Linfield Christian School Writing Guide
Middle School and High School

Literary Analysis
Research Papers
MLA Formatting

Linfield Christian School
(Rev. 8-18)
LCS WRITING GUIDE
This is a basic writing GUIDE for all LCS students.
The first section of the booklet includes guidelines for writing a research paper. Linfield Christian School assigns research papers in all English classes, as well as several other disciplines.

******************

The second section of the guide includes guidelines for writing a literary analysis paper. Sixth, seventh and eighth graders will be introduced to literary analysis and will write literary analysis paragraphs in their English classes. Students in high school, grades nine through twelve, will have opportunities to write literary analysis paragraphs, essays and term papers in their English classes.

******************

This guide does not preclude individual instructions from teachers for specific assignments.
Each teacher has the authority to set his/her parameters for any given assignment.
# Table of Contents

- Academic Honesty ................................................................................................. 5
- Basic Essay Construction .................................................................................. 6
- Outline Notes ........................................................................................................... 6-7
- Paragraph Construction ...................................................................................... 7
- Introductions and Conclusions ........................................................................ 8
  - Thesis Statements ............................................................................................... 8-11

## Paraphrases, Quotations, and Summaries

- Correctly Using Ideas And/Or Words ............................................................... 12
- Paraphrases: ............................................................................................................ 12
- Quotations: .............................................................................................................. 12
- Summaries: ............................................................................................................. 12


- Resource Possibilities For Research ................................................................. 13
- Steps In Completing The Research Paper ........................................................ 14
  - The Thesis ........................................................................................................... 14-15
  - The Working Outline ......................................................................................... 15
- Works Cited Cards/Samples ................................................................................ 15-17
  - Note Cards ......................................................................................................... 17
- The Final Outline .................................................................................................. 18
- The First Draft ...................................................................................................... 19
- Integrating Quotations Into The Research Paper ............................................... 19
  - Short Quotations ................................................................................................. 19
  - Long Quotations ................................................................................................. 19
  - Internal Quotations: .......................................................................................... 20
- Types Of Material To Quote: ............................................................................... 20
  - Recognizable Facts ............................................................................................ 20
- Parenthetical Citations ......................................................................................... 20-21
- The Final Draft ..................................................................................................... 22-23
- Works Cited List .................................................................................................... 23
- Sample Works Cited List ....................................................................................... 24
- Sample: First Page Research Paper .................................................................... 25

## What Is A Literary Analysis Paper? ....................................................................... 26

- Resource Possibilities For Literary Analysis Paper ............................................ 27
  - Steps In Completing The Literary Analysis Paper ............................................ 27
  - Works Cited Cards ............................................................................................. 27
  - The Thesis .......................................................................................................... 27
  - The Working Outline ......................................................................................... 28
  - Note Cards .......................................................................................................... 29
  - The Final Outline ............................................................................................... 29
  - The First Draft – Literary Analysis Paper ......................................................... 30
- Integrating Quotations Into The Literary Analysis Paper ................................... 30-31
  - Short Quotations: ............................................................................................... 31
  - Long Quotations: ............................................................................................... 31
  - Internal Quotations: ........................................................................................... 31
  - Types Of Material To Quote: ............................................................................ 31-32
Recognizable Facts ........................................................................................................31-32
Parenthetical Citations – Literary Analysis Paper ....................................................32-33
The Final Draft – Literary Analysis Paper .................................................................33-34
Works Cited List ........................................................................................................34
Sample: First Page Literary Analysis Paper ..............................................................35
Sample : Works Cited ..................................................................................................36
Format for Works Cited Entries ..................................................................................37-39
Books ..........................................................................................................................39-43
Periodicals ..................................................................................................................43-46
Electronic Sources ......................................................................................................46-51
ACADEMIC HONESTY

Random House Webster’s College Dictionary defines “plagiarism” as the “unauthorized use of the language and thoughts of another author and the representation of them as one’s own.” Academic honesty in research paper writing, as in every other aspect of schoolwork, is expected of every student. To present as one’s own the ideas and/or words of another is dishonest.

Many times, however, students are unaware that they are plagiarizing. To avoid this, students need to cite the source for all quotations, paraphrases, and summaries, as well as any ideas or facts that are not common knowledge (those that may be found in any number of sources, such as dates, birthplaces, etc.). It is equally important to put all information in one’s own words, changing the words of the source significantly, not just changing a word or two, and to alter the author’s original sentence structure. To support the effort to educate students about academic honesty and to help students avoid plagiarism, LCS students may be asked to use Turnitin.com when submitting a paper.

Plagiarism involves the following:

1. Submitting your own paper to be graded or reviewed that you have not written on your own.
2. Copying answers or text from another classmate and submitting it as your own.
3. Quoting or paraphrasing from another paper without crediting the original author.
4. Citing data without crediting the original source (tables, graphs, etc.)
5. Proposing another author’s idea as if it were your own.
6. Fabricating references or using incorrect references.
7. Submitting someone else’s presentation, program, spreadsheet, artwork, or digital media (Google images, Panoramia, audio, video, graphics files, etc.) as one’s own or with only minor alterations.

This is not a definitive list – any action which misleadingly implies someone else’s work is your own can constitute plagiarism.

The OWL Avoiding Plagiarism web site provides a good discussion on the boundary of using people’s research or ideas and plagiarism.
https://owl.english.purdue.edu/owl/resource/589/1/

Linfield Christian High School students are required to take the plagiarism tutorial before being allowed to submit papers. This is done at the beginning of the year in 9th grade. Not passing requires a student to attend a writing workshop prior to submission of papers.

Use SFU website for this: https://canvas.sfu.ca/courses/15986

Students are also expected to know the Linfield policy on Academic Honesty. Please refer to the Parent-Student Handbook.
Basic Essay Construction

1. Prepare an introduction to the topic. Make sure it clearly points the reader to the topic you are about to discuss. Finish the introduction with a clear thesis (statement of direction for the essay).

2. Body Paragraphs
   - Introduce body paragraphs with a topic sentence.
   - State the main idea(s) or claim(s)
   - Support the main idea or claim with details

3. Conclusion
   Conclude the paper with an interesting insight, thought for the future, or call to action. Help the reader understand how this information is important.

Outline Notes

I. Introduction with thesis

________________________________________________________________________

________________________________________________________________________

II. Body Paragraph
    A. Topic Sentence

________________________________________________________________________

1. Major point

________________________________________________________________________

   a. Detail (Elaboration)

________________________________________________________________________

   b. Detail (Elaboration)

________________________________________________________________________

2. Major point

________________________________________________________________________

   a. Detail (Elaboration)

________________________________________________________________________

   b. Detail (Elaboration)
B. Conclusion sentence that reinforces major points or transitions to next paragraph.

_________________________________________________________________

III. Conclusion

_________________________________________________________________

_________________________________________________________________

Breaking Down the Paragraph

**Topic Sentence** – clearly states what you intend to discuss/prove (the main idea) in that paragraph. **Never** say, “This is what I’m going to talk about.” Remember that the TS must be very clear and easily understood.

**Major Points** – These need to support your topic sentence. Each paragraph should contain two to four major points.

**Detail/Elaboration** – These provide detail and/or elaborate on the major points. They include several types and can be combined:

1. Explain – use examples or reasons why
2. Define – clarify the meaning of the Major Point; put quotation marks around the word(s); use a dictionary when available.
3. Describe – use words to create a visual image which the reader can also picture
4. Evaluate – use evidence to determine the value or truth
5. Compare and Contrast – show the similarities and differences
6. Figurative Language – use an analogy, a metaphor, a simile, or personification
7. Quote/Textual Evidence – use a precise quote from literature, history, speeches, etc. that is then interpreted for meaning.
8. Example from Life Experience – provide first-hand knowledge
9. Hypothetical Situation – use a What if? Question and/or answer
10. Story or Anecdote – similar to life experience, although it can be something you heard and does not need to be first-hand experience
11. Cause and Effect – because of ____________, the result is ____________.

**Concluding Sentence** – gives a finished feel to the paragraph. It may complete the thoughts and ideas begun in the TS but should NEVER repeat the TS exactly. Also, it should never say, “In summary . . . “ or “In conclusion . . .” The concluding sentence may be a transitional sentence when additional paragraphs are developed.
Introductions and Conclusions

The University of North Carolina Writing Center is very helpful for writing introductions and conclusions. Check these websites for instructions and ideas:

http://writingcenter.unc.edu/handouts/introductions/

http://writingcenter.unc.edu/handouts/conclusions/

Thesis Statements

Defining the Thesis Statement - the following information is taken from the University of Illinois Writing Center http://www.cws.illinois.edu/workshop/writers/tips/thesis/

What is a thesis statement?
Every paper you write should have a main point, a main idea, or central message. The argument(s) you make in your paper should reflect this main idea. The sentence that captures your position on this main idea is what we call a thesis statement.

How long does it need to be?
A thesis statement focuses your ideas into one or two sentences. It should present the topic of your paper and also make a comment about your position in relation to the topic. Your thesis statement should tell your reader what the paper is about and also help guide your writing and keep your argument focused.

Questions to Ask When Formulating Your Thesis
Where is your thesis statement?
You should provide a thesis early in your essay -- in the introduction, or in longer essays in the second paragraph -- in order to establish your position and give your reader a sense of direction.

Tip: In order to write a successful thesis statement:
- Avoid burying a great thesis statement in the middle of a paragraph or late in the paper.
- Be as clear and as specific as possible; avoid vague words.
- Indicate the point of your paper but avoid sentence structures like, “The point of my paper is...”

Is your thesis statement specific?
Your thesis statement should be as clear and specific as possible. Normally you will continue to refine your thesis as you revise your argument(s), so your thesis will evolve and gain definition as you obtain a better sense of where your argument is taking you.

Tip: Check your thesis:
- Are there two large statements connected loosely by a coordinating conjunction (i.e. "and," "but," "or," "for," "nor," "so," "yet")?
• Would a subordinating conjunction help (i.e. "through," "although," "because," "since") to signal a relationship between the two sentences?
• Or do the two statements imply a fuzzy unfocused thesis?
• If so, settle on one single focus and then proceed with further development.

Is your thesis statement too general?
Your thesis should be limited to what can be accomplished in the specified number of pages. Shape your topic so that you can get straight to the "meat" of it. Being specific in your paper will be much more successful than writing about general things that do not say much. Don't settle for three pages of just skimming the surface.
The opposite of a focused, narrow, crisp thesis is a broad, sprawling, superficial thesis. Compare this original thesis (too general) with three possible revisions (more focused, each presenting a different approach to the same topic):

• **Original thesis:**
  - There are serious objections to today's horror movies.

• **Revised theses:**
  - Because modern cinematic techniques have allowed filmmakers to get more graphic, horror flicks have desensitized young American viewers to violence.
  - The pornographic violence in "bloodbath" slasher movies degrades both men and women.
  - Today's slasher movies fail to deliver the emotional catharsis that 1930s horror films did.

Is your thesis statement clear?
Your thesis statement is no exception to your writing: it needs to be as clear as possible. By being as clear as possible in your thesis statement, you will make sure that your reader understands exactly what you mean.

**Tip:** In order to be as clear as possible in your writing:
• Unless you're writing a technical report, avoid technical language. Always avoid jargon, unless you are confident your audience will be familiar with it.
• Avoid vague words such as "interesting," "negative," "exciting," "unusual," and "difficult."
• Avoid abstract words such as "society," "values," or "culture."
These words tell the reader next to nothing if you do not carefully explain what you mean by them. Never assume that the meaning of a sentence is obvious. Check to see if you need to define your terms ("socialism," "conventional," "commercialism," "society"), and then decide on the most appropriate place to do so. Do not assume, for example, that you have the same understanding of what "society" means as your reader. To avoid misunderstandings, be as specific as possible.
Compare the original thesis (not specific and clear enough) with the revised version (much more specific and clear):

• **Original thesis:** Although the timber wolf is a timid and gentle animal, it is being systematically exterminated. [if it's so timid and gentle -- why is it being exterminated?]
Revised thesis: Although the timber wolf is actually a timid and gentle animal, it is being systematically exterminated because people wrongfully believe it to be a fierce and cold-blooded killer.

Does your thesis include a comment about your position on the issue at hand?
The thesis statement should do more than merely announce the topic; it must reveal what position you will take in relation to that topic, how you plan to analyze/evaluate the subject or the issue. In short, instead of merely stating a general fact or resorting to a simplistic pro/con statement, you must decide what it is you have to say.

Tips:
- Avoid merely announcing the topic; your original and specific "angle" should be clear. In this way you will tell your reader why your take on the issue matters.
  - Original thesis: In this paper, I will discuss the relationship between fairy tales and early childhood.
  - Revised thesis: Not just empty stories for kids, fairy tales shed light on the psychology of young children.
- Avoid making universal or pro/con judgments that oversimplify complex issues.
  - Original thesis: We must save the whales.
  - Revised thesis: Because our planet's health may depend upon biological diversity, we should save the whales.
- When you make a (subjective) judgment call, specify and justify your reasoning. "Just because" is not a good reason for an argument.
  - Revised thesis: If the government takes over industry in Kenya, the industry will become more efficient.
- Avoid merely reporting a fact. Say more than what is already proven fact. Go further with your ideas. Otherwise… why would your point matter?
  - Original thesis: Hoover's administration was rocked by scandal.
  - Revised thesis: The many scandals of Hoover's administration revealed basic problems with the Republican Party's nominating process.

Do not expect to come up with a fully formulated thesis statement before you have finished writing the paper. The thesis will inevitably change as you revise and develop your ideas—and that is ok! Start with a tentative thesis and revise as your paper develops.

Is your thesis statement original?
Avoid, avoid, avoid generic arguments and formula statements. They work well to get a rough draft started, but will easily bore a reader. Keep revising until the thesis reflects your real ideas.

Tip: The point you make in the paper should matter:
- Be prepared to answer “So what?” about your thesis statement.
- Be prepared to explain why the point you are making is worthy of a paper. Why should the reader read it?

Compare the following:
- Original thesis:
There are advantages and disadvantages to using statistics. (a fill-in-the-blank formula)

**Revised theses:**
- Careful manipulation of data allows a researcher to use statistics to support any claim she desires.
- In order to ensure accurate reporting, journalists must understand the real significance of the statistics they report.
- Because advertisers consciously and unconsciously manipulate data, every consumer should learn how to evaluate statistical claims.

Avoid formula and generic words. Search for concrete subjects and active verbs, revising as many "to be" verbs as possible. A few suggestions below show how specific word choice sharpens and clarifies your meaning.

- **Original:** "Society is..." [who is this "society" and what exactly is it doing?]
- **Revised:** "Men and women will learn how to...," "writers can generate...," "television addicts may chip away at...," "American educators must decide...," "taxpayers and legislators alike can help fix..."

- **Original:** "the media"

- **Original:** "is, are, was, to be" or "to do, to make"
- **Revised:** any great action verb you can concoct: "to generate," "to demolish," "to batter," "to revolt," "to discover," "to flip," "to signify," "to endure..."

Use your own words in thesis statements; avoid quoting. Crafting an original, insightful, and memorable thesis makes a distinct impression on a reader. You will lose credibility as a writer if you become only a mouthpiece or a copyist; you will gain credibility by grabbing the reader with your own ideas and words. A well-crafted thesis statement reflects well-crafted ideas. It signals a writer who has intelligence, commitment, and enthusiasm.

http://writingcenter.unc.edu/handouts/thesis-statements/
https://owl.english.purdue.edu/owl/resource/545/01/ - general types of thesis statements
https://owl.english.purdue.edu/owl/resource/588/01/ Argumentative thesis statements
https://owl.english.purdue.edu/owl/resource/616/02/ Thesis development for analysis of fiction

**PARAPHRASES, QUOTATIONS, SUMMARIES**

Correctly Using Ideas and/or Words

**PARAPHRASES:**
Paraphrases use about the same number of words used in the original source, but the language of the source is significantly changed. Paraphrases need to be cited.
Example: Paraphrase:
America did jump at the chance to take Hawaii, Guam, part of Samoa, Puerto Rico, Cuba, and the Philippines, but unlike European nations who were colonizing Africa and Asia, Americans did not show much interest in, and were even disgusted at, the thought of taking over other lands (Karnow 12).

QUOTATIONS:
Quotations must be copied word-for-word using the original punctuation, spelling, and capitalization, and placed in quotation marks unless they are longer than four full lines typed. In that case, the quotation is presented as a block quotation. Block quotations are indented ten spaces from the left margin, and quotation marks are omitted.
Example: Quotation
Stanley Karnow’s opinion, “the war in Vietnam was a war that nobody won” (11).

Example: Block Quotation: (Original quotation with transition)
According to Stanley Karnow in his book, Vietnam: A History, the United States did reach out to grab the Hawaiian islands, Guam, and part of Samoa, and it took over Puerto Rico, Cuba, and the Philippines after defeating Spain. But while the European powers were then carving up Asia and Africa, there was little inclination in America for dominating foreign territories…Americans were instinctively repelled by the idea of governing other peoples (12).

SUMMARIES:
Summaries condense information, reducing a paragraph, a page, or even an entire chapter to one original sentence.
Example: Summary:
At one time America did possess several small, island countries, but never felt the need to rule over other people like the Europeans did (Karnow 12).
Research Paper

In the book How to Write a Research Paper, Elizabeth James and Carol Barkin state, “Teachers assign term papers because they want to find out whether you can (1) do research on a specific topic and (2) put together what you have learned from your research in an orderly and clear presentation” (11). Being able to research a topic is invaluable in one’s educational career as many papers will be written in high school and college. In addition, many careers require research, whether it is searching out the hottest property on the stock market or discovering what type of computer system is best for the needs of a particular company. As a consumer, research becomes very important as one decides which sound system, car, or appliance on which to spend hard-earned dollars. Being able to locate, gather, and interpret information is a critical skill in today’s world. There are many different types of sources to use when researching a topic. Some are books, magazines, newspapers, pamphlets, interviews, encyclopedias, critical essays, videos, internet material, and CD-ROM’s. While encyclopedias may be used, they should never be used as a primary source, that is, as a major source of information. All sources should be cleared with your teacher before research is begun.

RESOURCE POSSIBILITIES FOR RESEARCH

Proquest eLibrary – subscription access to data base through Linfield

Biographical dictionaries

Books and Newspapers – biographies, autobiographies, historical nonfiction

Critical essays such as those reprinted in the Nineteenth and Twentieth Century Literary Criticism, Twentieth Century Interpretations, and Norton Critical Editions.

Facts on File

Internet [academic] sites (.org, .edu, - writer has to be identifiable)
  Internet sources need to be academic—(i.e. .org, .edu, .gov)
  Academic internet writers have to be identifiable—(e.g. a professor from a university, a specialist in a particular field, someone with credentials)

National Geographic

Reader’s Guide to Periodical Literature

Social Issues Resources Series (SIRS)
STEPS IN COMPLETING THE RESEARCH PAPER

1. Select a narrow topic.
2. Locate sources and prepare works cited cards.
3. Write a preliminary outline and thesis statement.
4. Research and write note cards.
5. Sort note cards according to preliminary outline.
6. Write a final outline and thesis statement.
7. If needed, do additional research.
8. Write the first draft of the paper.
9. Edit and proofread the first draft.
10. Type the final draft; proofread and correct errors as necessary.

THE THESIS – Research Paper

The thesis of a research paper is the general statement of the paper and is what will be supported, demonstrated, and/or illustrated.

A THESIS IS:
- a full sentence:
  *For Whom the Bell Tolls* by Ernest Hemingway is an excellent piece of literature that looks at the devastating effects of war.
- a statement to be proven:
  Ernest Hemingway creates a somber and depressing mood in his novel *For Whom the Bell Tolls*.

A GOOD THESIS:
- is limited:
  *Oliver Twist* by Charles Dickens is an historical fiction about events that disturbed the author in his day.
- is unified and specific:
  O. Henry’s stories are successful because he writes of his observations of real people.

A THESIS IS NOT:
- a title or phrase:
  *For Whom the Bell Tolls*: the real story.
- a statement of unarguable fact.
  Ernest Hemingway wrote *For Whom the Bell Tolls*, a novel about war.
- an announcement:
  This paper is about war as it is seen in *For Whom the Bell Tolls* by Ernest Hemingway.

A WEAK THESIS:
- tries to cover too much:
  *Oliver Twist* by Charles Dickens is a good book.
- has no apparent focus:
  Charles Dickens is a writer.
THE WORKING OUTLINE – Research Paper

Every writing project needs a framework upon which to build. Otherwise, the project can lack direction, focus, clarity, and organization. Writing a preliminary outline is fairly simple. If the topic of the research paper is a famous person, usually the outline will follow that person’s life chronologically.

Example: John F. Kennedy
  I. Early years
  II. Climbing the political ladder
  III. The presidency
  IV. The assassination

If the topic is an event or general subject, the outline should be written to reflect the major themes or occurrence of the topic.

Example: The Atomic Bomb
  I. Creating of the atom bomb
     A. Mandate from the U.S. government
     B. Experiments at Los Alamos
  II. Effects of the bomb on Hiroshima and Nagasaki
     A. Physical effects
     B. Political effects
  III. Effects of nuclear capability on the balance of power
     A. The Cold War
     B. The arms race

WORKS CITED CARDS – Research Paper

After selecting and narrowing a topic that is of interest, the next step in preparing the research paper is to locate materials and create a “works cited” list. A works cited card must be written for each source that will be used in the list of works cited, as well as for sources that may not actually be used in the writing of the paper. Additional works cited cards may need to be written as your research on the paper continues. Works cited information should be written on 3” x 5” or 4” x 6” index cards, and must be legible; each piece of information is to be in its proper place.

General Instructions:
BE AWARE THAT YOUR TEACHER MAY ASK YOU TO INCLUDE OTHER PIECES OF INFORMATION THAT ARE NOT INCLUDED HERE. ALWAYS MAKE SURE YOU UNDERSTAND WHAT IS REQUIRED. For instance, you may be asked to number your cards.

  o Use cards of consistent size: 3 x 5 or 4 x 6.
  o Always make a works cited card before you start to take notes.
  o Make a separate card for each source.
To guarantee that each card is complete and accurate, take your information directly from the source instead of from the card catalog or periodical index.

Write down as much information as you can. It’s better to have too much than not enough.

Be sure to include all items that apply: author’s name (last, first); title (book, magazine and/or article), volume number; pages; date of publication; place of publication; publisher’s name.

Including call number and place where you found the source will be helpful if you need to find the source again in case you don’t have it with you and you want to check something.

For Internet sources, provide as much of the following information that applies and is available: author’s name (last, first); name of page; date of posting/update; name of institution/organization affiliated with the site; date of access; electronic address.

Abbreviate the names of all months except May, June, and July.

Look at the examples at the end of these suggestions.

Develop a system for keeping your note cards organized. (using a rubber band, keeping them on a ring, putting them in a box, etc.).

When you are finished collecting your source cards, consult

OWL Works Cited
https://owl.english.purdue.edu/owl/resource/747/12/

Citation Machine  http://www.citationmachine.net/

Knight's Cite https://www.calvin.edu/library/knightcite/
for instructions on how to complete a Works Cited page.

WORKS CITED CARD EXAMPLE: BOOK

<table>
<thead>
<tr>
<th>author</th>
<th>Carlson, Richard</th>
</tr>
</thead>
<tbody>
<tr>
<td>title</td>
<td>Don’t Sweat the Small Stuff...and It’s All Small Stuff</td>
</tr>
<tr>
<td>where published</td>
<td>New York</td>
</tr>
<tr>
<td>publishing company</td>
<td>Hyperion</td>
</tr>
<tr>
<td>date published</td>
<td>1997</td>
</tr>
<tr>
<td>Call number and location are helpful</td>
<td>Print</td>
</tr>
<tr>
<td>SBD</td>
<td>158.1</td>
</tr>
<tr>
<td>CAR</td>
<td>Woodridge</td>
</tr>
</tbody>
</table>
WORKS CITED CARD EXAMPLE: MAGAZINE ARTICLE

Pickel, Pat
“How to complete a works cited card and live to tell about it”
Woodridge Times Magazine
pp. 234-237
January 20, 2005

Print

WORKS CITED CARD EXAMPLE: INTERNET SOURCE

Lynch, Tim
“DSN Trials and Tribble-ations Review.”
Psi Phi: Bradley’s Science Fiction Club.
1996
Bradley University
8 Oct. 1997
http://www.bradley.edu/campus.org/psiphi/DS9/ep/503r.html

Web

NOTE CARDS - Research Paper

All the information (paraphrases, quotes, summaries) that is gathered for a research paper will be written on 3” x 5” or 4” x 6” note cards. It is important that each card is legible so the writer and the teacher can check the information for accuracy and appropriateness. Only one idea or piece of information should be written on each card. Use only one source per card, and attempt to record about the same number of note cards from each source to avoid the paper reflecting the ideas and information of only one or two sources. Note cards also need to reflect all the sections of the preliminary outline. [You may discover in your research that there is not enough information to support a preliminary outline idea. At that point, the outline has to be changed].
THE FINAL OUTLINE – Research Paper
The preliminary outline will need to be expanded upon and rewritten during the course of the writing project to reflect the content of the completed research paper. The final outline must include the thesis statement and be grammatically parallel. A grammatically parallel outline uses the same type of statements throughout each major section, but not necessarily through the entire outline. The final outline should cover the entire paper, but should not exceed two pages in length. [Note: Your teacher may require inclusion of the introduction and conclusion in your outline].

Example: The Making of a President: Bill Clinton’s Rise to Power
Thesis: Being selected as a nominee for president of the United States requires perseverance, dedication, political expertise, and great public relations.
I. The Primaries
   A. Assembling a campaign staff
      1. James Carville
      2. Campaign workers
   B. Gathering financial support
      1. Hollywood backers
      2. Businessmen
   C. Devising a strategy
      1. Taxes
      2. Abortion
      3. National debt
      4. Foreign affairs
      5. Middle East
      6. Europe
   D. Stumping for votes
      1. New Hampshire
      2. The South
      3. California
   E. Media campaign
      1. Television
      2. Radio
      3. Print media
II. The Democratic National Convention
   A. Rivals for the nomination
      1. Dick Gephardt
      2. Paul Simon
      3. Jerry Brown
      4. Al Gore
   B. The Democratic Platform
   C. Selecting a running mate
THE FIRST DRAFT
The first draft should be written by following the steps listed below. They are listed in order of completion.

1. Organize note cards to reflect the final outline from the material gathered. This will provide a guide to follow in writing the first draft.
2. Revise/rewrite/edit the thesis statement. This should be the general statement of the entire research paper. All paragraphs/points (topic sentences) in the paper should relate to this statement.
3. Using the [final] outline and note cards, begin writing the body of the paper. (The main points of the outline become topic sentences).
   Note: When information is quoted/paraphrased, use parenthetical citations.
4. Put away the rough draft for a few days; then go back to it and read it again, making revisions and corrections. Do not wait until the night before it is due to write the first draft. The paper will look (and sound) different after not seeing it or working with it for a few days. Then make necessary corrections before writing the final draft.

INTEGRATING QUOTATIONS INTO THE RESEARCH PAPER
Whenever something is quoted from a source, it must be copied exactly as it appears in the original text.

SHORT QUOTATIONS:
Anything that is less than four, full, typed lines should appear to be part of the original text. Introduce it in the paper by stating the title, author, or the situation of the quotation.
Examples:
   In her book on Lebanon, Mary Cahill stated, “The Romans became bitter enemies of the Carthaginians” (32).

   Williams agreed: “The overwhelming, dominant preoccupation of virtually all Colombian writers during the 1950’s was the civil war between Liberals and Conservatives” (40).

The quotation may need some explanation before or after the quotation is stated so its relevance to your paper is clear. This is called a transition. Make sure the quotation is clear, in the proper location in the paper, and is explained, introduced, or supported appropriately [In social studies, CM’s (commentary) are used as transitions].

LONG QUOTATIONS: (Use a block quote format)
If the quotation is longer than four full typed lines, it needs to be typed as follows:
   • Indent the left margin of the quotation 10 spaces, or one inch.
   • Double space the quotation, as you would the rest of the paper.
   • Double space above and below the quotation.
   • Do NOT use quotation marks.
• Include the necessary citation with the period placed before the citation.

INTERNAL QUOTATIONS:
Internal quotation marks (‘…’) are used when the person or source you are quoting is quoting someone else.
Example:
Chute, a critic, suggests, “There is disaster in both plays, and Cymbeline is listed as a tragedy; yet even death is made beautiful in the wonderful lament that begins, ‘Fear no more the heat o’ the sun,’ and the same play contains the prettiest song in the English language” (qtd. in Shakespeare 99).

TYPES OF MATERIAL TO QUOTE
Although a research paper has little information that is not obtained from a source other than that author, not all information should be quoted verbatim.

Recognizable facts (Abraham Lincoln was our sixteenth President) need not be quoted. Information that is explanatory in nature or is rather lengthy should be paraphrased or summarized, respectively, and not quoted verbatim. Information that is factual in nature, like an historical relating of an event, should not be quoted verbatim in its entirety; however, certain unique or especially well-written phrases can be used verbatim and enclosed in quotation marks. Remember, all material obtained from sources other than the paper’s author, directly quoted or not, must be correctly cited in the research paper.

PARENTHELITICAL CITATIONS – Research Paper
When information is quoted, paraphrased, or summarized or when an idea is borrowed from another source, the source of the information needs to be cited. This will indicate the material did not originate with the author of the research paper (you). When this occurs, a parenthetical, or in-text citation is used.

Indicate the author’s name in the sentence before quoting or paraphrasing his idea. List the page number of the quote/information in parentheses at the end of the sentence.
Example:
According to Bacon, literature may be studied using the art of interpretation “because it demands that the student perceive” (7).

Paraphrase the information, then list the author’s last name and the page number in parentheses at the end of the sentence.
Example:
It is impossible for the student reading aloud to be passive (Bacon 7).

Include the book title and author’s name in the sentence; then list the page number in parentheses at the end of the sentence.
Example:
In *The Art of Interpretation* Wallace Bacon states that the reading of a poem “involves active participation in the perceptions of the poem” (7).

Note:
- If the author and/or book title is mentioned in the sentence, the reader of the paper can find further information from the works cited. Therefore, it is necessary to list only the page number in parentheses. If this information is not mentioned in the sentence, it will be necessary to include it along with the page number in parentheses.
- If the author has written more than one of the books listed in the works cited, it is necessary to include the author, book title, and page number (in this order, separating title and author with commas) in the sentence. You may use one key word from the title in parentheses at the end of the sentence to specify which one was used (e.g., Brown, Live 48).
- If the author is anonymous, use one word from the title in the in-text citation.
- In order to avoid any questions or confusions as to the source of information in the paper, each paragraph should include at least one citation if there is citable material in that paragraph, regardless of whether the source is the same as the preceding or following paragraph.
THE FINAL DRAFT – Research Paper

The final draft of the research paper should reflect the following specifications:

- Double space each page of the body of the paper. Use size 12 business style font. (e.g. New Times Roman, Arial, Helvetica)
- Use white paper and black ink.
- Use one inch margins for each page of the paper (one inch from the top, bottom, and both sides). You may use one or two spaces after a period, except in works cited entries where only one is used.
- Number each page of the paper (including page one) one-half inch down and one inch in from the right edge. Place your last name, followed by a space, followed by the page number, in the upper right hand corner of each page.
- Type the final draft as one paper without using “headings” (“outline,” “introduction,” “body,” or “conclusion.”)
- Numbers: spell out numbers of one or two words or those that begin a sentence. Use numerals that require more than two words to spell out. Numerals are acceptable for dates, addresses, percentages (use “percent” or “%”), fractions, decimals, scores, statistics and other numerical results, exact amounts of money, divisions of books (i.e., volume, chapter, page) and plays (act, scene), pages, and the time. (Capitalize A.M. and P.M., or when not using A.M. or P.M.,
- Write out the time in words: e.g., four o’clock, seven in the morning).
- Quotation punctuation:
  Place ALL commas and periods INSIDE quotation marks.
  Place ALL semicolons and colons OUTSIDE quotation marks.
  Place question marks and exclamation marks either inside or outside the quotation marks, depending on how they are used. If the question mark or exclamation mark is part of the quotation, place the punctuation mark inside the quotation mark. If it is not part of the quotation, place the punctuation mark outside the quotation mark. For example:
  - He called in excitement, “I’m here!”
  - My mom asked, “Where is your lunch?”
  - I can’t believe he recited the poem “One Perfect Rose”!
  - Have you ever read the short story “Flight”?
- Use hyphens to divide words between syllables at the end of lines. Divide internet addresses at back slashes only.
- Underline or italicize titles of books or major publications (like magazine titles). Put quotations around shorter works (like magazine article titles). Note: Religious works do not need to be underlined or put in quotation marks, just capitalized.
- Staple the final draft one time in the upper left-hand corner of the paper. Do not use a binder or folder or attach with multiple staples. Any corrections on the final draft should be written neatly in black ink.
- Page number information: On the first page, which is double spaced throughout, in the top right corner, one inch from the right edge, place your last name, followed by a space, followed by the number one.
- Heading: Double space and type the following information flush on the left margin, each on its own line:
  - Your name, first name first
• The name of the teacher of the course
• The name of the course
• The date, day/month/year (e.g., 6 April 2004)

- Title: The title should be your own creation. Double space and type the title of the paper, centered, followed by the text of the paper. Do not change font, or font size. Do not underline or italicize.

WORKS CITED LIST
The list of works cited, which is at the end of the literary analysis paper, is a compilation of all the sources cited in the literary analysis paper. This list will include any books, newspapers, magazine articles, Internet sources, interviews, encyclopedias, and other works used in writing the paper. Every in-text citation should have a corresponding entry in the list of works cited. If a source was utilized for information but was not actually cited in the literary analysis paper, it cannot be used as a source on the list of works cited.

NOTES:
- Space down approximately one inch for the heading (Works Cited). The heading should be centered but be in the same style in every other way as the text of the paper. Number this page like any other page.
- Double space between the heading and the first line of the first entry and throughout the rest of the list.
- Place sources in alphabetical order according to the first letter of each entry. In some cases this will be the author’s or the editor’s last name; in others it will be the first word of the title, but should never begin with A, An or The.
- Indent five spaces from the left margin for the second and subsequent lines of each entry.
- Book titles are underlined, while article titles are placed in quotation marks.

[See next page from OWL for MLA model works cited entries]
Smith 1

Works Cited


A Proud People, a Proud Leader

The Nez Perce Indians were known for their friendly relations with the white people. According to Josephy, “It was their proud boast that no member of the tribe had ever killed a white man” (1). After settlers started to invade their land, the Indians were put on reservation which they agreed to. Later, more settlers poured in and the Nez Perce were forced to move to an even smaller reservation, against their will. With the death of his father Old Josephy, Chief Joseph was forced to take on the responsibilities of his people. Chief Joseph led his people with courage and dignity through unknown lands and never turned away from doing what was right. Like many Indian problems with the white people, according to Josephy the Nez Perce War stemmed from a conflict over land (1). As settlers began to move in, the government called on Chief Joseph’s people to give away some of their land. The Indians willingly accepted these new confines and attempted to live happily near the whites as they had in the past (Josephy 1). Five years later gold was discovered in California.
What is a Literary Analysis Paper?

Literary criticism involves using some fundamental (foundational) terms and procedures that all literary critics agree upon in order to make an academic analysis of a paragraph, a poem, an essay, or a longer piece of prose like a short story, a novel and/or a play.

A person who looks at or sees a work of art has a response (or a number of responses) to it. As that person seeks to analyze the mediums utilized by the artist as well as the themes/motifs presented by the artist, he/she begins to analyze what the artist did, and what the artist is trying to convey.

A person who listens to or hears music has a response (or a number of responses) to it. As that person seeks to analyze the notes and phrasing and tonal qualities, and the themes/motifs presented by the composer/musician, he/she begins to analyze what the composer/musician did, and what the composer/musician is trying to convey.

Similarly, a person who reads or is asked to read a paragraph, a poem, an essay, or a longer piece of prose, has a response (or a number of responses) to it. As the reader seeks to analyze the words and phrases used by the writer as well as the themes/motifs presented by the writer, he/she begins to analyze what the writer wrote, and what the writer is trying to convey. The student's response (the literary critic's response) is considered literary analysis. The student then researches professional literary criticisms to support his/her own commentary.
RESOURCE POSSIBILITIES FOR LITERARY ANALYSIS PAPER

Biographical dictionaries
Card Catalog or computerized reference source
Critical essays such as those reprinted in the Nineteenth and Twentieth Century Literary Criticism, Twentieth Century Interpretations, and Norton Critical Editions.
Facts on File
Internet [academic] sites (.org, .edu, - writer has to be identifiable)
Academic internet writers have to be identifiable – (e.g. a professor from a university, a specialist in a particular field, someone with credentials)
National Geographic [Index to]
Pamphlet file (in major libraries)
Reader's Guide to Periodical Literature
Reference librarian
Social Issues Resources Series (SIRS)

STEPS IN COMPLETING THE LITERARY ANALYSIS PAPER
1. Read a short story or a novel.
2. Decide on a viewpoint, and write a thesis statement.
3. Locate sources (critical analyses) to support your viewpoint, and prepare works cited cards.
4. Write a preliminary outline and edit the thesis statement.
5. Read the criticisms, and write note cards.
6. Sort note cards according to preliminary outline.
7. Write a final outline and finalize the thesis statement.
8. If needed, do additional research.
9. Write the first draft of the paper.
10. Edit and proofread the first draft.
11. Type the final draft; proofread and correct errors as necessary.

WORKS CITED CARDS – Literary Analysis Paper

After selecting and narrowing a topic that is of interest, the next step in preparing the literary analysis paper is to locate materials and create a “works cited” list. A works cited card must be written for each source that will be used in the list of works cited, as well as for sources that may not actually be used in the writing of the paper. Additional works cited cards may need to be written as your research on the paper continues. Works cited information should be written on 3” x 5” or 4” x 6” index cards, and must be legible; each piece of information is to be in its proper place.
THE THESIS – Literary Analysis Paper

The thesis in a literary analysis paper includes both the topic to be analyzed as well as (and especially) commentary about that topic. The thesis should usually be the last sentence of the introduction paragraph(s). All supporting paragraphs and their topic sentences must relate to the thesis statement. High school students should include at least two points of commentary in a thesis statement - contrasting, chronological, conflicting, dimensional - to give the paper depth.

A THESIS IS:
- a full sentence: 
  *For Whom the Bell Tolls* by Ernest Hemingway is an excellent piece of literature that looks at the devastating effects of war.

- a statement to be proven: 
  Ernest Hemingway creates a somber and depressing mood in his novel *For Whom the Bell Tolls*.

A THESIS IS NOT:
- a title or phrase: 
  *For Whom the Bell Tolls*: the real story.

- a statement of unarguable fact: 
  Ernest Hemingway wrote *For Whom the Bell Tolls*, a novel about war.

- an announcement: 
  This paper is about war as it is seen in *For Whom the Bell Tolls* by Ernest Hemingway.

A GOOD THESIS:
- is limited: 
  *Oliver Twist* by Charles Dickens is an historical fiction about events that disturbed the author in his day

- is unified and specific: 
  O. Henry’s stories are successful because he writes of his observations of real people.

A WEAK THESIS:
- tries to cover too much: 
  *Oliver Twist* by Charles Dickens is a good book.

- has no apparent focus: 
  Charles Dickens is a writer.
THE WORKING OUTLINE – Literary Analysis Paper

Every writing project needs a framework upon which to build. Otherwise, the project can lack direction, focus, clarity, and organization. Writing a preliminary outline is fairly simple. Using the thesis statement, (even if it is a preliminary one,) create an outline to follow the individual components of the general topic and especially the points of commentary. Example thesis statement: *A Separate Peace* focuses on a “war” between friends: Gene, who has no self-esteem and is easily threatened by the success of others around him and Finny, the boy whose spontaneous and free approach to life is admirable but annoying.

I. Introduction and thesis statement
II. Gene
   A. No self-esteem
      1. quote from novel
      2. paraphrase from novel
   B. Easily threatened
III. Finny
   A. spontaneous and free
   B. admirable but annoying
      1. quote from novel
      2. paraphrase from novel
IV. Conclusion (all commentary)

NOTE CARDS – Literary Analysis Paper

All the information that is gathered for a literary analysis (term) paper will be written on 3” x 5” or 4” x 6” note cards. It is important that each card is legible so the writer and the teacher can check the information for accuracy and appropriateness. Only one idea or piece of information should be written on each card. Use only one source per card, and attempt to record about the same number of note cards from each source. This will help you to avoid reflecting the ideas and information of only one or two sources in the paper. Note cards also need to reflect all the sections of the preliminary outline. [You may discover in your research that there is not enough information to support a preliminary outline idea. At that point, the outline has to change.]

Information here is similar to the research paper format. Record the source and ideas gathered that reflect the preliminary outline.

Teachers may specify particular details of notecard.
THE FINAL OUTLINE – Literary Analysis Paper
The preliminary outline will need to be expanded upon and rewritten during the course of the writing project to reflect the content of the finished literary analysis paper. The final outline must include the thesis statement and be grammatically parallel. A grammatically parallel outline uses the same type of statements throughout each major section, but not necessarily through the entire outline.

The final outline should cover the entire paper, but should not exceed two pages in length. [Note: Your teacher may require inclusion of the introduction and conclusion in your outline.]

I. Introduction
   A. *A Separate Peace*, a novel by John Knowles set in America against the backdrop of World War II.
   B. *A Separate Peace* focuses on a “war” between friends: Gene, who has no self-esteem and is easily threatened by the success of others around him, and Finny, the boy whose spontaneous and free approach to life is admirable but annoying.

II. Topic sentence (should correspond directly to thesis)
III. Topic sentence (should correspond directly to thesis)
IV. Topic sentence – conclusion

THE FIRST DRAFT – Literary Analysis Paper
The first draft should be written by following the steps listed below. They are listed in order of completion.
1. Organize note cards to reflect the final outline from the material gathered. This will provide a guide to follow in writing the first draft.
2. Revise/rewrite/edit the thesis statement. This should be the general statement of the entire Literary analysis paper. All paragraphs/points (topic sentences) in the paper should relate to this statement.
3. Using the [final] outline and note cards, begin writing the body of the paper. (The main points of the outline become topic sentences).
   Note: When information is quoted/paraphrased, use parenthetical citations.
4. Put away the rough draft for a few days; then go back to it and read it again, making revisions and corrections. The paper will look (and sound) different after not seeing it or working with it for a few days. Then make necessary corrections before writing the final draft. Do not wait until the night before it is due to write the first draft.
INTEGRATING QUOTATIONS INTO THE LITERARY ANALYSIS PAPER

Whenever something is quoted from a source, it must be copied exactly as it appears in the original text.

SHORT QUOTATIONS:
Anything that is less than four, full, typed lines should appear to be part of the original text. Introduce it in the paper with a transition; use transition words/phrases, or state the title, the author, or the situation of the quotation. Examples:

In her book on Lebanon, Mary Cahill stated, “The Romans became bitter enemies of the Carthaginians” (32).

Williams agreed: “The overwhelming, dominant preoccupation of virtually all Colombian writers during the 1950’s was the civil war between Liberals and Conservatives” (40).

The quotation may need some explanation before or after the quotation is stated so its relevance to your paper is clear. This is called a transition. Make sure the quotation is clear, in the proper location in the paper, and is explained, introduced, or supported appropriately.

LONG QUOTATIONS: (Use a block quote format)
If the quotation is longer than four, full, typed lines, it needs to be typed as follows:

- Indent the left margin of the quotation 10 spaces, or one inch.
- Double space the quotation, as you would the rest of the paper.
- Double space above and below the quotation.
- Do NOT use quotation marks.
- Include the necessary citation with the period placed before the citation.

INTERNAL QUOTATIONS:
Internal quotation marks (‘…’) are used when the person or source you are quoting is quoting someone else. Example:

Chute, a critic, suggests, “There is disaster in both plays, and Cymbeline is listed as a tragedy; yet even death is made beautiful in the wonderful lament that begins, ‘Fear no more the heat o’ the sun,’ and the same play contains the prettiest song in the English language” (qtd. in Shakespeare 99).

TYPES OF MATERIAL TO QUOTE:
Although a literary analysis paper has little information that is not obtained from a source other than that author, not all information should be quoted verbatim.
Recognizable facts (Shakespeare wrote plays) need not be quoted. Information that is explanatory in nature or is rather lengthy should be paraphrased or summarized, respectively, and not quoted verbatim. Information that is factual in nature, like an historical relating of an event, should not be quoted verbatim in its entirety; however, certain unique or especially well-written phrases can be used verbatim and enclosed in quotation marks. Remember, all material obtained from sources other than the paper’s author, directly quoted or not, must be correctly cited in the literary analysis paper.

PARENTHETICAL CITATIONS – Literary Analysis Paper

When information is quoted, paraphrased, or summarized or when an idea is borrowed from another source, the source of the information needs to be cited. This will indicate the material did not originate with the author of the literary analysis paper (you). When this occurs, a parenthetical, or in-text citation is used.

NOTE: Indicate the author’s name in the sentence before quoting or paraphrasing his idea. List the page number of the quote/information in parentheses at the end of the sentence.

Example:

According to Bacon, literature may be studied using the art of interpretation “because it demands that the student perceive” (7).

NOTE: Paraphrase the information, then list the author’s last name and the page number in parentheses at the end of the sentence.

Example:

It is impossible for the student reading aloud to be passive (Bacon 7).

NOTE: Include the book title and author’s name in the sentence, then list the page number in parentheses at the end of the sentence.

Example:

In The Art of Interpretation Wallace Bacon states that the reading of a poem “involves active participation in the perceptions of the poem” (7).

• Note: If the author and/or book title is mentioned in the sentence, the reader of the paper can find further information from the works cited. Therefore, it is necessary to list only the page number in parentheses. If this information is not mentioned in the sentence, it will be necessary to include it along with the page number in parentheses.

• If the author has written more than one of the books listed in the works cited, it is necessary to include the author, book title, and page number (in this order, separating title and author with commas) in the sentence. You may use one key word from the title in parentheses at the end of the sentence to specify which one was used (e.g., Brown, Live 48).
• If the author is anonymous, use one word from the title in the in-text citation.
• In order to avoid any questions or confusions as to the source of information in the paper, each paragraph should include at least one citation if there is citable material in that paragraph, regardless of whether the source is the same as the preceding or following paragraph.

THE FINAL DRAFT – Literary Analysis Paper

The final draft of the literary analysis paper should reflect the following specifications:

• Double space each page of the body of the paper. Use size 12 business style font. (e.g. New Times Roman, Ariel, Helvetica)
• Use white paper and black ink.
• Use one inch margins for each page of the paper (one inch from the top, bottom, and both sides). Use one or two spaces after a period, except in works cited entries where only one is used.
• Number each page of the paper (including page one) one-half inch down and one inch in from the right edge. Place your last name, followed by a space, followed by the page number, in the upper right hand corner of each page.
• Type the final draft as one paper without using "headings" ("outline," "introduction," "body," or "conclusion.")
• Numbers: spell out numbers of one or two words or those that begin a sentence. Use numerals that require more than two words to spell out. Numerals are acceptable for dates, addresses, percentages (use "percent" or "%"), fractions, decimals, scores, statistics and other numerical results, exact amounts of money, divisions of books (i.e., volume, chapter, page) and plays (act, scene), pages, and the time. (Capitalize A.M. and P.M., or when not using A.M. or P.M., write out the time in words: e.g., four o’clock, seven in the morning).
• Quotation punctuation:
  o Place ALL commas and periods INSIDE quotation marks.
  o Place ALL semicolons and colons OUTSIDE quotation marks.
  o Place question marks and exclamation marks either inside or outside the quotation marks, depending on how they are used. If the question mark or exclamation mark is part of the quotation, place the punctuation mark inside.
  o the quotation mark. If it is not part of the quotation, place the punctuation mark outside the quotation mark. For example:
    He called in excitement, “I’m here!”
    My mom asked, “Where is your lunch?”
    I can’t believe he recited the poem “One Perfect Rose”!
    Have you ever read the short story “Flight”?
• Use hyphens to divide words between syllables at the end of lines. Divide internet addresses at back slashes only.
• Underline or italicize titles of books or major publications (like magazine titles). Put quotations around shorter works (like magazine article titles).
Note: Religious works do not need to be underlined or put in quotation marks, just capitalized.

- Staple the final draft one time in the upper left-hand corner of the paper. Do not use a binder or folder or attach with multiple staples. Any corrections on the final draft should be written neatly in black ink.

- Page number information: On the first page, which is double spaced throughout, in the top right corner, one inch from the right edge, place your last name, followed by a space, followed by the number one.
- Heading: Double space and type the following information flush on the left margin, each on its own line:
  - Your name, first name first
  - The name of the teacher of the course
  - The name of the course
  - The date, day/month/year (e.g., 6 April 2004)
- Title: The title should be your own creation. Double space and type the title of the paper, centered, followed by the text of the paper. Do not change font, or font size. Do not underline or italicize.

WORKS CITED LIST
The list of works cited, which is at the end of the research paper, is a compilation of all the sources cited in the research paper. This list will include any books, newspapers, magazine articles, Internet sources, interviews, encyclopedias, and other works used in writing the paper. Every in-text citation should have a corresponding entry in the list of works cited. If a source was utilized for information but was not actually cited in the research paper, it cannot be used as a source on the list of works cited.

NOTES:
- Space down approximately one inch for the heading (Works Cited). The heading should be centered but be in the same style in every other way as the text of the paper. Number this page like any other page.
- Double space between the heading and the first line of the first entry and throughout the rest of the list.
- Place sources in alphabetical order according to the first letter of each entry. In some cases this will be the author’s or the editor’s last name; in others it will be the first word of the title, but should never begin with A, An or The.
- Indent five spaces from the left margin for the second and subsequent lines of each entry. Book titles are underlined, while article titles are placed in quotation marks.

[See pages 43 - 46 for extensive MLA model works cited entries]
A Proud People, a Proud Leader

The Nez Perce Indians were known for their friendly relations with the white people. According to Josephy, “It was their proud boast that no member of the tribe had ever killed a white man” (1). After settlers started to invade their land, the Indians were put on reservation which they agreed to. Later, more settlers poured in and the Nez Perce were forced to move to an even smaller reservation, against their will. With the death of his father Old Josephy, Chief Joseph was forced to take on the responsibilities of his people. Chief Joseph led his people with courage and dignity through unknown lands and never turned away from doing what was right. Like many Indian problems with the white people, according to Josephy the Nez Perce War stemmed from a conflict over land (1). As settlers began to move in, the government called on Chief Joseph’s people to give away some of their land. The Indians willingly accepted these new confines and attempted to live happily near the whites as they had in the past (Josephy 1).


*An Inconvenient Truth*. Directed by Davis Guggenheim, performances by Al Gore and Billy West, Paramount, 2006.


Format for Works Cited
Taken from OWL Purdue Online Writing Lab
https://owl.english.purdue.edu

see the website for a more comprehensive listing

According to MLA style, you must have a Works Cited page at the end of your research paper. All entries in the Works Cited page must correspond to the works cited in your main text.

**Basic rules**

- Begin your Works Cited page on a separate page at the end of your research paper. It should have the same one-inch margins and last name, page number header as the rest of your paper.
- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations by 0.5 inches to create a hanging indent.
- List page numbers of sources efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-250. Note that MLA style uses a hyphen in a span of pages.
- If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should type the online database name in italics. You do not need to provide subscription information in addition to the database name.

**Additional basic rules new to MLA 2016**

**New to MLA 2016:**

- For online sources, you should include a location to show readers where you found the source. Many scholarly databases use a DOI (digital object identifier). Use a DOI in your citation if you can; otherwise use a URL. Delete “http://” from URLs. The DOI or URL is usually the last element in a citation and should be followed by a period.
- All works cited entries end with a period.

**Capitalization and punctuation**

- Capitalize each word in the titles of articles, books, etc, but do not capitalize articles (the, an), prepositions, or conjunctions unless one is the first word of the title or subtitle: *Gone with the Wind, The Art of War, There Is Nothing Left to Lose.*
- Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)
Below is the general format for any citation:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2\textsuperscript{nd} container's title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

**Listing author names**
Entries are listed alphabetically by the author's last name (or, for entire edited collections, editor names). Author names are written last name first; middle names or middle initials follow the first name:

Burke, Kenneth

Levy, David M.

Wallace, David Foster

*Do not* list titles (Dr., Sir, Saint, etc.) or degrees (PhD, MA, DDS, etc.) with names. A book listing an author named "John Bigbrain, PhD" appears simply as "Bigbrain, John"; do, however, include suffixes like "Jr." or "II." Putting it all together, a work by Dr. Martin Luther King, Jr. would be cited as "King, Martin Luther, Jr." Here the suffix following the first or middle name and a comma.

**More than one work by an author**
If you have cited more than one work by a particular author, order the entries alphabetically by title, and use three hyphens in place of the author's name for every entry after the first:

Burke, Kenneth. *A Grammar of Motives*. [...] 

---. *A Rhetoric of Motives*. [...] 

When an author or collection editor appears both as the sole author of a text and as the first author of a group, list solo-author entries first:

Heller, Steven, ed. *The Education of an E-Designer*.


**Work with no known author**
Alphabetize works with no known author by their title; use a shortened version of the title in the parenthetical citations in your paper. In this case, Boring Postcards USA has no known author:

Baudrillard, Jean. *Simulacra and Simulations*. [...] 

*Boring Postcards USA*. [...] 

Burke, Kenneth. *A Rhetoric of Motives*. [...] 

**Books**

**Basic Book Format**
The author's name or a book with a single author's name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

*Note: the City of Publication should only be used if the book was published before 1900, if the publisher has offices in more than one country, or if the publisher is unknown outside North America.

**Book with One Author**


**Book with More Than One Author**
When a book has multiple authors, order the authors in the same way they are presented in the book. The first given name appears in last name, first name format; subsequent author names appear in first name last name format.


If there are three or more authors, list only the first author followed by the phrase *et al.* (Latin for "and others") in place of the subsequent authors' names. (Note that there is a period after “al” in “et al.” Also note that there is never a period after the “et” in “et al.”).


**Two or More Books by the Same Author**
List works alphabetically by title. (Remember to ignore articles like A, An, and The.) Provide the author’s name in last name, first name format for the first entry only. For each subsequent entry by the same author, use three hyphens and a period. Palmer, William J. *Dickens and New Historicism*. St. Martin’s, 1997.


**Book by a Corporate Author or Organization**

A corporate author may include a commission, a committee, a government agency, or a group that does not identify individual members on the title page. List the names of corporate authors in the place where an author’s name typically appears at the beginning of the entry.


When the author and publisher are the same, skip the author, and list the title first. Then, list the corporate author only as the publisher.


**Book with No Author**

List by title of the book. Incorporate these entries alphabetically just as you would with works that include an author name. For example, the following entry might appear between entries of works written by Dean, Shaun and Forsythe, Jonathan.


Remember that for an in-text (parenthetical) citation of a book with no author, you should provide the name of the work in the signal phrase and the page number in parentheses. You may also use a shortened version of the title of the book accompanied by the page number.

**An Edition of a Book**

There are two types of editions in book publishing: a book that has been published more than once in different editions and a book that is prepared by someone other than the author (typically an editor).

**A Subsequent Edition**

Cite the book as you normally would, but add the number of the edition after the title.


**A Work Prepared by an Editor**

Cite the book as you normally would, but add the editor after the title with the label,
"Edited by"


**Poem or Short Story Examples:**


If the specific literary work is part of the author's own collection (all of the works have the same author), then there will be no editor to reference:


**The Bible**
Italicize “The Bible” and follow it with the version you are using. Remember that your in-text (parenthetical citation) should include the name of the specific edition of the Bible, followed by an abbreviation of the book, the chapter and verse(s). (See Citing the Bible at *In-Text Citations: The Basics*.)


**Article in a Reference Book (e.g. Encyclopedias, Dictionaries)**
For entries in encyclopedias, dictionaries, and other reference works, cite the piece as you would any other work in a collection but do not include the publisher information. Also, if the reference book is organized alphabetically, as most are, do not list the volume or the page number of the article or item.


**A Multivolume Work**
When citing only one volume of a multivolume work, include the volume number after the work's title, or after the work's editor or translator.

Quintilian. *Institutio Oratoria*. Translated by H. E. Butler, vol. 2, Loeb-Harvard UP,
When citing more than one volume of a multivolume work, cite the total number of volumes in the work. Also, be sure in your in-text citation to provide both the volume number and page number(s). (See Citing Multivolume Works on the In-Text Citations – The Basics page, which you can access by following the appropriate link at the bottom of this page.)


If the volume you are using has its own title, cite the book without referring to the other volumes as if it were an independent publication.


**Other Print/Book Sources**

Certain book sources are handled in a special way by MLA style.

**A Government Publication**

Cite the author of the publication if the author is identified. Otherwise, start with the name of the national government, followed by the agency (including any subdivisions or agencies) that serves as the organizational author. For congressional documents, be sure to include the number of the Congress and the session when the hearing was held or resolution passed as well as the report number. US government documents are typically published by the Government Printing Office.


**A Pamphlet**

Cite the title and publication information for the pamphlet just as you would a book without an author. Pamphlets and promotional materials commonly feature corporate authors (commissions, committees, or other groups that does not provide individual
group member names). If the pamphlet you are citing has no author, cite as directed below. If your pamphlet has an author or a corporate author, put the name of the author (last name, first name format) or corporate author in the place where the author name typically appears at the beginning of the entry. (See also Books by a Corporate Author or Organization above.)


**Periodicals**

Periodicals include magazines, newspapers, and scholarly journals. Works cited entries for periodical sources include three main elements—the author of the article, the title of the article, and information about the magazine, newspaper, or journal. MLA uses the generic term “container” to refer to any print or digital venue (a website or print journal, for example) in which an essay or article may be included.

Use the following format for all citations:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publisher Date, Location (pp.). 2

2

nd container’s title, Other contributors, Version, Number, Publisher, Pub date, Location.

**Article in a Magazine**

Cite by listing the article’s author, putting the title of the article in quotations marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

Author(s). "Title of Article." *Title of Periodical*, Day Month Year, pages.


**Article in a Newspaper**

Cite a newspaper article as you would a magazine article, but note the different pagination in most newspapers. If there is more than one edition available for that date
(as in an early and late edition of a newspaper), identify the edition after the newspaper title.


If the newspaper is a less well-known or local publication, include the city name in brackets after the title of the newspaper.


A Review
To cite a review, include the title of the review (if available), then the phrase, “Review of” and provide the title of the work (in italics for books, plays, and films; in quotation marks for articles, poems, and short stories). Finally, provide performance and/or publication information.

Review Author. "Title of Review (if there is one)." Review of Performance Title, by Author/Director/Artist. Title of Periodical, Day Month Year, page.


An Editorial & Letter to the Editor
Cite as you would any article in a periodical, but include the designators "Editorial" or "Letter" to identify the type of work it is.

Anonymous Articles
Cite the article title first, and finish the citation as you would any other for that kind of periodical.

"Business: Global Warming's Boom Town; Tourism in Greenland." The Economist, 26 May 2007, p. 82.

"Aging; Women Expect to Care for Aging Parents but Seldom Prepare." Women's Health Weekly, 10 May 2007, p. 18.

An Article in a Scholarly Journal
A scholarly journal can be thought of as a container, as are collections of short stories or poems, a television series, or even a website. A container can be thought of as anything that is a part of a larger body of works. In this case, cite the author and title of article as you normally would. Then, put the title of the journal in italics. Include the volume number (“vol.”) and issue number (“no.”) when possible, separated by commas. Finally, add the year and page numbers.

Author(s). "Title of Article." Title of Journal, Volume, Issue, Year, pages.


An Article in a Special Issue of a Scholarly Journal
When an article appears in a special issue of a journal, cite the name of the special issue in the entry’s title space, in italics. Add the descriptor “special issue of” and include the name of the journal, also in italics, followed by the rest of the information required for a standard scholarly journal citation. Web entries should follow a similar format, and should include a URL, DOI, or permalink.

Electronic Sources

It is always a good idea to maintain personal copies of electronic information, when possible. It is good practice to print or save web pages or, better, use a program like Adobe Acrobat to keep your own copies for future reference. Most web browsers will include URL/electronic address information when you print, which makes later reference easy. Also, you might use the Bookmark function in your web browser in order to return to documents more easily.

MLA uses the phrase, “Accessed” to denote which date you accessed the web page when available or necessary. It is not required to do so but especially encouraged when there is no copyright date listed on a website.

Important Note on the Use of URLs in MLA
Include a URL or web address to help readers locate your sources. Because web addresses are not static (i.e., they change often) and because documents sometimes appear in multiple places on the web (e.g., on multiple databases), MLA encourages the use of citing containers such as Youtube, JSTOR, Spotify, or Netflix in order to easily access and verify sources. However, MLA only requires the www. address, so eliminate all https:// when citing URLs.

Many scholarly journal articles found in databases include a DOI (digital object identifier). If a DOI is available, cite the DOI number instead of the URL. Online newspapers and magazines sometimes include a “permalink,” which is a shortened, stable version of a URL. Look for a “share” or “cite this” button to see if a source includes a permalink. If you can find a permalink, use that instead of a URL.

Abbreviations Commonly Used with Electronic Sources
If page numbers are not available, use par. or pars. to denote paragraph numbers. Use these in place of the p. or pp. abbreviation.

Basic Style for Citations of Electronic Sources (Including Online Databases)
Here are some common features you should try to find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks.
- Title of the website, project, or book in italics.
- Any version numbers available, including editions (ed.), revisions, posting dates, volumes (vol.), or issue numbers (no.).
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (p. or pp.) or paragraph numbers (par. or pars.).
- URL (without the https://) DOI or permalink.
- Date you accessed the material (Date Accessed)—While not required, it is highly recommended, especially when dealing with pages that change frequently or do not have a visible copyright date.
- Remember to cite containers after your regular citation. Examples of containers are collections of short stories or poems, a television series, or even a website. A container is anything that is a part of a larger body of works.

Use the following format:
Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs and/or URL, DOI or permalink). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

**Citing an Entire Web Site**
It is a good idea to list your date of access because web postings are often updated, and information available on one date may no longer be available later. When using the URL, be sure to include the complete address for the site except for the https://. Editor, author, or compiler name (if available). Name of Site. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).


**Course or Department Websites**
Give the instructor name. Then list the title of the course (or the school catalog designation for the course) in italics. Give appropriate department and school names as well, following the course title.


**A Page on a Web Site**
For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. If the publisher is the same as the website name, only list it once.


Lundman, Susan. "How to Make Vegetarian Chili." *eHow*,

**An Image (Including a Painting, Sculpture, or Photograph)**
Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, and the date of access.


If the work is cited on the web only, then provide the name of the artist, the title of the work, and then follow the citation format for a website. If the work is posted via a username, use that username for the author.

An Article in a Web Magazine
Provide the author name, article name in quotation marks, title of the web magazine in italics, publisher name, publication date, URL, and the date of access.


An Article in an Online Scholarly Journal
For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication. Include a URL, DOI, or permalink to help readers locate the source.


Article in an Online-only Scholarly Journal
MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, indicate the URL or other location information.


An Article from an Online Database (or Other Electronic Subscription Service)
Cite online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services as containers. Thus, provide the title of the database italicized
before the DOI or URL. If a DOI is not provided, use the URL instead. Provide the date of access if you wish.


**E-mail (including E-mail Interviews)**
Give the author of the message, followed by the subject line in quotation marks. State to whom to message was sent with the phrase, “Received by” and the recipient’s name. Include the date the message was sent. Use standard capitalization.


**A Listserv, Discussion Group, or Blog Posting**
Cite web postings as you would a standard web entry. Provide the author of the work, the title of the posting in quotation marks, the web site name in italics, the publisher, and the posting date. Follow with the date of access. Include screen names as author names when author name is not known. If both names are known, place the author’s name in brackets.

Editor, screen name, author, or compiler name (if available). “Posting Title.” *Name of Site*, Version number (if available), Name of institution/organization affiliated with the site (sponsor or publisher), URL. Date of access.

A Tweet

Begin with the user’s Twitter handle in place of the author’s name. Next, place the tweet in its entirety in quotations, inserting a period after the tweet within the quotations. Include the date and time of posting, using the reader’s time zone; separate the date and time with a comma and end with a period. Include the date accessed if you deem necessary.

@tombrokaw. "SC demonstrated why all the debates are the engines of this campaign." Twitter, 22 Jan. 2012, 3:06 a.m.,
twitter.com/tombrokaw/status/160996868971704320.

@PurdueWLab. "Spring break is around the corner, and all our locations will be open next week." Twitter, 5 Mar. 2012, 12:58 p.m.,
twitter.com/PurdueWLab/status/176728308736737282.

A YouTube Video

Video and audio sources need to be documented using the same basic guidelines for citing print sources in MLA style. Include as much descriptive information as necessary to help readers understand the type and nature of the source you are citing. If the author’s name is the same as the uploader, only cite the author once. If the author is different from the uploader, cite the author’s name before the title.

“8 Hot Dog Gadgets put to the Test.” YouTube, uploaded by Crazy Russian Hacker, 6 June 2016, www.youtube.com/watch?v=WBlpjSEtELs.


A Comment on a Website or Article

List the username as the author. Use the phrase, Comment on, before the title. Use quotation marks around the article title. Name the publisher, date, time (listed on near the comment), and the URL.