



Milton High School Style Guide

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Page Formatting

I. Printing

- A. Use correct MLA standards.
 - 1. Use Times New Roman.
 - 2. Use 12-font size.
 - 3. DO NOT justify the lines of your paper at the right margin.
 - 4. Turn off the automatic hyphenation and hyperlinking features.
 - 5. Keep a back-up copy on disk.
- B. Always keep a hard copy of your paper.
- C. Back up all work on the computer.
- D. Save any additional information such as copies of sources, note cards, rough drafts, etc. Your teacher may ask you to produce these materials.

II. Paper

- A. Use only 8 ½-by-11 inch white paper of good quality
- B. Print on only one side of the paper

III. Margins

- A. Set one inch margins at the top, bottom, and on both sides.
- B. Indent the first word of each paragraph one-half inch from the left margin.

When using a word processing program, use the Tab key to indent for each paragraph.
- C. Indent set-off quotations one inch from the left margin. The right margin should remain normal.

IV. Spacing

- A. A research paper must be double-spaced throughout, including quotations, notes, outline, and the Works Cited page.
- B. Your Milton High School Style Guide is all double spaced. Use it as an example.
- C. Do not add extra spaces between paragraphs.

V. Heading and Title

- A. A research paper does not need a title page. If your teacher requires a title page, format it according to the instructions you are given.
- B. Beginning one inch from the top of the first page and align with the left margin, type on separate lines and double space between each line
 - 1. Your name
 - 2. Your teacher's name
 - 3. The course name
 - 4. The date (Day/Month/Year)
- C. Double space again and center the title.
- D. Double space between the title and the first line of the text.
- E. Do not underline your title. Do not put it in quotations marks or type it in all capital letters.
- F. If you include an outline with your paper, it should precede the paper itself.
- G. A sample heading can be found on page 35 of the Appendix.

VI. Page numbers

- A. Number all pages consecutively throughout the research paper in the upper right-hand corner, one-half inch from the top and align with the right margin.

1. Type your last name before the page number.
 2. Do not use the abbreviation “p.” before a page number.
 3. Do not add a period, a hyphen, or any other mark or symbol.
- B. Position the first line of text one inch from the top of the page.
- C. When using a word processor, create a running header that consists of your last name followed by a space and the page number. The word processor may automatically insert the running head on every page of the paper if you do not specify otherwise.
- D. Number the outline pages with lowercase Roman numerals beginning with “i”.

VI. Tables and illustrations

- A. Place tables and illustrations as closely as possible to the parts of the text to which they relate.
- B. Label the tables and illustrations as follows.
1. A table is usually labeled *Table*, given an Arabic numeral, and captioned.
 2. Any other type of illustrative visual material, for example, a photograph, map, line drawing, graph, or chart – should be labeled *Figure* (abbreviated Fig.)
 3. Musical illustrations are labeled Example (abbreviated Ex.)
 4. Type both *label* and *caption* align left on separate lines above the table.
 5. Capitalize the *label* and *caption* as you would a title. Do not use all capital letters.
 6. Give the source of the table and any notes immediately below the table.

7. Designate notes to the table with lowercase letters rather than numerals.
 8. Double space throughout the table.
-

Writing Steps

I. Formulating a thesis

- A. The thesis statement enables the writer to remain on a productive path in planning and writing the paper.
 1. It is the controlling idea of the paper.
 2. It is one declarative sentence that expresses a position on a limited topic.
 3. It is developed through each body paragraph.
 4. It answers the paper's question.
 5. It will address some limited and specific issue pertaining to the text or topic.
 6. It should be located near the end of the introductory paragraph.
 7. It is restated in the conclusion.
- B. The writer's task is to collect evidence that proves and supports the thesis statement.
- C. The wording of the thesis statement can evolve over the course of your research. Do not be discouraged if you do not have a "perfect" thesis right away. Begin with a working thesis. As you conduct more research and think more about your topic, you will come up with an eloquent final thesis.
- D. There are two types of thesis statements: open and closed.
 1. Closed thesis statement: a closed thesis statement has distinct subtopics

that correspond directly to body paragraphs.

- a. Paper's question: What characteristics does Beowulf have that make him an epic hero?
 - b. Closed thesis statement: As an epic hero, Beowulf exhibits physical courage, demonstrates mental agility, and reflects the values of his culture.
 - c. Because it is a closed thesis statement with apparent subtopics, the reader knows that you will discuss Beowulf's physical courage in body paragraph one, mental agility in body paragraph two, and Beowulf as a reflection of his cultural values in body paragraph three.
2. Open thesis statement: an open thesis statement does not have distinct subtopics but rather an open-ended statement that still answers the question.
- a. Paper's question: Contrast the Duchess of Berwick and Lord Darlington in Oscar Wilde's Lady Windermere's Fan.
 - b. Open thesis statement: In his play Lady Windermere's Fan, Oscar Wilde creates two opposing values in the characters Duchess of Berwick and Lord Darlington.
 - c. The writer does not indicate what each body paragraph will specifically explain, but the reader knows the writer will discuss the opposing values of both the Duchess and the Lord.
- E. DO NOT begin thesis statements with phrases such as "The purpose of this paper is..." or "My paper is going to be about..."

II. Format for note cards

A. Careful attention to the note-taking process will help you avoid plagiarism.

B. Use correct the correct format to create the note cards.

1. Use a separate 3x5 note card for each idea.
2. Write on only 1 side of the card.
3. Write the author's last name and page reference on the upper right corner of the card.
 - a. If there is no page number, put "n. pag." on the card.
 - b. In your actual paper, document the source by indicating the author's last name and page number.
4. Avoid taking too many notes from only one or two of the sources.

Balance the use of the sources.

III. Note-taking methods: There is no substitute for carefully reading your research and taking appropriate notes. When you find a source you want to use, photocopy the information and carefully read through it and take notes. There are three note-taking methods available to use: summary, paraphrase, and direct quotation.

A. Summary: used to record the general idea of large amounts of information

1. It is used to record only the general idea of long passages (up to two pages) in your own words.
2. The summary *must* be cited.

B. Paraphrase: used to transfer the *exact idea* of the original passage to a note card, using your own words

1. You are paraphrasing *improperly* if you:
 - a. Retain the sentence pattern of the original and simply change the

word order.

b. Use more than three words in succession from the original source.

c. Distort the meaning of the original passage.

2. Do not restate word for word: rather restate idea by idea

3. Your paraphrase must be cited.

4. See examples in *Documenting Sources in Text* section of the Style Guide.

C. Direct Quotation: According to the MLA Handbook for Writers of Research Papers, “Quote only words, phrases, lines, and passages that are particularly interesting, vivid, unusual, or apt, and keep all quotations as brief as possible” (56).

1. Enclose all quotations in quotation marks

2. Always copy the quotation exactly as it appears in the original source. Copy spelling, internal punctuation, and capitalization, even if the original contains errors.

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

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

b. *Do* the following instead: Because “many teachers seem to believe rules stifle spontaneity,” there has been a de-emphasis

in the importance of grammar instruction in the modern classroom (D'Angelo 54).

c. How to integrate quotations:

- i. The “somebody said” lead-in is very common. *For example:* Jane M. Agee comments, “Many students who would not have attempted college seven years ago are now coming into state university through junior colleges...” (10).
- ii. The “blended” lead-in provides more flexibility. In this kind of lead-in, some of the quoted material is left out and what is retained blends right in with the sentence. *For example:* Because “Many teachers seem to believe rules stifle spontaneity,” there has been a de-emphasis in the importance of grammar instruction in the modern classroom (D'Angelo 54).
- iii. The “sentence followed by a colon” lead-in is another effective technique. *For example:* Agee insists that English instruction on the college level will not be improved until educators examine realistically the situation: “Public school teachers, professors of English and English Education, students, and state leaders need to sit down together and evaluate the current realities before any real progress can be made” (10).

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

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

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

Outlining the Paper

I. The purpose of outlining a paper is to indicate the paper's structure and to organize the writer's ideas and the accumulated research into a logical, fluent, effective paper.

II. Follow these steps in creating the formal outline:

A. Place the thesis statement above the outline itself.

B. Do not include introduction and conclusion in the outline.

C. Indent subtopics so that all letters or numbers of the same kind will come directly under one another in a vertical line.

D. Capitalize only the first word in a main topic or subtopic (with the exception of proper nouns and proper adjectives).

E. Do not put a period at the end of each line unless you use a sentence outline.

F. Do not divide a main division or subtopic into fewer than two parts. For example, you cannot have a 1. without a 2., an A. without a B., etc.

- G. Be consistent in maintaining parallel structure.
 - H. Most word-processing programs have an outlining format already available for you to follow. However, the default outline on Microsoft Word must be reformatted to the correct outline format.
- III. Your Milton Style Guide is an outline. Use it as an example.
-

Documenting Sources in Text

- I. During the course of writing a research paper, you will research many books, magazines articles, and other publications, and perhaps you will conduct interviews with experts on your topic. Any time you use the researched material in the paper, you must credit the source; otherwise, you are committing *plagiarism*.
- II. The MLA uses a specific method for documenting sources. You must first cite the source in the text where the borrowed material appears. This not only shows the readers that the information is from a specific source but gives the reader data that will point him/her to the full reference in the Works Cited list, which follows the last page of the research paper.
- III. There are three types of in-text citations:
 - A. Paraphrased material
 - 1. If you are paraphrasing material from a specific page of a book or magazine article and you do not wish to state the author's name in the sentence, cite the source of the information as shown in the following example:

As society continues to undergo rapid technological change, people will be unable to

adapt (Toffler 24).

2. If you are paraphrasing material from a specific page of a book or magazine article and you use the author's name in your sentences, cite the source of the information as shown in the following example:

Toffler believes that as society continues to undergo rapid technological change, people will be unable to adapt (24).

3. NOTE: When the numbers are more than two digits, only the first number in range contains the total number of digit(s). For example:

According to Jones, the two authors oppose on another's viewpoints (146-58).

B. Citing quotations up to four lines

1. Citing quotations from prose that takes up to four lines of manuscript text.
2. Cite direct quotations from prose that are up to four lines of manuscript text as part of the regular double-spaced text, as shown below.

Introduce the quotation with words of your own. Whether the material is a complete sentence or a word or phrase, place it in quotation marks to indicate that it is indeed a quotation, rather than a paraphrase. For example:

In his book Innovation and Entrepreneurship, Peter Drucker defines innovation as “the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or a different service” (20).

3. At times, a direct quotation that you want to use is already quoted in your source. If so, replace the double quotation marks in the source with a single quotation mark. For example:

In the source, the words “The Secret Goldfish” are already in quotation marks. When you write “The Secret Goldfish” in your quotation, instead of using double quotation marks, replace them with single quotation marks. See the example below.

Holden reveals that his brother D. B. writes short stories, “the best one...was ‘The Secret Goldfish’. It was about this little kid...” (Salinger 1 – 2).

- a. Even though “The Secret Goldfish” is surrounded by double quotation marks in the text, they become single quotation marks in the quotation.
- b. The same method is used to quote dialogue. See example below:

“He turned all the way around again, and said, ‘The *fish* don’t go no place. They stay right where they are, the fish’” (Salinger 82).

- c. The beginning of the dialogue is in the middle of the quotation. The quotation begins with a double quotation mark. A single quotation indicates the beginning of the dialogue.
- d. When the dialogue and your quotation end in the same place, use three quotation marks (one single and one double) to end the quote.
- d. When the dialogue and your quotation end in different places, end the dialogue with a single quotation mark. End the quotation with a double quotation mark and a citation.

C. Citing quotations more than four lines: When a quotation takes five lines or more of text, follow the steps below:

1. Introduce the quotation with a sentence of your own and end it with a

colon.

2. Begin a new line. Indent it one inch (ten spaces) from the left margin, and double space it, as shown below. Do not use quotation marks.
3. Place the page number from which you took the quotation in parentheses after the period.

Drucker states:

Innovation is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a difference business or a different service. entrepreneurs need to search purposefully for the sources of innovation, the changes and their symptoms that indicate opportunities for successful innovation. (20)

D. Citing quotations from plays:

1. Introduce the dialogue with a sentence of your own and end it with a colon.
2. Begin a new line and indent it one inch from the left margin (ten spaces).
3. Type the character's name in capital letters, then type a colon and a space.
4. Type the dialogue. If the dialogue continues onto a second line, indent that line and all subsequent lines of that piece of dialogue (three spaces).
5. When you start a new character's dialogue, indent the first line of the dialogue one inch (ten spaces) from the character's name.
6. Repeat Steps 2 through 5 for each character's dialogue.

7. At the end of the last line of dialogue, you must cite the source. Include the act number, scene number, and page number(s).
- a. Type an opening parenthesis.
 - b. Type the act number using capital Roman numerals, then a period.
 - c. Type the scene number using lower case Roman numerals, then a period.
 - d. NOTE: Do not skip a space between the period and the next number.
 - e. Type the page or line number(s) in Arabic numerals. NOTE: When the numbers are more than two digits, only the first number in the range contains the total number of digit(s).
 - f. Type a closing parenthesis.
 - g. See example below:

Marguerite Duras's screenplay for Hiroshima Mon Amour suggests at the outset the profound difference between observation and experience:

HE. You saw nothing in Hiroshima. Nothing.

SHE. I saw everything. Everything. . . . The hospital, for instance, I saw it. I'm sure I did. There is a hospital in Hiroshima. How could I help seeing it?

HE. You did not see the hospital in Hiroshima. You saw nothing in Hiroshima.

(I. ii. 2505-06)

E. Citing quotations from up to three lines of poetry:

1. Type an opening quotation mark, the verse, then a closing quotation mark and a space.

2. Type an opening parenthesis, the line number(s), a closing parenthesis, followed by a period and a space.
3. If the verse is two or three lines, separate them using a slash with a space on either side as shown below:

In the poem, Byard discusses her feelings about having to choose sides in the conflict:
“The choice was not mine / It was never mine” (6-7).

F. Citing quotations from four lines or more of poetry:

1. Introduce the quotation with words of your own and end the sentence with a colon.
2. Start the quotation itself on a new line and double-space it.
3. Indent the quotation ten spaces from the left margin.
4. Do not include any quotation marks unless they are already in the poem.
5. Just as with prose, place the line number(s) in parentheses after the last line of text as shown in the example. If the last line of the poem ends in a period, place the citation after the period.
6. If a line of a poem will not fit on one line of your manuscript text even with a reduced margin, continue to a new line that is indented three spaces.
7. If the reference will not fit on the line, go to the next line and place the reference align with the right margin.

Although the author of “Sir Gawain and the Green Knight” is unknown, scholars consider his work reminiscent of Chaucer’s, who was certainly his contemporary:

When the siege and assault ceased at Troy, and the City
 Was broken, and burned all to brands and to ashes,
 The warrior who wove there the web of his treachery
 Tried was for treason, the truest on earth. (1-4)

8. If your quotation of four lines of poetry or more begins in the middle of a line, position the partial line where it is in the original work, as shown below:

Shelly thought of the west wind as a spirit:

O thou,
 Who chariotest to their dark wintry bed
 The winged seeds, where they lie cold and low,
 Each like a corpse within its grave, until
 Thine azure sister of the Spring shall blow....

(5-9)

- G. Omitting material from quotations: You can omit words, phrases, sentences, or paragraphs from your quotation; be sure it still reads grammatically correctly and that you have not changed the meaning of the original work. To omit material from a prose quotation, follow the following steps.

1. Indicate that material has been omitted within a sentence or paragraph, use an *ellipsis*. An ellipsis is three periods with a space before each and after the last, as shown below:

In surveying various responses to plagues in the Middle Ages, Barbara W. Tuchman

writes, “Medical thinking . . . stressed air as the communicator of disease, ignoring sanitation or visible carriers” (101-02).

2. If you use an ellipsis at the end of your quotation, use three periods with a space before each, and place the sentence period after the final parenthesis. For example:

In surveying various responses to plagues in the Middle Ages, Barbara W. Tuchman writes, “Medical thinking, trapped in the theory of astral influences, stressed air as the communicator of disease . . .” (101-02).

3. If you use an ellipsis to omit an entire sentence in a quotation, do not add a space before the first period. Add a fourth period to end the sentence. For example;

In discussing the historical relation between politics and the press, William L. Rivers notes:

Presidential control reached its zenith under Andrew Jackson, the extent of whose attention to the press even before he became a candidate is suggested by the fact that he subscribed to twenty newspapers. . . . For a time, the United States Telegraph and the Washington Globe were almost equally favored as party organs, and there were fifty-seven journalists on the government payroll. (7)

IV. Titles requiring underlining or italicizing:

Books	Instrumentals
Pamphlets	Paintings
Newspapers	Sculptures
Magazines	Ships
Plays	Aircraft
Ballets	Audiocassettes
Operas	Compact discs
Films	Record albums

TV shows	
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V. Titles requiring quotation marks:

Newspaper articles	Poems
Magazine articles	Book chapters
Encyclopedia articles	Episodes of TV shows
Essays	Songs
Short stories	Lectures

VI. Citing other types of publications:

<p>Passage with two or three authors: (Angell, Smith and Jones 48).</p>
<p>Passage with more than three authors: (Williams et al. 97). "Et al" means "and others"</p>
<p>Passage with no author listed: Use the first word of the citation when no author is listed. Titles of magazines articles are enclosed in quotations, and title of books are underlined. (<u>College</u> 15) - book title is <u>College Bound Seniors</u> ("Study" 96) - magazine article title is "Study Finds Teen Smoking on the Rise"</p>
<p>Passage with authors with the same last name: Use the first and middle initials before the full last name of the author. (S.E. Jones 142) (R.L. Jones 103)</p>
<p>Passage with author writing more than one source: Add the first main word of the title to the author's name to differentiate which source is used. (Larson, "Wing" 23). (Larson, "Goofy" 3).</p>
<p>Interview without lead-in: (Smith).</p>
<p>Interview with lead-in: Tyson Smith, head counselor at Witter High School, shared that many students do receive counseling.</p>

Direct quotation of a direct quotation: identify who said the original comment and use “qtd. in” to introduce the source in which you found the information.

Samuel Johnson, author, admitted that Edmund Burke was an "extraordinary man" (qtd. in Bosell 450).

Passage in a volume of a multivolume work: indicate the volume number first, followed by the page number.
(Danielson 4: 113-15)

Preparing a Works Cited Page

- I. What is a Works Cited page?
 - A. It is a list of sources that are documented in the paper.
 - B. It should be arranged alphabetically by author's last name.
 - C. It is the final page of the paper and should be separate from the text of the paper. For example, if the last paragraph of the paper ends on page 4, the Works Cited page will begin on page 5.
 - D. See the sample Works Cited page in this document for examples
- II. Guidelines for the Works Cited page:
 - A. Enter the page number like other page numbers in the text ½ inch from the margin, align with the right margin, preceded by your last name.
 - B. Center the title, Works Cited, 1" from the top of the page. Do not put quotation marks around the title or punctuate it in any other way.
 - C. Continue double spacing the entire page, both within and between entries.
 - D. Begin the first entry one double space below the title.
 - E. Begin entries at the left margin, but subsequent lines are indented five spaces (“hanging indentations”).

- F. Adhere exactly to the format required for the source you are using.
- G. Enter sources in alphabetical order by author's last name. If a source does not have an author, use the first word in the title of the source to alphabetize.
- H. DO NOT bullet or number entries.
- I. Be sure every parenthetical citation included in your text has a corresponding entry on the Works Cited page.
- J. Maintain a 1" bottom margin.
- K. Continue entries on additional pages as necessary, omitting the Works Cited title on further pages, beginning the text 1" from the top.

III. Sample entries / bibliography cards

A. Books

1. One author:

Ruiz, Ramon E. A History of the American People. New York: Norton Press, 1992.

2. Two authors:

Gilbert, Sandra M., and Susan Gubar. Fun Times. New York: Norton Press, 1992.

3. Three authors:

Smith, John R, Jerome Agel, and Eugene Boe. Birds. New York: Norton Press, 1992.

4. Four or more authors, use the term "et al." to indicate "and others":

Gatto, Joseph, et al. Why Ducks Quack. New York: Norton Press, 1992.

5. No author given: begin with title of source. Everything else remains the same:

Literary Market Place: The Directory of the American Book Publishing Industry.

New York: Bowker, 1991.

6. An editor but no single author:

Nabokov, Peter, ed. Native American Testimony: A Chronicle of Indian-White Relations

from Prophecy to the Present, 1492-1992. New York: Viking-Penguin, 1991.

7. 2 or 3 editors, but no single author:

Jones, Mary Ann, and John M. Smith, eds. Writing for Reading. New York:

Viking-Penguin, 1991.

8. Four or more editors, but no single author:

Lopez, Raul, et al., eds. Kicking the Habit. New York: Bantam, 1996.

9. A multi-volume work:

- a. Information used from only one volume:

Child, Francis James, Ed. The English and Scottish Popular Ballads 1883-98. Vol 1.

New York: Dover, 1965. 3 Vols.

- b. Information used from more than one volume:

Johnson, Edgar, Ed. Charles Dickens: His Tragedy and Triumph. 2 Vols. New York:

Simon and Schuster, 1952.

10. A reprinted article or essay among a collection of articles in a book or pamphlet (Use this for literary criticism and Opposing Viewpoints):

Searle, John. "What is a Speech Act?" Philosophy in America. Ed. John Smith.

London: Allen Press, 1965. 200-203. Rpt. in Opposing Viewpoints. Ed. Sarah

Johnson. New York: Prentice Hall, 1982. 25-30.

B. Article in a magazine, journal, or newspaper:

1. One article (author, article title, publication title, publication date, issue number):

Smith, Shelley. "Baseball's Forgotten Pioneers." Sports Illustrated 30 Jan. 1992: 72.

2. Two or more sources by the same author:
 - a. Give the author's name only in the first entry.
 - b. Subsequent entries indicate the same author by beginning with three hyphens followed by a period.
 - c. Arrange the publications in alphabetical order by title.

Steinhart, Peter. "No Net Loss." Audubon July 1990: 18-21.
---. "Standing Room Only." National Wildlife April-May 1989: 46+.

C. An article in a dictionary or reference book:

1. With one author (author, article title, publication title, edition, publication date):

Smith, Ronald. "Lee, Robert E." Encyclopedia Britannica. 16th ed. 1994.

2. With no author:

"Rain Forests." Encyclopedia Americana. 17th ed. 1992.

D. A personal interview you have conducted or seen:

Jackson, Jesse. Personal interview. 15 July 1992.

E. Internet: Basic professional or personal website with one author (note:

Wikipedia is not an acceptable source)

- a. The name of the sponsoring institution or organization should be included.
- b. The first date is the date the article was written or posted. The second date is the date you retrieved the article.
- c. Author, article title, online posting, date posted, sponsoring organization, date viewed, url.

1. Basic professional or personal website with an author:

Jones, Jerry. "Mark Twain Page." Online posting. 12 December 1995. South Coast University. 19 Dec. 1995. <<http://www.sierraclub.com>>.

2. Basic professional or personal website with no author:

"Reebok International Ltd." Hoover's Online. 2002. Hoovers' Inc. 19 June 2002. <<http://www.hoovers.com/cocapsule/6/0,2163,11266,00.html>>

F. Databases on CD ROM:

"Atomic Bomb." Encyclopedia Encarta. CD-ROM. 1999 Ed. Vol. 22.

G. Movies and Videos:

October Sky. Screenplay by Lewis Colick and Lewis Gordon. Dir. Joe Johnston. Prod. Larry J. Franco and Charles Gordon. Perf. Jake Gyllenhaal, Chris Cooper, William Lee Scott, Chad Lindberg, and Laura Dern. Universal, 1999.

*To create a citation for a videotape, videodisc, slide program, or filmstrip—cite it like a movie except add the original release date (if relevant) and the medium (videotape, videodisc, slide program, or filmstrip):

One Flew Over the Cuckoo's Nest. Dir. Milos Forman. Perf. Jack Nicholson, Louise Fletcher, and William Redford. 1975. Videocassette. Republic, 1993.

H. CLC, NCLC, TCLC:

1. Periodical Reprint - Representation of Parts of the Entry:

Author (inverted). "Article Title." *Magazine Title (in italics)* volume no. (date) (in parenthesis): page(s). Rpt. In Contemporary Literary Criticism. Ed. Editor's name. Volume number. Detroit: Gale Research Inc., (The city and publisher will be the same) date. Pages(s).

Tyler, Anne. "Manic Monologue." *The New Republic*. 200 (17 April, 1989). Rpt. In *Contemporary Literary Criticism*. Ed. Roger Matuz. Vol. 58. Detroit: Gale Research Inc., 1990.

2. Book Reprint - Representation of Parts of Entry

Author. *Title of Book.(italics)* Publisher, date. Rpt. In Contemporary Literary Criticism. Ed. Editor's name. Vol. Detroit: Gale Research Inc., date. Page(s). (the city and publisher above will be the same)

Reilly, Parick. "The Literature of Guilt: From Gulliver to Golding." University of Iowa Press, 1988. Rpt. In *Contemporary Literary Criticism*. Ed. Roger Matuz. Vol. 58. Detroit: Gale Research Inc., 1990. 202-212.

III. Citing a source without stated publication or page number references: Follow the regular instructions for the type of reference used, but substitute the missing information abbreviation below in the location where the missing information would have appeared:

- A. No place of publication given n.p.
- B. No publisher given n.p.

- C. No date of publication given n.d.
 - D. No page number references given n. pag.
-

Plagiarism

- I. Plagiarism is when a person uses a writer's ideas without giving due credit through documentation. Essentially, it is using someone else's words and/or ideas as if they were your own. Plagiarism is stealing.
- II. To avoid plagiarism:
 - A. Do not use exact words from a source without putting them inside quotation marks and giving credit to the source through parenthetical documentation.
 - B. Do not reword a passage without providing parenthetical documentation.
 - C. Do not summarize a passage without providing parenthetical documentation.
- III. Common mistakes with plagiarism:
 - A. Merely changing a few words and rearranging the order of others
 - B. Failing to provide the original source
 - C. Using exact figures without crediting the original research
 - D. Including information that is not common knowledge without providing documentation
- IV. Examples of plagiarism
 - A. Original document:

Through television our children's lives are inundated with death and disaster one moment, trivia and banality the next, cemented together with the sixty-second mortar of manipulation and materialism. In the matter of violence alone, their formative years are bathed in blood. Writers have

amply documented the depressing statistics: The TV stations of one city carried in one week 7,887 acts of violence. One episode of a western series garnished Christmas night with 3 homicides. Between the ages of 5 and 14, your children and mine may, if they are average viewers, witness the annihilation of 12,000 human beings.

B. Example of plagiarism 1:

By watching television, our children's lives are filled with disaster and death one minute, trivia and banality the next, put together with one minute of materialism and manipulation.

C. Explanation of plagiarism 1:

The writer merely changes a few words and rearranges the order of others. He gives no credit to the original source, thereby giving the impression that the thoughts and words are his own.

D. Example of plagiarism 2:

Children are witnessing too much violence on television. The TV stations of one city carried 7,887 acts of violence in one week. One western program shown Christmas night produced three homicides. Children between the ages of 5 and 14 may witness the deaths of 12,000 human beings.

E. Explanation of plagiarism 2:

The writer uses the exact figures from the original source but gives no credit to the writer who first researched and published the information. Obviously, the average person would not know exact statistics such as these; therefore, the writer must cite his source for the reader.

V. Turnitin.com

- A. Turnitin.com scans student work for plagiarism and provides the teacher with a report analyzing the percentage of a work that has been plagiarized.
 - B. Student work is compared with the work of other students, online and print sources.
 - C. Students must submit all papers to www.turnitin.com prior to turning in the paper to their teacher.
 - D. Your teacher will provide you with account information and instructions for using www.turnitin.com.
 - E. Print out your receipt and staple it to the final draft of the paper.
-

Mechanics

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

- Make sure all words are correctly spelled.
- Make sure your grammar is correct (agreement, usage, pronouns, sentence structure, etc.).
- Avoid contractions, slang, and clichés.
- Use names correctly, i.e. when you first use a name you use the entire name, for all subsequent references you use only a last name (with the exception of parenthetical documentation).
- Punctuate titles correctly.
- Proofread for fragments and run-ons.
- Check the punctuation.

- Handle quotations correctly, i.e., integration and citations.
- Avoid the use of the first and second person (I, you, we, us, me, my, etc.).
- Use present tense when writing about literature.
- Make sure the header is correct.
- Make sure your last name and page number are in the upper right hand corner of each page.
- Make sure **the** margins are correct.
- Use Times New Roman 12 point font.
- Title the paper.
- Double space the entire paper, including the Works Cited page.

Selected MLA Accepted Forms of Abbreviations Used in the List of Works Cited

I. Months of the Year (alphabetical order)

Apr.	June (no abbreviation)
Aug.	Mar.
Dec.	May (no abbreviation)
Feb.	Nov.
Jan.	Oct.
July (no abbreviation)	Sept.

II. Other Common Abbreviations

anon.	anonymous
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chor.	choreographer
cond.	conductor, conducted by
dir.	director
distr.	distributor
ed.	editor, edition, edited by
e.g.	for example
et al.	and others
ex.	example
fig.	figure
i.e.	that is
illus.	illustrator, illustration, illustrated by
Jr.	Junior
n.d.	no date of publication
n.p.	no place of publication; no publisher
n.pag.	no pagination
orch.	orchestra, orchestrated by
p.	page
pp.	pages
par.	paragraph
perf.	performer
prod.	producer
sic	thus in the source
Sr.	Senior
supp.	supplement
trans.	translator, translation, translated

	by
vers.	version
vol.	volume

Appendix

Sample First Page35

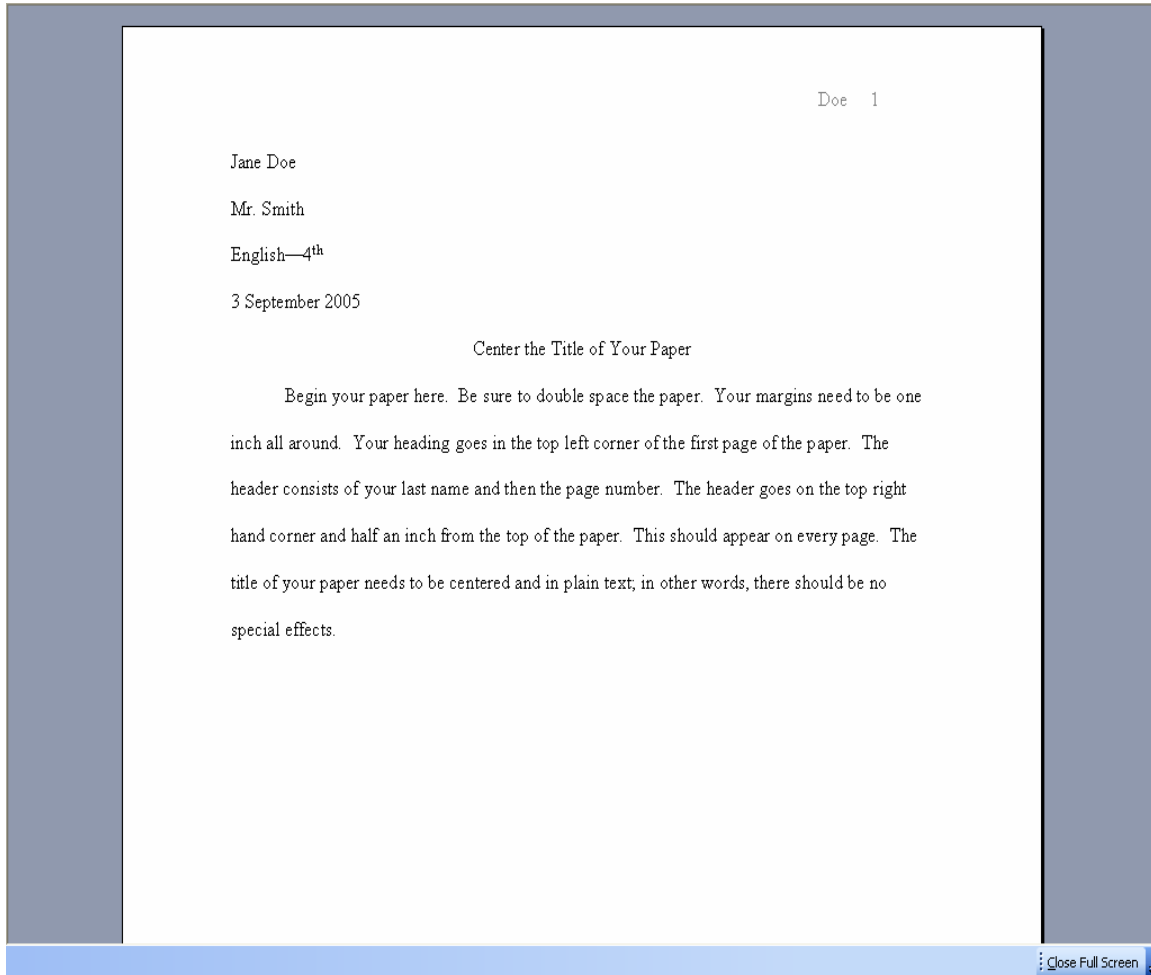
Sample Works Cited36

Sample Source Card37

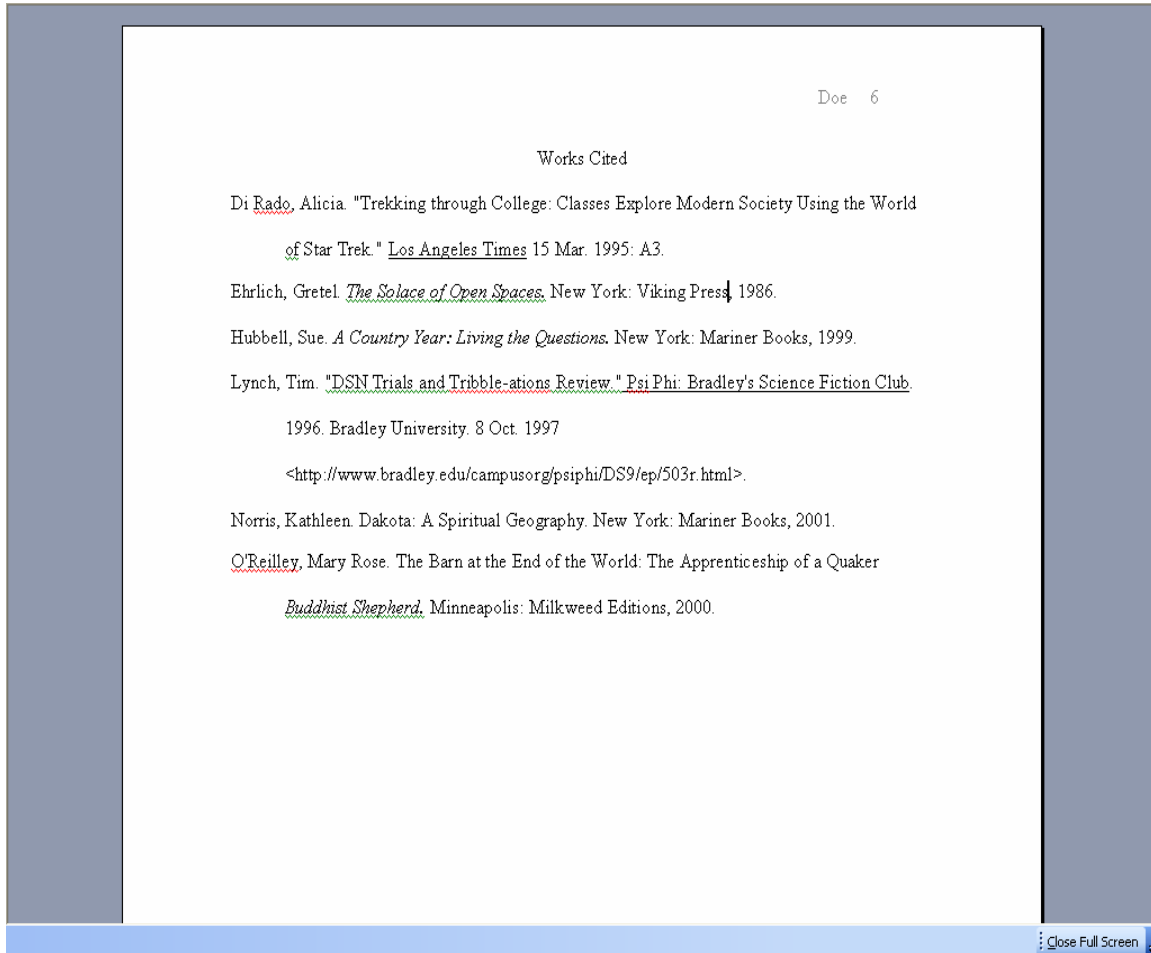
Sample Note Card38

General Editing Tips.....39

Sample First Page of the Research Paper:



Sample Works Cited Page of the Research Paper:



See p. 22 for complete instructions for a Works Cited page.

Sample Source Card:

GENERAL FORMAT:

Author's last name, First. <u>Title</u> . Publisher's Name, Copyright date.
pp. used.

SPECIFIC EXAMPLE:

Schwartz, Melvin, and John O'Connor, <u>Exploring the Western-World,</u>
<u>Its People, Culture & Geography</u> . Globe Book Company,
Inc. 1973. pp. 4-8.

Disclaimer: The teacher may want you to double space your source cards. Be sure to ask the teacher how he/she wants them. Many teachers may require you to print out your sources and staple the copies to your source cards.

Sample Note Card (MLA format):

Topic Heading	Source information
Quotation, paraphrase, or summary of information found from source	
Page: #	

In the top left corner on the first line of the note card, put the card topic—the title for the kind of information on the card.

In the top right corner on the first line of the note card, put the source information of where you received the notes. The best way to do this is to put the source and page number just as it will appear in the parenthetical documentation of the research paper.

The middle of the note card is where the paraphrase, summary, or quotation is written.

Some teachers may have you add information to the note cards. Be sure to check with your teacher.

General Editing Tips

Use your computer to help you edit--

BEFORE YOU PRINT

1. READ Paper aloud. Make Corrections.
2. RUN Spell check.
3. READ each line backward (from right to left). Make corrections.

PRINT out rough draft—get a highlighter—Use the “find” command (under “edit”) to search your document.

4. FIND “You, we, us, our, your”—Reword sentence—avoid 2nd person

FIND passive voice words—highlight “am, is, are, was, were, be being, been”
Check to see if you can rewrite the sentence to put it in active voice.

FIND coordinating conjunctions—highlight “for, and, nor, but, or, yet, so.”
Check to see if you have two independent clauses joined by a coordinating conjunction. If you do, put a comma before the cc.

FIND Subordinating Conjunctions—highlight “when, if, because, since, whether, although, while, unless, before, considering, after, until.” If you started a sentence w/one of these words, you need a comma after the clause.

FIND Conjunctive Adverbs “however, also, moreover, besides, nevertheless, consequently, therefore, furthermore, likewise.” If you have an independent clause on each side of the word, put a semi-colon before the word and a comma after it.

FIND semi-colons (;). The main use for a semi colon is to join two closely related independent clauses. Make sure you have a valid reason to use one. Do not start a sentence w/a semi-colon.

FIND colons (:). Most of the time, an independent clause should precede a colon. Make sure you have a valid reason to use one.

FIND singular pronouns “everyone, someone, no one, anyone, everybody, somebody, nobody, each, either, neither, nor.” Correct pronouns so they agree in number.

FIND “things” “stuff” “a lot” “very” “nice” —These words are weak. Replace them w/more specific words or delete.

4. **HIGHLIGHT** Topic sentences. Make sure your topic sentence relates to the thesis. Make sure your topic sentence clearly states the main idea of the paragraph. Every sentence in the paragraph must relate to it.
5. **HIGHLIGHT** your clincher sentences. Make sure your clincher ties the information together and refers back to the topic sentence.
6. **HIGHLIGHT** and label your transitions. The transition previews the topic sentence of the next paragraph in a subtle way.
7. **HIGHLIGHT** your title. Check capitalization. Does it relate to the topic? Is interesting and/or thought-provoking?
8. **LOOK** at your last paper. Are there any errors there you need to check in this document?
9. **LOOK** for contractions, abbreviations, repeating words. Delete or fix them accordingly.
10. Check for Run-ons and Fragments.
11. **CHECK** numerals. Make sure you used them correctly.

Never start a sentence w/a numeral.

If the number is one word—use the word

If the number is two words, use the numeral

If it's a symbol--%, \$, time, fractions—use numerals

Use a mix in a case like 1 million.

12. **CHECK** the heading. Is it correct?
13. **CHECK** Quotations.
 - Is your punctuation correct?
 - **DO YOUR QUOTATIONS HAVE LEAD-INS?**
 - Do you need to use long quotation format?
14. **CHECK** for and avoid these
 - Comma before “because”
 - “In my opinion,” “I believe,” “I think”
 - Questions
 - Parentheses except in documentation
 - Overuse of “that”
 - Ending a sentence w/a preposition

15. CHECK to make sure you are writing in PRESENT TENSE when you are writing about literature.
16. READ your paper aloud again.
17. RUN spell check again.
18. MAKE final corrections and print out a copy. Save a back-up copy.

Works Cited

Fulton County Schools Research Guide. Atlanta: Fulton County Board of Education,
1994.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers: Sixth Edition.
New York: The Modern Language Association, 2003.

“Media Center.” 2 April 2003 <<http://www.fultonschools.org/school/milton>>.

Sorenson, Sharon. The Research Paper: A Contemporary Approach. New York: Amsco,
1999.