catskills. Oxford: Oxford UP, 2001.

### 3. TWO OR MORE BOOKS BY THE SAME AUTHOR

Buck, Hope Marie. The Path to Spirituality and Other Matters of the Heart.

Chicago: U of Chicago P, 2000.

--- . 10 Ways to Develop a Successful Relationship. New York: Columbia, UP,

1998.

Note: for the second book by the same author, the author's name is not given. Instead, ---. is used.

#### **4. A BOOK BY TWO OR MORE AUTHORS**

Scholes, Robert, and Eric Rabkin. Science Fiction: History, Science, Vision. New York: Oxford University Press, 1977.

Note: If there are more than three authors, name only the first and put “et al.” (Example: Baker, Peter, et al.)

#### **5. TWO OR MORE BOOKS BY THE SAME AUTHORS**

Scholes, Robert, and Eric Rabkin. Science Fiction: History, Science, Vision. New York: Oxford University Press, 1977.

Exploring Science in Academia. New York: McGraw, 1998.

#### **6. A BOOK BY A CORPORATE AUTHOR**

American Council on Education. Annual Report, 1970. Washington: American Council of Education, 1971.

#### **7. A WORK IN AN ANTHOLOGY**

Connor, Flannery. “The Life You Save May Be your Own.” The Realm of Fiction: Seventy-Four Stories. Ed. James B. Hall and Elizabeth C. Hall. 3rd ed. New York: McGraw and Hill, 1977. 479-88.

#### **8. ARTICLE IN A REFERENCE BOOK**

Singleton, Jason, “Columbus.” The World Book Encyclopedia. 1972 ed.  
“Sitting Bull.” Encyclopedia Americana. 1963 ed.

(In the first example the author is known. If the article is unsigned, follow the second example).

#### **9. AN INTRODUCTION, PREFACE, FOREWORD, OR AN AFTERWORD**

Fall, Joan. Foreword. Living with 101 Cats. By Paul Schembri. New York: Bantam, 2001. vi – x.

## 10. AN ANONYMOUS BOOK

The Times Atlas of the World. 5th ed. New York: New York Times, 1915.

## 11. A MULTIVOLUME WORK

La Polt, Glenn M., ed. The Heath Anthology of American Literature. 23 vols.  
London: Macmillan, 2001.

Note: There are numerous variations to documenting a multivolume work, although this entry is the most commonly used. Please refer to a more in-depth reference source to ensure proper documentation.

## 12. A PAMPHLET

A Visitor's Guide to New York City. New York: Dover, 1997.

## 13. GOVERNMENT PUBLICATIONS

United States. Dept. of Labor. Bureau of Statistics.

Dictionary of Occupational Titles. 4th ed. Washington: Government  
Printing Office, 1977.

## CITING ARTICLES AND OTHER PUBLICATIONS IN PERIODICALS

### 14. ARTICLE IN A MAGAZINE - WEEKLY OR BI-WEEKLY

Begley, Sharon. "A Healthy Dose of Laughter." Newsweek 4 Oct. 1982: 74-76.

### 15. ARTICLE IN A MAGAZINE - MONTHLY OR BI-MONTHLY

Corcoran, Elizabeth. "Space and the Arts." Space World Oct. 1982: 14+.

Note: If an article does not have continuous paging, put the first page number and a +. (Example: 5+)

## 16. NEWSPAPERS

Collins, Daniel S. "Amazing Amazon Region." New York Times 21 Nov. 1983,  
late ed.: B17.

Note: Many newspapers do not have an edition given. In such cases put  
the colon after the year and then put the page number.

## 17. A REVIEW

Buck, Faith Ann. "A Modern Theme." Rev. of Rent by Jonathan Larson.  
Broadway Review 29 Jan. 2000: 153-157.

## MISCELLANEOUS PRINT AND NONPRINT SOURCES

### 18. A TELEVISION OR RADIO PROGRAM

"Tony: The New Boss." The Sopranos. HBO. 21 Feb. 2001.

### 19. A SOUND RECORDING

Lopez, Jennifer. J. Lo. Warner Bros., 2001.

### 20. A FILM OR VIDEO RECORDING

Tommy Boy. Dir. Peter Segal. Perf. Chris Farley, David Spade, and Bo Derek.  
Paramount, 1995.

### 21. A PERFORMANCE

Othello. By William Shakespeare. Dir. John Siegmund. Perf. Kevin Mumford,  
Allegra Valdiva and Wendy Coffee. Rosemount Theatre, Toronto. 9 Mar.  
1967.

### 22. A PAINTING, SCULPTURE, OR PHOTOGRAPH

Bearden, Romare. The Train. 1974. Carole and Alex Rosen Collection, New York.

## 23. AN INTERVIEW

Mumford, Kevin. Personal interview. 23 June 2001.

Note: If you interview someone, your name is not given; only the name of the person you interview appears.

## 24. MICROFORMS

You do not cite a microform as a source. The citation for either microfiche or microfilm is to the original source from which the information actually came, i.e., New York Times, etc. However, sometimes a microform does not give all of the publication information that the original would have contained. If this occurs, put MF (for microform) in place of any missing information.

Example:

Mattausch, Sally. "General Contracting as a Second Occupation." New York Times 5 June 1986, MF: MF 13.

Note: In this example there is no indication of an edition, or a section letter, so the letters MF have been substituted for those requirements.

## 25. NEWSBANK

Since NewsBank gathers and reformats information first published elsewhere, the works cited entry needs to be in a special form. The following works cited form was developed by the editors of the MLA Handbook for Writers of Research Papers, 2nd ed. (New York, 1984).

Example:

Chapman, Dan. "Panel Could Help Protect Children." Winston-Salem Journal [NC] 14 January 1990. NewsBank, Welfare and Social Problems, 1990, fiche 1. grids A8-11.

## CITING ELECTRONIC SOURCES

### 26. AN ONLINE INFORMATION DATABASE

“Events of January 19, 1981.” CNN Interactive. 1999. Cable News Network. 23 June 1999. <<http://www.cnn.com>>.

### 27. A PROFESSIONAL OR PERSONAL WEB SITE

Dawe, James. Jane Austen Page. 15 Sept. 1998 <<http://nyquist.ee.ualberta.ca/~dawe/austen.html>>.

### 28. ARTICLE IN AN ONLINE PERIODICAL

Markoff, John. “The Voice on the Phone Is Not Human, but It’s Helpful.” New York Times on the Web 21 June 1998. 25 June 1998 <<http://www.nytimes.com/library/tech/98/06/biztech/articles/21voice.html>>.

### 29. A PUBLICATION ON CD-ROM

Russo, Michelle Cash. “Recovering from Bibliographic Instruction Blahs.” RQ: Reference Quaterly 32 (1992): 178-83. Infotrac: Magazine Index Plus. CD-ROM. Information Access. Dec. 1993.

### 30. A WORK FROM AN ONLINE SERVICE

“Table Tennis.” Compton’s Encyclopedia Online. Vers. 2.0. 1997. America Online. 4 July 1998. Keyword: Compton’s.

#### 30a. World Wide Web site

When you document sources from the **World Wide Web**, the MLA suggests that your Works Cited entries contain as many items from the following list as are relevant and available:

- Name of the author, editor, compiler, or translator (if available and relevant), alphabetized by last name and followed by any appropriate abbreviations, such as *ed*.

- Title of a poem, short story, article, or other short work within a scholarly project, database, or periodical, in quotation marks
- Title of a book, in italics or underlined
- Name of the editor, compiler, or translator of a book (if applicable and if not cited earlier), preceded by any appropriate abbreviation, such as *ed.*
- Publication information for any print version
- Title of the scholarly project, database, periodical, or professional or personal site (in italics or underlined), or, for a professional or personal site with no title, a description such as *home page*<sup>2</sup>
- Name of the editor of a scholarly project or database (if known)
- Version number (if not part of the title) or, for a journal, the volume, issue, or other identifying number
- Date of electronic publication or posting or latest update, whichever is most recent (if known)
- Name of any institution or organization sponsoring or associated with the Web site
- Date you accessed the source
- URL (in angle brackets)

Although no single entry will contain all fourteen items of information, all Works Cited entries for Web sources contain the following basic information:

#### **Online document**

▶ Author's name (last name first). Document title. Date of Internet publication. Date of access <URL>.

#### **Short text within a larger project or database**

▶ Whitman, Walt. "Beat! Beat! Drums!" *Project Bartleby Archive*. Ed. Steven Van Leeuwen. May 1998. Columbia U. 11 May 1999  
<<http://www.bartleby.com/142/112.html>>.

### 30b. Government publication

▶ United States. Senate Committee on the Judiciary. Children, Violence, and the Media: A Report for Parents and Policy Makers. By Orrin G. Hatch. 14 Sept. 1999. 18 Feb. 2003, <<http://judiciary.senate.gov/oldsite/mediavio.htm>>.

### 30c. Email message

To document an **email** message, provide the following information:

- Author's name
- Subject line, in quotation marks
- Description of message that includes recipient (e.g., *e-mail to the author*)<sup>3</sup>
- Date of sending
  - ▶ Kleppinger, Eugene. "How to Cite Information from the Web." E-mail to Andrew Harnack. 10 Jan. 1999.

### 30d. Real-time communication

To document a **real-time communication**, such as those posted in **MOOs**, **MUDs**, and **IRCs**, provide the following information:

- Name of speaker(s) (if known)
- Description of event
- Date of event
- Forum (e.g., Diversity University)
- Date of access
  - ▶ Fox, Rita. ENG 301 Class MOO: Concept mapping for Web project. 2 Feb. 1999. Diversity University. 3 Feb. 1999 <<http://moo.du.org:8000>>.
  - ▶ Sowers, Henry, Miram Fields, and Jane Gurney. Online collaborative conference. 29 May 1999. LinguaMOO. 29 May 1999 <<telnet://lingua.utdallas.edu:8888>>.

### 30e. Telnet site

Although the use of telnet for document retrieval has declined dramatically with increased Web access to texts, numerous archived documents are available only by telnet. To document a telnet site or a file available via telnet, provide the following information:

- Name of author or agency
- Title of document
- Date of publication
- Date of access
- Telnet address, in angle brackets, with directions for accessing document
- Directions for accessing document
  - ▶ Environmental Protection Agency. "About the Clean Air Act (CAA) Database." 2 June 1999 <<telnet://fedworld.gov>>. Path: Regulatory Agencies.

### 30f. Gopher site

The **gopher** search protocol brings text files from all over the world to your computer. Popular in the early 1990s, especially at universities, gopher was a step toward the **World Wide Web's hypertext transfer protocol (HTTP)**. Although the advent of **HTML** documents and their retrieval on the Web has diminished the use of gopher, many documents can still be accessed through Web browsers.

To document information obtained by using the gopher search protocol, provide the following information:

- Author's name
- Title of document
- Any print publication information, italicized or underlined where appropriate
- Date of online publication
- Date of access
- Gopher address, in angle brackets, with directions for accessing document
- Directions for accessing document

▶ Goody, Jack. "History and Anthropology: Convergence and Divergence." *Bulletin of the Institute of Ethnology*, 75.2 (1993). 2 June 1999 <[gopher://gopher.sinica.edu.tw/00/ioe/engbull/75b.txt](http://gopher://gopher.sinica.edu.tw/00/ioe/engbull/75b.txt)>. Path: Anthropology.

### 30g. Web discussion forum posting

To document a posting to a **Web discussion forum**, provide the following information:

- Author's name
- Title of posting, in quotation marks
- Phrase *online posting*
- Date of posting
- Name of forum
- Date of access
- URL, in angle brackets
  - ▶ Colleen. "Climbing Questions." Online posting. 20 Mar. 1999. Climbing Forum. 27 May 1999 <[http://www2.gorp.com/forums/Index.cfm?CFApp=55&Message\\_ID=18596](http://www2.gorp.com/forums/Index.cfm?CFApp=55&Message_ID=18596)>.
  - ▶ Marcy, Bob. "Think They'll Find Any Evidence of Mallory & Irvine?" Online posting. 30 Apr. 1999. Mt. Everest>99 Forum. 28 May 1999 <<http://everest.mountainzone.com/00/forum>>.

### 30h. Listserv message

To document a **listserv** message, provide the following information:

- Author's name
- Subject line, in quotation marks
- Phrase *online posting*
- Date of posting
- Name of listserv
- Date of access
- Address of listserv, in angle brackets
  - ▶ Holland, Norman. "Re: Colorless Green Ideas." Online posting. 30 May 1999. Psyart. 1 June 1999 <<http://web.clas.ufl.edu/ipsa/psyart.htm>>.

▶ Parente, Victor. "On Expectations of Class Participation." Online posting 27 May 1996. 29 May 1996 <[philosed@sued.syr.edu](mailto:philosed@sued.syr.edu)>.

### 30i. Newsgroup message

To document information posted in a **newsgroup** discussion, provide the following information:

- Author's name
- Subject line, in quotation marks
- Phrase *online posting*
- date of posting
- Date of access
- Name of newsgroup with prefix *news:*, in angle brackets
  - ▶ Kaipiainen, Petri. "Re: Did Everest see Everest?" Online posting. 4 May 1999. 2 June 1999 <news:rec.climbing>.

If you cannot determine the author's name, then use the author's email address, enclosed in angle brackets, as the main entry. When deciding where in your Works Cited to insert such a source, treat the first letter of the email address as though it were capitalized.

▶ <[lrn583@aol.com](mailto:lrn583@aol.com)> "Thinking of Adoption." 26 May 1996. 29 May 1996 <alt.adoption>.

Below is a sample works cited page from a research paper.

Wermer 11

Works Cited

- Crawshaw, Richard. Poems, English, Latin, Greek. Ed. L.C. Martin. 2nd ed. Oxford University Press, 1957.
- Dawe, James. Jane Austen Page. 15 Sept. 1998 <<http://nyquist.ee.ualberta.ca/~dawe/austen.html>>.
- Donne, John. Poems of John Donne. Ed. Herbert H.C. Grierson. Oxford: Clarendon, 1912.
- “Events of January 19, 1981.” CNN Interactive. 1999. Cable News Network. 23 June 1999. <<http://www.cnn.com>>.
- Garth, Helen Meredith, and Carole Jones. Saint Mary Magdalene in Medieval Literature. Studies in Historical and Political Science 67. Baltimore: John Hopkins University Press, 1950.
- The Use of Saints in Literature. New York: Schuster, 1981.
- Grove, Robert. Personal interview. 28 May 1986.
- Hershel, Simon, et al. The History of Saints. 3 vols. Chicago: Mason Publishing Company, 1968. 1: 247 - 366.
- “Mary Magdalene.” Encyclopedia Britannica. 1981 ed.
- Vason, Jules and Peter Smith. “Mary Magdalene: Her Influence on Literature.” Smithsonian NOV. 1981: 27+

# General Formatting Guidelines

## Margins

Leave a one-inch margin for the top, bottom, left and right sides of each page. When writing or typing the body of your paper, keep the right margin line endings unjustified (uneven).

## Page Numbering

Make the title page your first page.  
Place your last name and the page number in the upper right-hand corner, ½” from the top and to the edge of the right margin.

## Typing Direct Quotes

If you are using a direct quote that is more than four typed lines, set it off from the body of your text. Use a left margin of 2”. Begin the quote on a new line and continue using the new left margin until the end of the quote. Return the left margin to one inch and continue the body of your paper.

## Text (Body) Spacing

Indent ½” to show the beginning of a paragraph.

## Line Spacing

Double-space *every* line of your paper. This includes your heading, title, body and direct quotations. It also includes your outline and works cited page.

## Letter Style and Fonts

Select a serif font (one with little feet or lines attached to the top and bottom of letters) or another font that is easy to read and use it throughout the paper. Use either a 10 or 12-point font size throughout the paper.

## Titles

Whether you refer to the title of a work in print (a book, magazine, etc.), or in video (a movie, television program), or a sound recording or a work of art, you must document the title. As a general rule, you must underline **or** use italics for items that major works (a novel, a movie, etc.). You must place quotation marks around titles that are a part of a larger work (a poem, an article in a magazine, a story which is just a segment of a television news program, etc.).

## Research Paper/Project Evaluation Criteria

In general, research papers/projects will be evaluated on:

- content,
- mechanics,
- format and
- demonstrated understanding of the research process.

**See Rubric on next page**

A research paper/project will receive a grade of zero (0) for:

- a. **plagiarism**, as defined on page 7-8 of this guide;
- b. **self plagiarism**, which is submitting a paper or project completed for another course, unless your teacher approves in advance;
- c. downloading someone else's paper or project from an electronic source and submitting it as our own work;
- d. submitting a paper or project, the content of which is not totally your own work, unless your teacher has given prior approval.

### Grades 7 & 8

For papers penalized as a result of **plagiarism**:

- a. The classroom teacher will decide the instructional value of allowing a paper to be resubmitted for a maximum grade of 65.
- b. The teacher may also decide to allow a student to write a totally new paper to be evaluated for a maximum grade of 100.
- c. Due dates will be set by the teacher.

### Grades 9-12

Plagiarism, in any form, will not be tolerated. Any student found guilty of plagiarism will receive a zero for that piece of work (with no opportunity to make up that grade).

## Research Paper Grading Rubric

Name:

Course:

Date:

CATEGORY	Unacceptable (Below Standards)	Acceptable (Meets Standards)	Good (Occasionally Exceeds)	Excellent (Exceeds Standards)	SCORE
<b>Introduction</b>	Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement.	Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis statement.	Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.	Strong introduction of topics' key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.	<b>5 points</b>
<b>Focus &amp; Sequencing</b>	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.	<b>15 points</b>
<b>Support</b>	Few sources supporting thesis. Sources insignificant or unsubstantiated.	Sources generally acceptable but not peer-reviewed research (evidence) based.	Sources well selected to support thesis with some research in support of thesis.	Strong peer-reviewed research based support for thesis.	<b>15 points</b>
<b>Conclusion</b>	Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.	Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.	Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.	<b>5 points</b>
<b>Grammar &amp; Mechanics</b>	Grammatical errors or spelling & punctuation substantially detract from the paper.	Very few grammatical, spelling or punctuation errors interfere with reading the paper.	Grammatical errors or spelling & punctuation are rare and do not detract from the paper.	The paper is free of grammatical errors and spelling & punctuation.	<b>20 points</b>
<b>MLA Style &amp; Communication</b>	Errors in MLA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.	Errors in MLA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Rare errors in MLA style that do not detract from the paper. Scholarly style. Writing has minimal awkward or unclear passages.	No errors in MLA style. Scholarly style. Writing is flowing and easy to follow.	<b>20 points</b>
<b>Citations &amp; References</b>	Reference and citation errors detract significantly from paper.	Two references or citations missing or incorrectly written.	One reference or citations missing or incorrectly written.	All references and citations are correctly written and present.	<b>20 points</b>

**Total Points:**

Works Cited

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 5<sup>th</sup> ed.

New York: Modern Language Association of America, 1999.