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A Brief Guide to Writing a Research Paper

The research paper is an important part of a college education for good reason. In writing such a paper, you acquire a number of indispensable research skills that you can adapt to other college assignments and, after graduation, to important life tasks.

The real value of writing a research paper, however, goes beyond acquiring basic skills; it is a unique hands-on learning experience. The purpose of a research paper is not to present a collection of quotations that show you can report what others have said about your topic. Rather, your goal is to analyze, evaluate, and synthesize the materials you research—and thereby learn how to do so with any topic. You learn how to view the results of research from your own perspective and arrive at an informed opinion of a topic.

Writing a researched essay is not very different from the other writing you will be doing in your college writing course. You will find yourself drawing heavily on what you have learned in "Writing in College and Beyond" (pp. 21–42). First you determine what you want to write about. Then you decide on a purpose, consider your audience, develop a thesis, collect your evidence, write a first draft, revise and edit, and prepare a final copy. What differentiates the researched paper from other kinds of papers is your use of outside sources and how you acknowledge them.

Your library research will involve working with print and electronic sources. Your aim is to select the most appropriate sources for your research from the many that are available on your topic. (See also Chapter 3, "Writing with Sources.")

In this chapter, you will learn some valuable research techniques:

- How to establish a realistic schedule for your research project
- How to conduct research on the Internet using directory and keyword searches
- How to evaluate sources
- How to analyze sources
- How to develop a working bibliography
- How to take useful notes
- How to acknowledge your sources using Modern Language Association (MLA) style in-text citations and a list of works cited
- How to present your research paper using MLA manuscript format

ESTABLISH A REALISTIC SCHEDULE

A research project easily spans several weeks. So as not to lose track of time and find yourself facing an impossible deadline at the last moment, establish a realistic schedule for completing key tasks. By thinking of the research paper as a multi-staged process, you avoid becoming overwhelmed by the size of the whole undertaking.

Your schedule should allow at least a few days to accommodate unforeseen needs and delays. Use the following template, which lists the essential steps in writing a research paper to plan your own research schedule:

Research Paper Schedule

Task	Completion Date
1. Choose a research topic and pose a worthwhile question.	/ /
2. Locate print and electronic sources.	/ /
3. Develop a working bibliography.	/ /
4. Evaluate your sources.	/ /
5. Read your sources, taking complete and accurate notes.	/ /
6. Develop a preliminary thesis and make a working outline.	/ /
7. Write a draft of your paper, integrating sources you have summarized, paraphrased, and quoted.	/ /
8. Visit your college writing center for help with your revision.	/ /
9. Decide on a final thesis and modify your outline.	/ /
10. Revise your paper and properly cite all borrowed materials.	/ /
11. Prepare a list of works cited.	/ /
12. Prepare the final manuscript and proofread.	/ /
13. Submit research paper.	/ /

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LOCATE AND USE PRINT AND ONLINE SOURCES

The distinction between print sources and electronic sources is fast disappearing. Many sources that used to appear only in print are now available in electronic format as well; some, in fact, are moving entirely to electronic format, as a more efficient and in many cases less expensive means of distribution.

There are, however, still important distinctions between print sources (or their electronic equivalent) and Internet sources. Many of the sources you will find through an Internet search will not be as reliable as those that traditionally appeared in print. For this reason, in most cases you should use print sources or their electronic versions (books, newspapers, journals, periodicals, encyclopedias, pamphlets, brochures, and government publications) as your primary tools for research. These sources, unlike many Internet sources, are often reviewed by experts in the field before they are published, are generally overseen by a reputable publishing company or organization, and are examined by editors and fact checkers for accuracy and reliability. Unless you are instructed otherwise, you should try to use these sources in your research.

The best place to start any search for sources is your college library's home page. Here you will find links to the computerized catalog of book holdings, online reference works, periodical databases, electronic journals, and a list of full-text databases. You'll also find links for subject study guides and for help conducting your research.

To get started, decide on some likely search terms and try them out. (For tips on conducting and refining keyword searches, see pages 546–547.) Search through your library's reference works, electronic catalog, periodical indexes, and other databases to generate a preliminary listing of books,

magazine and newspaper articles, public documents and reports, and other sources that may be helpful in exploring your topic. At this early stage, it is better to err on the side of listing too many sources. Then, later on, you will not have to backtrack to find sources you discarded too hastily.

Sources that you find through an Internet search can also be informative and valuable additions to your research. The Internet is especially useful in providing recent data, stories, and reports. For example, you might find a just-published article from a university laboratory, or a news story in your local newspaper's online archives. Generally, however, Internet sources should be used alongside sources you access through your college library and not as a replacement for them. Practically anyone with access to a computer and an Internet connection can put text and pictures on the Internet; there is often no governing body that checks for content or accuracy. Therefore, while the Internet offers a vast number of useful and carefully maintained resources, it also contains much unreliable information. It is your responsibility to determine whether a given Internet source should be trusted. (For advice on evaluating sources, see pages 548–550.)

If you need more instruction on conducting Internet searches, go to your on-campus computer center for more information, or consult one of the many books written for Internet beginners. You can also access valuable information for searching the Internet at Diana Hacker's *Research and Documentation Online* at bedfordstmartins.com/resdoc.

Conduct Keyword Searches

When searching for sources about your topic in an electronic database, in the library's computerized catalog, or on the Internet, you should start with a keyword search. To make the most efficient use of your time, you will want to know how to conduct a keyword search that is likely to yield solid sources and leads for your research project. As obvious or simple as it may sound, the key to a successful keyword search is the quality of the keywords you generate about your topic. You might find it helpful to start a list of potential keywords as you begin your research and add to it as your work proceeds. Often you will discover combinations of keywords that will lead you right to the sources you need.

Databases and library catalogs index sources by author, title, and year of publication, as well as by subject headings assigned by a cataloger who has previewed the source. The key here is to find a keyword that matches one of the subject headings. Once you begin to locate sources that are on your topic, be sure to note the subject headings listed for each source. You can use these subject headings as keywords to lead you to additional book sources or to articles in periodicals, using full-text databases like *Info Trac, LexisNexis, Expanded Academic ASAP,* or *JSTOR* to which your library subscribes.

The keyword search process is somewhat different—more wide open—when you are searching on the Web. It is always a good idea to look for search tips on the help screens or advanced search instructions for the search engine you are using before initiating a keyword search.

When you type a keyword in the "Search" box on a search engine's home page, the search engine goes looking for Web sites that match your term. One problem with keyword searches is that they can produce tens of thousands of matches, making it difficult to locate sites of immediate value. For that reason, make your keywords as specific as you can, and make sure that you have the correct spelling. Once you start a search, you may want to narrow or broaden it depending on the number of hits, or matches, you get.

Refining Keyword Searches on the Web

While some variation in command terms and characters exists among electronic databases and popular search engines on the Internet, the following functions are almost universally accepted. If you have a particular question about refining your keyword search, seek assistance by clicking on "Help" or "Advanced Search."

- Use quotation marks or parentheses to indicate that you are searching for words in exact sequence—e.g., "bilingual education"; (college slang).
- Use AND or a plus sign (+) between words to narrow your search by specifying that all words need to appear in a document—e.g., prejudice AND Asians; doublespeak + advertisements.
- Use NOT or a minus sign (–) between words to narrow your search by eliminating unwanted words–e.g., advertisements NOT public service; natural–organic.
- Use an asterisk (*) to indicate that you will accept variations of a term—e.g., euphemism*.

Use Subject Directories to Define and Develop Your Research Topic

If you are undecided as to exactly what you want to write about, the subject directories on the home pages of search engines make it easy to browse the Web by various subjects and topics for ideas that interest you. Subject directories can also be a big help if you have a topic but are undecided about your exact research question or if you

simply want to see if there is enough material to supplement your research work with print sources. Once you choose a subject area in the directory, you can select more specialized subdirectories, eventually arriving at a list of sites closely related to your topic.

The most common question students have at this stage of a Web search is, "How can I tell if I'm looking in the right place?" There is no straight answer; if more than one subject area sounds plausible, you will have to dig more deeply into each of their subdirectories, using logic and the process of elimination to determine which one is likely to produce the best leads for your topic. In most cases, it doesn't take long—usually just one or two clicks—to figure out whether you're searching in the right subject area. If you click on a subject area and none of the topics listed in its subdirectories seems to pertain even remotely to your research topic, try a different subject area. As you browse through various subject directories and subdirectories, keep a running list of keywords associated with your topic that you can use in subsequent keyword searches.

EVALUATE YOUR SOURCES

You will not have to spend much time in the library to realize that you do not have time to read every print and online source that appears relevant. Given the abundance of print and Internet sources, the key to successful research is identifying those books, articles, Web sites, and other online sources that will help you most. You must evaluate your potential sources to determine which materials you will read, which you will skim, and which you will simply eliminate. Here are some evaluation strategies and questions to assist you in identifying your most promising sources.

Strategies for Evaluating Print and Online Sources

EVALUATING A BOOK

- Read the dust jacket or cover copy for insights into the book's coverage and currency as well as the author's expertise.
- Scan the table of contents and identify any promising chapters.
- Read the author's preface, looking for his or her thesis and purpose.
- Check the index for key words or key phrases related to your research topic.
- Read the opening and concluding paragraphs of any promising chapter; if you are unsure about its usefulness, skim the whole chapter.

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- Ask yourself: Does the author have a discernable bias? If so, you must be aware that this bias will color his or her claims and evidence.

EVALUATING AN ARTICLE

- Ask yourself what you know about the journal or magazine publishing the article:
  - Is the publication scholarly or popular? Scholarly journals (*American Economic Review, Journal of Marriage and the Family, The Wilson Quarterly*) publish articles about original research written by authorities in the field. Research essays always cite their sources in footnotes or bibliographies. Popular news and general interest magazines (*National Geographic, Smithsonian, Time, Ebony*), on the other hand, publish informative, entertaining, and easy-to-read articles written by editorial staff or freelance writers. Popular essays sometimes cite sources but often do not.
  - What is the reputation of the journal or magazine? Determine the publisher or sponsor. Is it an academic institution or a commercial enterprise or individual? Does the publisher or publication have a reputation for accuracy and objectivity?
  - Who are the readers of this journal or magazine?
- What are the author's credentials?
- Consider the title or headline of the article as well as the opening paragraph or two and the conclusion. Does the source appear to be too general or too technical for your needs and audience?
- For articles in journals, read the abstract (a summary of the main points) if there is one.
- Examine any photographs, charts, graphs, or other illustrations that accompany the article. Determine how useful they might be for your research purposes.

EVALUATING A WEB SITE

- Consider the type of Web site. Is this site a personal blog or a professional publication? Often the URL, especially the top-level domain name, can give you a clue about the kinds of information provided and the type of organization behind the site. Common suffixes include:

  .com—business/commercial/personal
  .edu—educational institution

.gov—government sponsored
.net—various types of networks
.org—nonprofit organization, but also some commercial/personal

- Be advised that *.org* is not regulated like *.edu* and *.gov*, for example. Most nonprofits use *.org*, but many commercial and personal sites do as well.
- Examine the home page of the site.
  - Does the content appear to be related to your research topic?
  - Is the home page well maintained and professional in appearance?
  - Is there an *About* link on the home page that takes you to background information on the site's sponsor? Is there a mission statement, history, or statement of philosophy? Can you verify whether the site is official—actually sanctioned by the organization or company?
- Identify the author of the site. What are the author's qualifications for writing on this subject?
- Determine whether a print equivalent is available. Is the Web version more or less extensive than the print version?
- Determine when the site was last updated. Is the content current enough for your purposes?

You can find sources on the Internet itself that offer useful guidelines for evaluating electronic sources. One excellent example was created by reference librarians at the Wolfgram Memorial Library of Widener University. Type *Wolfgram evaluate web pages* into a search engine to access that site. For additional guidance, go to bedfordstmartins.com/researchroom and click on "How to Evaluate Sources" or "Evaluating Online Sources: A Tutorial."

On the basis of your evaluation, select the most promising books, articles, and Web sites to pursue in depth for your research project.

ANALYZE YOUR SOURCES

Before beginning to take notes, it is essential that you carefully analyze your sources for their thesis, overall argument, amount and credibility of evidence, bias, and reliability in helping you explore your research topic. Look for the writers' main ideas, key examples, strongest arguments, and

conclusions. Read critically. While it is easy to become absorbed in sources that support your own beliefs, always seek out several sources with opposing viewpoints, if only to test your own position. Look for information about the authors themselves—information that will help you determine their authority and where they position themselves in the broader conversation on the issue. You should also know the reputation and special interests of book publishers and magazines, because you are likely to get different views—conservative, liberal, international, feminist—on the same topic depending on the publication you read. Use the following checklist to assist you in analyzing your print and online sources.

Checklist for Analyzing Print and Online Sources

- What is the writer's thesis or claim?
- How does the writer support this thesis? Does the evidence seem reasonable and ample, or is it mainly anecdotal?
- Does the writer consider opposing viewpoints?
- Does the writer have any obvious political or religious biases? Is the writer associated with any special-interest groups such as Planned Parenthood, Greenpeace, Amnesty International, or the National Rifle Association?
- Is the writer an expert on the subject? Do other writers mention this author in their work?
- Does the publisher or publication have a reputation for accuracy and objectivity?
- Is important information documented through footnotes or links so that it can be verified or corroborated in other sources?
- What is the author's purpose—to inform or to argue for a particular position or action?
- Do the writer's thesis and purpose clearly relate to your research topic?
- Does the source appear to be too general or too technical for your needs and audience?
- Does the source reflect current thinking and research in the field?

DEVELOP A WORKING BIBLIOGRAPHY OF YOUR SOURCES

As you discover books, journal and magazine articles, newspaper stories, and Web sites that you think might be helpful, you need to start maintaining a record of important information about each source. This

record, called a working bibliography, will enable you to know where sources are located as well as what they are when it comes time to consult them or acknowledge them in your list of works cited or final bibliography (see pp. 556–565 and 551). In all likelihood, your working bibliography will contain more sources than you actually consult and include in your list of works cited.

One method for creating a working bibliography is to make a separate bibliography card, using a 3- by 5-inch index card, for each work that you think might be helpful to your research. As your collection of cards grows, alphabetize them by the authors' last names. By using a separate card for each book, article, or Web site, you can continually edit your working bibliography, dropping sources that did not prove helpful for one reason or another and adding new ones.

With the computerization of most library resources, you now have the option to copy and paste bibliographic information from the library computer catalog and periodical indexes or from the Internet into a document on your computer that you can edit/add/delete/search throughout the research process. Or you can track your project online with the Bedford Bibliographer at bedfordstmartins.com/bibliographer. The advantage of the copy/paste option over the index card method is accuracy, especially in punctuation, spelling, and capitalization—details that are essential in accessing Internet sites.

Checklist for a Working Bibliography

FOR BOOKS

- Library call number
- Names of all authors, editors, and translators
- Title and subtitle
- Publication data:
  - Place of publication (city and state)
  - Publisher's name
  - Date of publication
- Edition (if not first) and volume number (if applicable)

FOR PERIODICAL ARTICLES

- Names of all authors
- Name and subtitle of article
- Title of journal, magazine, or newspaper

- Publication data:
  Volume number and issue number
  Date of issue
  Page numbers

FOR INTERNET SOURCES

- Names of all authors, editors, compilers, or sponsoring agents
- Title and subtitle of the document
- Title of the longer work to which the document belongs (if applicable)
- Title of the site or discussion list
- Author, editor, or compiler of the Web site or online database
- Name of company or organization that owns the Web site
- Date of release, online posting, or latest revision
- Name and vendor of database or name of online service or network
- Medium (online, CD-ROM, etc.)
- Format of online source (Web page, .pdf, podcast)
- Date you accessed the site
- Electronic address (URL)

FOR OTHER SOURCES

- Name of author, government agency, organization, company, recording artist, personality, etc.
- Title of the work
- Format (pamphlet, unpublished diary, interview, television broadcast, etc.)
- Publication or production data:
  Name of publisher or producer
  Date of publication, production, or release
  Identifying codes or numbers (if applicable)

TAKE NOTES

As you read, take notes. You're looking for ideas, facts, opinions, statistics, examples, and other evidence that you think will be useful as you write your paper. As you read through books and articles, look for recurring themes, and notice where writers are in agreement and where they differ. Try to remember that the effectiveness of your paper is largely determined by the quality—not necessarily the quantity—of your notes. Your purpose is not to present a collection of quotes that show that you've read all the material and know what others have said about your topic.

Your goal is to analyze, evaluate, and synthesize the information you collect—in other words, to enter into the discussion of the issues and thereby take ownership of your topic. You want to view the results of your research from your own perspective and arrive at an informed opinion of your topic. (For more information on writing with sources, see Chapter 3.)

Now for some practical advice on taking notes. First, be systematic in your note-taking. As a rule, write one note on a card, and include the author's full name, the complete title of the source, and a page number indicating the origin of the note. Use cards of uniform size, preferably 4- by 6-inch index cards because they are large enough to accommodate even a long note on a single card and yet small enough to be easily handled and conveniently carried. If you keep notes electronically, consider creating a separate file for each topic or source, or using an electronic research manager like Zotero (zotero.org) or OneNote. If you keep your notes organized, when you get to the planning and writing stage, you will be able to sequence them according to the plan you have envisioned for your paper. Furthermore, should you decide to alter your organizational plan, you can easily reorder your notes—whether on cards or in digital files—to reflect those revisions.

Second, try not to take too many notes. One good way to control your note-taking is to ask yourself, "How exactly does this material help prove or disprove my thesis?" Try to envision where in your paper you will use the information. If it does not seem relevant to your thesis, don't bother to take a note.

Once you decide to take a note, you must decide whether to summarize, paraphrase, or quote directly. The approach you take should be determined by the content of the passage and the way you plan to use it in your paper. For detailed advice on summaries, paraphrases, and quotations, see Chapter 3, pages 46–57.

DOCUMENT YOUR SOURCES

Whenever you summarize, paraphrase, or quote a person's thoughts and ideas and whenever you use facts or statistics that are not commonly known or believed, you must properly acknowledge the source of your information. If you do not properly acknowledge ideas and information created by someone else, you are guilty of *plagiarism*, or using someone else's material but making it look as if it were your own. (For more information on plagiarism and how to avoid it, see pages 53–57.) You must document the source of your information whenever you do the following:

- Quote a source word for word
- Refer to information and ideas from another source that you present in your own words as either a paraphrase or a summary
- Cite statistics, table, charts, graphs, or other visuals

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see pages 53–57.) You must
henever you do the following:

other source that you present
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other visuals

You do not need to document these types of information:

- Your own observations, experiences, and ideas
- Factual information available in a number of reference works (information known as "common knowledge")
- Proverbs, sayings, and familiar quotations

A reference to the source of your borrowed information is called a *citation*. There are many systems for making citations, and your citations must consistently follow one of these systems. The documentation style recommended by the Modern Language Association (MLA) is commonly used in English and the humanities and is the style used throughout this book. Another common system is the American Psychological Association (APA) style, which is generally used in the social sciences. Your instructor will probably tell you which style to use. For more information on documentation styles, consult the appropriate manual or handbook, or go to Diana Hacker's Research and Documentation Online at bedfordstmartins.com/resdoc.

There are two components of documentation. *In-text citations* are placed in the body of your paper, and the *list of works cited* provides complete publication data for your in-text citations and is placed on a separate page at the end of your paper. Both of these components are necessary for complete documentation.

In-Text Citations

In-text citations, also known as *parenthetical citations*, give the reader citation information immediately, at the point at which it is most meaningful. Rather than having to find a footnote or an endnote, the reader sees the citation as a part of the writer's text.

Most in-text citations consist of only the author's last name and a page reference. Usually the author's name is given in an introductory signal phrase at the beginning of the borrowed material, and the page reference is given in parentheses at the end. If the author's name is not given at the beginning, put it in parentheses along with the page reference. When you borrow material from two or more works by the same author, you must include the title of the work in the signal phrase or parenthetically at the end. (For examples of signal phrases and in-text citations, see pages 50–53.) The parenthetical reference signals the end of the borrowed material and directs your readers to the list of works cited should they want to pursue a particular source. Treat electronic sources as you do print sources, keeping in mind that some electronic sources use paragraph numbers instead of page numbers. Consider the following examples of in-text citations, taken from student Richard Carbeau's paper on the debate over whether or not to make English America's official language.

Many people are surprised to discover that English is not the official language of the United States. Today, even as English literacy becomes a necessity for people in many parts of the world, some people in the United States believe its primacy is being threatened right at home. Much of the current controversy focuses on Hispanic communities with large Spanish-speaking populations who may feel little or no pressure to learn English. Columnist and cultural critic Charles Krauthammer believes English should be America's official language. He notes that this country has been "blessed . . . with a linguistic unity that brings a critically needed cohesion to a nation as diverse, multiracial and multiethnic as America" and that communities such as these threaten the bond created by a common language (112). There are others, however, who think that "Language does not threaten American unity. Benign neglect is a good policy for any country when it comes to language, and it's a good policy for America" (King 64).

Citation with author's name in the signal phrase

Citation with author's name in parentheses

Works Cited

King, Robert D. "Should English Be the Law?" *The Atlantic Monthly* Apr. 1997: 55-64. Print.

Krauthammer, Charles. "In Plain English: Let's Make It Official." *Time* 12 June 2006: 112. Print.

In the preceding example, the student followed MLA style guidelines for his Works Cited list. When constructing the list of works cited page for your paper, consult the following MLA guidelines, based on the *MLA Handbook for Writers of Research Papers*, seventh edition (2009), where you will find model entries for periodical print publications, nonperiodical print publications, web publications, and other common sources.

List of Works Cited

In this section, you will find general MLA guidelines for creating a works cited list followed by sample entries that cover the citation situations you are most likely to encounter. Make sure that you follow the formats as they appear on the following pages. If you would like to

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Citation with author's name in parentheses

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llowed MLA style guidelines
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uidelines, based on the *MLA*
venth edition (2009), where
nt publications, nonperiodical
ner common sources.

LA guidelines for creating a
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pages. If you would like to

compile your list of works cited online, try the Bedford Bibliographer at bedfordstmartins.com/bibliographer.

GUIDELINES FOR CONSTRUCTING YOUR WORKS CITED PAGE

1. Begin the list on a fresh page following the last page of text.
2. Center the title *Works Cited* at the top of the page.
3. Double-space both within and between entries on your list.
4. Alphabetize your sources by the authors' last names. If you have two or more authors with the same last name, alphabetize first by last names and then by first names.
5. If you have two or more works by the same author, alphabetize by the first word of the titles, not counting *A*, *An*, or *The*. Use the author's name in the first entry and three unspaced hyphens followed by a period in subsequent entries:

   Twitchell, James B. *Branded Nation: When Culture Goes Pop*. New York: Simon, 2004. Print.

   ---. "The Branding of Higher Ed." *Forbes* 25 Nov. 2002: 50. Print.

   ---. *Living It Up: America's Love Affair with Luxury*. New York: Columbia UP, 2002. Print.

6. If no author is known, alphabetize by title.
7. Begin each entry at the left margin. If the entry is longer than one line, indent the second and subsequent lines five spaces or one-half inch.
8. Italicize the titles of books, journals, magazines, and newspapers. Use quotation marks with titles of periodical articles, chapters and essays within books, short stories, and poems.
9. Provide the medium of the source (i.e., Print, Web, Film, Television, Performance).

Periodical Print Publications: Journals, Magazines, and Newspapers

STANDARD INFORMATION FOR PERIODICAL PRINT PUBLICATIONS

1. Name of the author of the work; for anonymous works, begin entry with title of work
2. Title of the work, in quotation marks
3. Name of the periodical, italicized
4. Series number or name, if relevant
5. Volume number (for scholarly journals that use volume numbers)
6. Issue number (if available, for scholarly journals)

7. Date of publication (for scholarly journals, year; for other periodicals, day, month, and year, as available)
8. Page numbers
9. Medium of publication (for print sources, use *Print*)

ARTICLE IN A SCHOLARLY JOURNAL

For all scholarly journals—whether they paginate continuously throughout a given year or not—provide the volume and issue numbers (if both are given) separated by a period, the year, the page numbers, and the medium.

Gazzaniga, Michael S. "Right Hemisphere Language Following Brain Bisection: A Twenty-Year Perspective." *American Psychologist* 38.5 (1983): 528-49. Print.

If the journal does not use volume numbers, cite the issue number alone.

Harpham, Geoffrey Galt. "Roots, Races, and the Return to Philology." *Representations* 106 (2009): 34-62. Print.

ARTICLE IN A MAGAZINE

When citing a weekly or biweekly magazine, give the complete date (day, month, year).

Begley, Sharon. "What's in a Word?" *Newsweek* 20 July 2009: 31. Print.

When citing a magazine published every month or every two months, provide the month or months and year.

Bernstein, Charles. "Sounding the Word." *Harper's Magazine* Mar. 2011: 15-18. Print.

If an article in a magazine is not printed on consecutive pages—for example, an article might begin on page 45, then skip to 48—include only the first page followed by a plus sign.

ARTICLE IN DAILY OR WEEKLY NEWSPAPER

Carney, Heather. "Unlocking English." *Naples Daily News* 18 Dec. 2011, final ed.: A1+. Print.

Evelyn, Jamilah. "The 'Silent Killer' of Minority Enrollments." *Chronicle of Higher Education* 20 June 2003: A17-18. Print.

REVIEW (BOOK/FILM)

Morozov, Evgeny. "Sharing It All." Rev. of *I Know Who You Are and I Saw What You Did: Social Networks and the Death of Privacy*, by Lori Andrews. *New York Times Book Review* 29 Jan. 2012: 18. Print.

Dargis, Manohla. "The King's English, Albeit with Twisted Tongue." Rev. of *The King's Speech*, dir. Mike Leigh. *New York Times* 25 Nov. 2010, nat. ed.: AR18. Print.

s, year; for other periodicals, day,

use *Print*)

they paginate continuously
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Return to Philology." *Representations*

gazine, give the complete date

20 July 2009: 31. Print.

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45, then skip to 48—include

ily News* 18 Dec. 2011, final ed.: A1+.

Enrollments." *Chronicle of Higher*

w Who You Are and I Saw What You
cy, by Lori Andrews. *New York Times*

n Twisted Tongue." Rev. of *The King's*
Nov. 2010, nat. ed.: AR18. Print.

If the review has no title, simply begin with *Rev.* after the author's name. If there is neither title nor author, begin with *Rev.* and alphabetize by the title of the book or film being reviewed.

ANONYMOUS ARTICLE

When no author's name is given, begin the entry with the title.

"Pompeii: Will the City Go from Dust to Dust?" *Newsweek* 1 Sept. 1997: 8. Print.

EDITORIAL (SIGNED/UNSIGNED)

Jackson, Derrick Z. "The Winner: Hypocrisy." Editorial. *Boston Globe* 6 Feb. 2004: A19. Print.

"Beginning of the End." Editorial. *New York Times* 19 Feb. 2012, national ed.: SR10. Print.

LETTER TO THE EDITOR

Lakind, Alexandra. "Constructive Criticism." Letter. *New Yorker* 13 & 20 Feb. 2012: 8. Print.

Nonperiodical Print Publications: Books, Brochures, and Pamphlets

BOOK BY A SINGLE AUTHOR

Metcalf, Allan. *OK: The Improbable Story of America's Greatest Word*. New York: Oxford UP, 2011. Print.

Use a shortened version of the publisher's name—for example, *Houghton* for Houghton Mifflin, or *Cambridge UP* for Cambridge University Press.

ANTHOLOGY

Eggers, Dave, ed. *The Best American Nonrequired Reading, 2002*. New York: Houghton, 2002. Print.

BOOK BY TWO OR MORE AUTHORS

For a book by two or three authors, list the authors in the order in which they appear on the title page.

Perry, Theresa, and Lisa Delpit. *The Real Ebonics Debate*. Ypsilanti, MI: Beacon, 1998. Print.

For a book by four or more authors, list the first author in the same way as for a single-author book, followed by a comma and the abbreviation *et al.* ("and others").

Chomsky, Noam, et al. *Acts of Aggression*. New York: Seven Stories, 1999. Print.

BOOK BY A CORPORATE AUTHOR

Carnegie Foundation for the Advancement of Teaching. *Campus Life: In Search of Community*. Princeton, NJ: Princeton UP, 1990. Print.

WORK IN AN ANTHOLOGY

Smith, Seaton. "'Jiving' with Your Teen." *The Best American Nonrequired Reading, 2002*. Ed. Dave Eggers. New York: Houghton, 2002. 217-20. Print.

ARTICLE IN A REFERENCE BOOK

Baugh, John. "Dialect." *The World Book Encyclopedia*. 2009 ed. Print.

If an article is unsigned, begin with the title.

"Dictionary of the English Language." *Benet's Reader's Encyclopedia*. 5th ed. 2008. Print.

INTRODUCTION, PREFACE, FOREWORD, OR AFTERWORD TO A BOOK

McCourt, Frank. Foreword. *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. By Lynne Truss. New York: Gotham Books, 2004. xi-xiv. Print.

TRANSLATION

Chaucer, Geoffrey. *The Canterbury Tales: A Complete Translation into Modern English*. Trans. Ronald L. Ecker and Eugene J. Crook. Palatka, FL: Hodge & Braddock, 1993. Print.

CHAPTER OR SECTION IN A BOOK

Lamott, Anne. "Shitty First Drafts." *Bird by Bird: Some Instructions on Writing and Life*. New York: Pantheon, 1994. 21-27. Print.

BOOK PUBLISHED IN A SECOND OR SUBSEQUENT EDITION

Aitchison, Jean. *Language Change: Process or Decay?* 2nd ed. Cambridge: Cambridge UP, 1991. Print.

Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

BROCHURE/PAMPHLET

Harry S. Truman Library and Museum. *Museum Guide*. Independence, MO: Truman Library, 2008. Print.

GOVERNMENT PUBLICATION

United States. Dept. of Justice. *Hate Crime Statistics, 1990: A Resource Book*. Washington: GPO. 1991. Print.

Give the government, the agency, and the title with a period and a space after each. The publisher is the Government Printing Office (GPO).

Web Publications

The following guidelines and models for citing information retrieved from the World Wide Web have been adapted from the most recent advice of the MLA, as detailed in the *MLA Handbook for Writers of Research Papers*, 7th ed. (2009), and from the "MLA Style" section on the MLA's Web site (mla.org). You will quickly notice that citations of Web publications have some common features with both print publications and reprinted works, broadcasts, and live performances. Standard information for all citations of online materials includes:

1. Name of the author, editor, or compiler of the work. The guidelines for print sources for works with more than one author, a corporate author, or unnamed author apply. For anonymous works, begin your entry with the title of the work.
2. Title of the work. Italicize the title, unless it is part of a larger work. Titles that are part of a larger work should be presented within quotation marks.
3. Title of the overall Web site in italics if this is distinct from item 2 above.
4. Version or edition of the site, if relevant.
5. Publisher or sponsor of the site. This information is often found at the bottom of the Web page. If this information is not available, use *N.p.* (for *no publisher*).
6. Date of publication (day, month, and year, if available). If no date is given, use *n.d.*
7. Medium of publication. For online sources, the medium is *Web.*
8. Date of access (day, month, and year).

MLA does not require you to include URLs in works cited entries. However, if your instructor wants you to include URLs in your citations or if you believe readers will not be able to locate the source without the URL, insert the URL as the last item in an entry, immediately after the date of access. Enclose the URL in angle brackets, followed by a period. The following example illustrates an entry with the URL included:

> Finley, Laura L. "How Can I Teach Peace When the Book Only Covers War?" *The Online Journal of Peace and Conflict Resolution* 5.1 (2003): n. pag. Web. 12 Feb. 2012. <http://www.trinstitute.org/ojpcr/5_1finley.htm>.

MLA style requires that you break URLs extending over more than one line only after a slash. Do *not* add spaces, hyphens, or any other punctuation to indicate the break.

ONLINE SCHOLARLY JOURNALS. To cite an article, review, editorial, or letter to the editor in a scholarly journal existing only in electronic form on the Web, provide the author, the title of the article, the title of the

journal, the volume and issue, and the date of issue, followed by the page numbers (if available), the medium, and the date of access.

ARTICLE IN AN ONLINE SCHOLARLY JOURNAL

Donner, Jonathan. "The Rules of Beeping: Exchanging Messages Via Intentional 'Missed Calls' on Mobile Phones." *Journal of Computer-Mediated Communication* 7.1 (2007): n. pag. Web. 28 Feb. 2012.

BOOK REVIEW IN ONLINE SCHOLARLY JOURNAL

Opongo, Elias Omondi. Rev. of *Responsibility to Protect: The Global Effort to End Mass Atrocities*, by Alex J. Bellamy. *Journal of Peace, Conflict, and Development* 14.14 (2009): n. pag. Web. 7 Mar. 2011.

EDITORIAL IN ONLINE SCHOLARLY JOURNAL

"Writing Across the Curriculum and Writing Centers." Editorial. *Praxis: A Writing Center Journal* 6.2 (2009): n. pag. Web. 10 Jan. 2011.

PERIODICAL PUBLICATIONS IN ONLINE DATABASES. Here are some model entries for periodical publications collected in online databases.

JOURNAL ARTICLE FROM AN ONLINE DATABASE OR SUBSCRIPTION SERVICE

Johnstone, Barbara, and Dan Baumgardt. "'Pittsburghese' Online: Vernacular Norming in Conversation." *American Speech* 79.2 (2004): 115-45. *Project Muse*. Web. 29 Feb. 2012

McEachern, William Ross. "Teaching and Learning in Bilingual Countries: The Examples of Belgium and Canada." *Education* 123. 1 (2002): 103. *Expanded Academic ASAP Plus*. Web. 17 Mar. 2011.

MAGAZINE ARTICLE FROM AN ONLINE DATABASE OR SUBSCRIPTION SERVICE

Keizer, Garret. "Sound and Fury: The Politics of Noise in a Loud Society." *Harper's Magazine*. Mar. 2001: 39-48. *Expanded Academic ASAP Plus*. Web. 27 Mar. 2011.

NEWSPAPER ARTICLE FROM AN ONLINE DATABASE OR SUBSCRIPTION SERVICE

Sanders, Joshunda. "Think Race Doesn't Matter? Listen to Eminem." *San Francisco Chronicle* 20 July 2003. *LexisNexis*. Web. 18 Mar. 2011.

NONPERIODICAL WEB PUBLICATIONS. Nonperiodical Web publications includes all Web-delivered content that does not fit into one of the previous two categories—scholarly journal Web publications and periodical publication in an online database or subscription service.

ARTICLE IN AN ONLINE MAGAZINE

Green, Joshua. "The Elusive Green Economy." *The Atlantic.com*. Atlantic Monthly Group, July-Aug. 2009. Web. 3 Mar. 2012.

of issue, followed by the page
date of access.

ging Messages Via Intentional
Computer-Mediated Communication

otect: The Global Effort to End Mass
ce, Conflict, and Development 14.14

rs." Editorial. *Praxis: A Writing*
Jan. 2011.

DATABASES. Here are some
lected in online databases.

OR SUBSCRIPTION SERVICE

urghese' Online: Vernacular Norming
04): 115-45. *Project Muse*. Web. 29

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n 123. 1 (2002): 103. *Expanded*

OR SUBSCRIPTION SERVICE

oise in a Loud Society." *Harper's*
emic ASAP Plus. Web. 27 Mar. 2011.

E OR SUBSCRIPTION SERVICE

Listen to Eminem." *San Francisco*
Mar. 2011.

Nonperiodical Web publica-
at does not fit into one of the
Web publications and periodi-
scription service.

Atlantic.com. Atlantic Monthly

Grossman, Samantha. "British School Bans Students from Using Slang and 'Text Speak.'" *Time.com*. Time, 15 Feb. 2012. Web. 10 Mar. 2012.

Hitchings, Henry. "What's the Language of the Future?" *Salon.com*. 6 Nov. 2011. Web. 23 Feb. 2012.

ARTICLE IN AN ONLINE NEWSPAPER

Peach, Gary. "Latvians Reject Russian as an Official National Language." *Seattletimes.com*. Seattle Times, 18 Feb. 2012. Web. 22 Feb. 2012.

"Immigration and the Campaign." Editorial. *New York Times*. New York Times, 20 Feb. 2012. Web. 7 Mar. 2012.

ARTICLE IN ONLINE SCHOLARLY PROJECT

Driscoll, Dana Lynn. "Irregular Verbs." Chart. *The OWL at Purdue*. Purdue U Online Writing Lab, 13 May 2007. Web. 8 Mar. 2011.

BOOK OR PART OF A BOOK ACCESSED ONLINE

For a book available online, provide the author, the title, the editor (if any), original publication information, the name of the database or Web site, the medium (*Web*), and the date of access.

Sapir, Edward. *Language: An Introduction to the Study of Speech*. New York: Harcourt, 1921. *Bartleby.com: Great Books Online*. Web. 1 Mar. 2012.

If you are citing only part of an online book, include the title or name of the part directly after the author's name.

Johnson, Samuel, and John Walker. "Sounds of the Vowels." *Dictionary of the English Language*. London: Pickering, 1828. *Google Book Search*. Web. 15 Jan. 2012.

SPEECH, ESSAY, POEM, OR SHORT STORY FROM ONLINE SITE

Faulkner, William. "On Accepting the Nobel Prize." 10 Dec. 1950. *The History Place: Great Speeches Collection*. Web. 12 Mar. 2011.

ARTICLES AND STORIES FROM ONLINE NEWS SERVICES

Pressman, Gabe. "Eminent Domain: Let the Public Beware!" *NBCNewYork.com*. NBC New York, 5 Dec. 2009. Web. 6 Mar. 2012.

"Americans Urged to Live MLK's Ideals at Memorial Dedication." *CNN.com*. Cable News Network, 17 Oct. 2011. Web. 18 Mar. 2012.

ARTICLE IN ONLINE ENCYCLOPEDIA OR OTHER REFERENCE WORK

"Etymology." *Encyclopaedia Britannica Online*. Encyclopaedia Britannica, 2012. Web. 13 Mar. 2012.

"Semantics." *Merriam-Webster Online Dictionary*. Merriam-Webster. 2012. Web. 23 Mar. 2012.

ONLINE CHARTS, MAPS, ARTWORK, PHOTOGRAPHS, AND OTHER IMAGES

Ager, Simon. "Braille: Basic Letters." Chart. *Omniglot.com*. 12 Jan. 2007. Web. 29 Feb. 2012.

da Vinci, Leonardo. *Mona Lisa*. 1503-06. Musee du Louvre, Paris. *WebMuseum*, 19 June 2006. Web. 22 Mar. 2011.

Short, Daniel M. "World Distribution of Indo-European Languages." Map. *Danshort .com*. 25 Sept. 2008. Web. 5 Mar. 2012.

ONLINE GOVERNMENT PUBLICATION

United States. Dept. of Justice. Federal Bureau of Investigation. *Hate Crime Statistics, 2010*. Nov. 2011. Web. 2 Apr. 2012.

HOME PAGE FOR ACADEMIC DEPARTMENT

Dept. of English. Home page. Arizona State U, n.d. Web. 29 Mar. 2012.

WIKI ENTRY

"Sign Language." *Wikipedia*. Wikimedia Foundation. 17 Feb. 2012. Web. 4 Mar. 2012.

No author is listed for a Wiki entry because the content is written collaboratively.

POSTING ON A BLOG

Broadway Bob. "Defining Home." *babblebob*. By Robert M. Armstrong, 24 Aug. 2009. Web. 10 Feb. 2012.

VIDEO RECORDING POSTED ONLINE

Jeanroustan. "Alyssa Talking Backwards." *YouTube*. YouTube, 30 Jan. 2012. Web. 29 Feb. 2012.

Additional Common Sources

TELEVISION OR RADIO BROADCAST

"Everyone's Waiting." *Six Feet Under*. Dir. Alan Ball. Perf. Peter Krause, Michael C. Hall, Frances Conroy, and Lauren Ambrose. Writ. Alan Ball. HBO. 21 Aug. 2005. Television.

SOUND RECORDING

Muri, John T., and Ravin I. McDavid Jr. *American's Speaking*. NCTE, 1967. LP Record.

Shakespeare, William. *Macbeth*. Ed. A. R. Branmuller. New York: Voyager, 1994. CD.

FILM OR VIDEO RECORDING

The Gods Must Be Crazy, I & II. Dir. Jamie Uys. Perf. N!xau, Marius Weyers, Sandra Prinsloo. 1990. Sony. 2004. DVD.

INTERVIEW

Handke, Peter. Interview. *New York Times Magazine* 2 July 2006: 13. Print.

For interviews that you conduct, provide the name of the person interviewed, the type of interview (personal, telephone, e-mail), and the date.

Clark, Virginia P. Telephone interview. 30 Jan. 2012.

CARTOON OR COMIC STRIP

Luckovich, Mike. Cartoon. *Atlanta Journal-Constitution* 24 Nov. 2009. Print.

ADVERTISEMENT

Rosetta Stone. Advertisement. *Smithsonian* Mar. 2012: 42. Print.

LECTURE, SPEECH, ADDRESS, READING

England, Paula. "Gender and Inequality: Trends and Causes." President's Distinguished Lecture Series. U. of Vermont. Memorial Lounge, Burlington. 12 Mar. 2012. Lecture.

LETTER, MEMO, OR E-MAIL MESSAGE

Britto, Marah. Letter to the author. 22 Jan. 2012. MS.

Macomber, Sarah. "New Online Language Options." Message to the author. 10 Feb. 2012. E-mail.

Indicate the medium using MS (handwritten manuscript), TS (typescript), or E-mail.

DIGITAL FILE

A number of different types of work can come to you as a digital file—a book, typescript, photograph, or sound recording. It is important that you record the format of the digital file in the space reserved for medium of publication (JPEG file, PDF file, Microsoft Word file, MP3 file).

Dengle, Isabella. *Eben Peck Cabin*. ca. 1891. Wisconsin Historical Society, Madison. JPEG file.

Federman, Sarah. "The Language of Conflict: Seeking Resolution." 2012. Microsoft Word file.

MLA MANUSCRIPT FORMAT

The following guidelines for formatting manuscripts have been adapted from Modern Language Association recommendations.

Paper and Type

For academic papers use 8½- by 11-inch, twenty-pound white paper, and print in black on one side of each sheet. Use a standard type style such as New Times Roman or Courier. Use a paper clip (do not staple) to secure the pages unless instructed otherwise. Finally, be sure you keep both a paper copy and an electronic copy of your paper.

Title, Name, and Course Information

Beginning at the left margin one inch from the top of the first page, type your name, your instructor's name, the name and number of the course, and the date on separate lines, double-spaced. Double-space again, and center your title. Double-space between your title and the first sentence of your paper. For example, see page 39.

Margins, Line Spacing, and Paragraph Indentation

Leave a one-inch margin on all sides of the page. Double-space the text of the paper including long, set-off quotations, information notes, and the entries on the Works Cited page. Do not justify (make even) the right-hand margin. Indent the first line of each paragraph one-half inch (or five spaces).

Page Numbers

Place your last name and the page number (e.g., DeAngelus 1) in the upper right corner of each page, approximately one-half inch from the top and one inch from the right edge of the page. Do not use the word *page* or its abbreviation *p*; do not use a period or any other mark of punctuation with your name and page number. Number all pages of your paper, including the first and last. For example, see pages 39–42.

Long Quotations

Set off prose quotations that are longer than four lines to help your reader more clearly see the quotation as a whole. Poetry quotations are set off when longer than three lines. Set-off quotations are indented ten spaces from the left margin and are double-spaced; no quotation marks are necessary because the format itself indicates that the passage is a quotation. When you are quoting two or more paragraphs from the same source, indent the first line of each paragraph three additional spaces. Note that, unlike an integrated quotation in which the parenthetical citation is inside the end punctuation, with a long, set-off quotation the parenthetical citation is placed outside the final punctuation. For example, see pages 60–61.

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39–42.

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additional spaces. Note that,
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For example, see pages 60–61.

Spacing for Punctuation

Leave one space after a comma, colon, or semicolon and between the three periods in an ellipsis. MLA recommends one space after a period, question mark, or exclamation point at the end of a sentence. Form dashes by using two hyphens with no space between them. Do not leave a space before or after a dash. Most word processors will convert your two hyphens into a dash, as seen in the sample student paper on pages 58–63.

Web Addresses

Should you have occasion to divide a Web address at the end of a line in the text of your paper, MLA recommends that you break only after a slash. Never insert a hyphen to mark the break.

Works Cited Page

The list of works cited is placed on a separate page at the end of your paper and titled *Works Cited*. Place your last name and page number in the upper right-hand corner, one-half inch from the top and one inch from the right edge of the page. Double space and then center the words *Works Cited*. For a model works cited page from a student paper, see page 63. For the specific requirements of the format of each entry in the list of works cited, refer to the model entries on pages 556–565.

To assemble a works cited list for your paper, follow the guidelines given on page 549.