



M.L.A. #8 Style Guide

2020



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Rationale

What is Research?

We undertake research when we wish to **explore an idea, probe an issue, solve a problem, or make an argument in relation to what others have written**. We then seek out and use materials beyond our personal resources. The outcome of such an inquiry appears in the research paper (MLA Handbook 3).

The Purpose of Researching

Research increases your knowledge and understanding of a subject. Sometimes research will confirm your ideas and opinions; sometimes it will challenge and modify them. But almost always it will help to shape your thinking . . . you should look for sources that provide new information, that helpfully survey the various positions already taken on a specific subject, that lend authority to your viewpoint, that expand or nuance your ideas . . . always remember that **the main purpose of doing research is not to summarize the work of others but to assimilate and to build on it and to arrive at your own understanding of the subject** (MLA Handbook 4)

Applications of Research

You naturally search out information all of the time...and act based on that information

Examples:

- Look at the guide on TV and compare options
- Shop for clothing at different stores
- Choose a drivers' education class
- Compare college programs of interest
- Which group offers best aid for the food crisis?
- What are the ethical concerns about cloning?
- What are the archetypes in *Lord of the Flies*?
- Understand the dietary limits of diabetes
- Research a character

Action/Outcome

- choose and watch a program
- make your purchase
- register, pay and attend
- register with the application centre
- donate
- discuss, debate, write an essay
- discuss, debate, write an essay
- create a criteria-based menu
- act the part in a play



Rationale

Types of Research

The research paper is generally based on a combination of primary research and secondary research.

Primary research is the study of a subject through firsthand investigation, such as analyzing a literary or historical text, a film, or a performance; conducting a survey or an interview; or carrying out a laboratory experiment. Primary sources include statistical data, historical documents, and works of literature or art.

Secondary research is the examination of studies that other researchers have made of a subject.

Examples of secondary sources are articles and books about political issues, historical events, scientific debates, or literary works.

Select a Topic

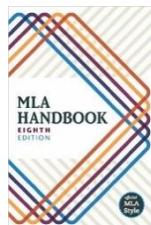
Give yourself plenty of time to think through and rethink your choice of a topic.

Look for a subject or an issue that will continue to engage you throughout research and writing.

Consult library materials and other print and electronic information resources to refine the topic. Before settling on a final topic, make sure you understand the amount and depth of research required and the type and length of paper expected. If you encounter problems at any point in the project, consult your instructor (MLA Handbook 7).

MLA Handbook for Writers of Research Papers Seventh Edition. New York: The Modern Language Association of America, 2009.

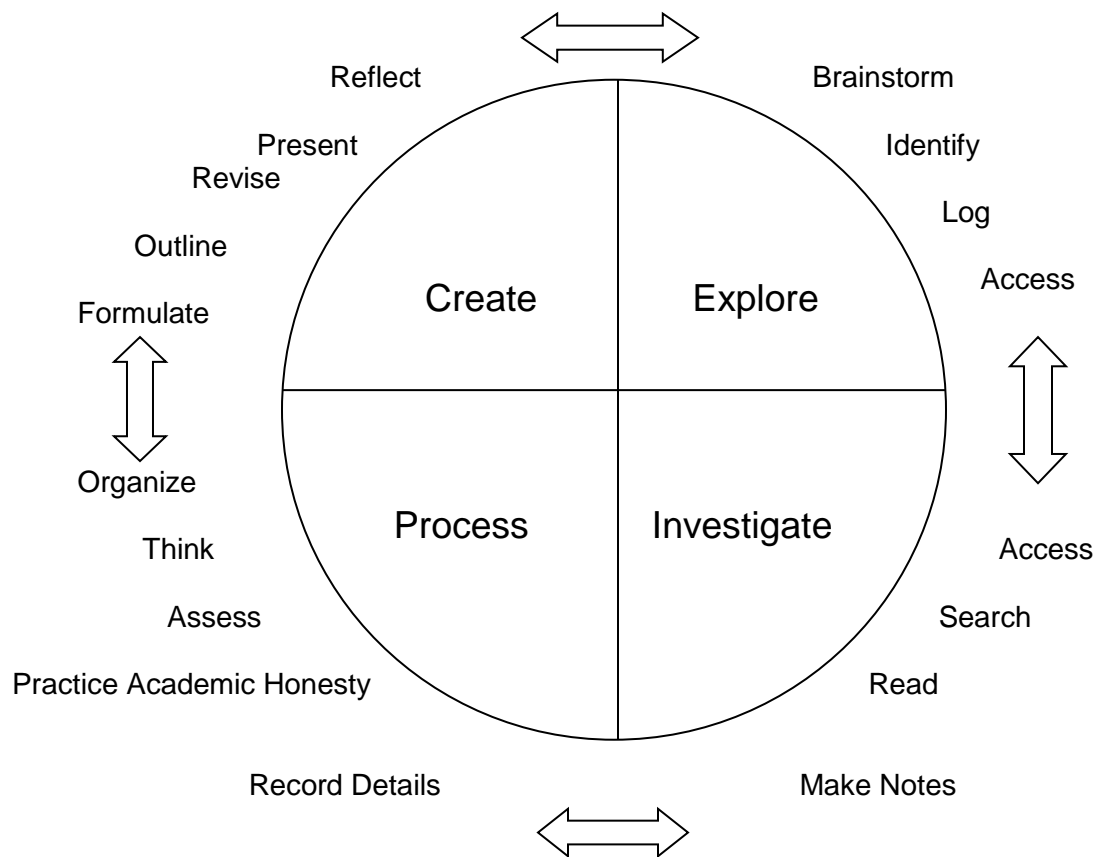
MLA Handbook Official MLA Style. Modern Language Association of America, 2016.



See this book for more detailed information and further examples. There are two copies of this MLA Handbook (Eighth Edition) available for sign-out in the Robert F. Hall Library.

The Process of Inquiry and Research

This model represents research as a dynamic process of learning. The research experience involves moving back and forth between and within stages.



(Adapted from TDSB *Research for Success*)

- The four-stage approach to research offers a plan and a structure to support you in building your understanding of a topic of interest
- Awareness of the stages can help you to feel confident about your progress
- Your work within each stage will lead you to increasingly clear understanding and questions.

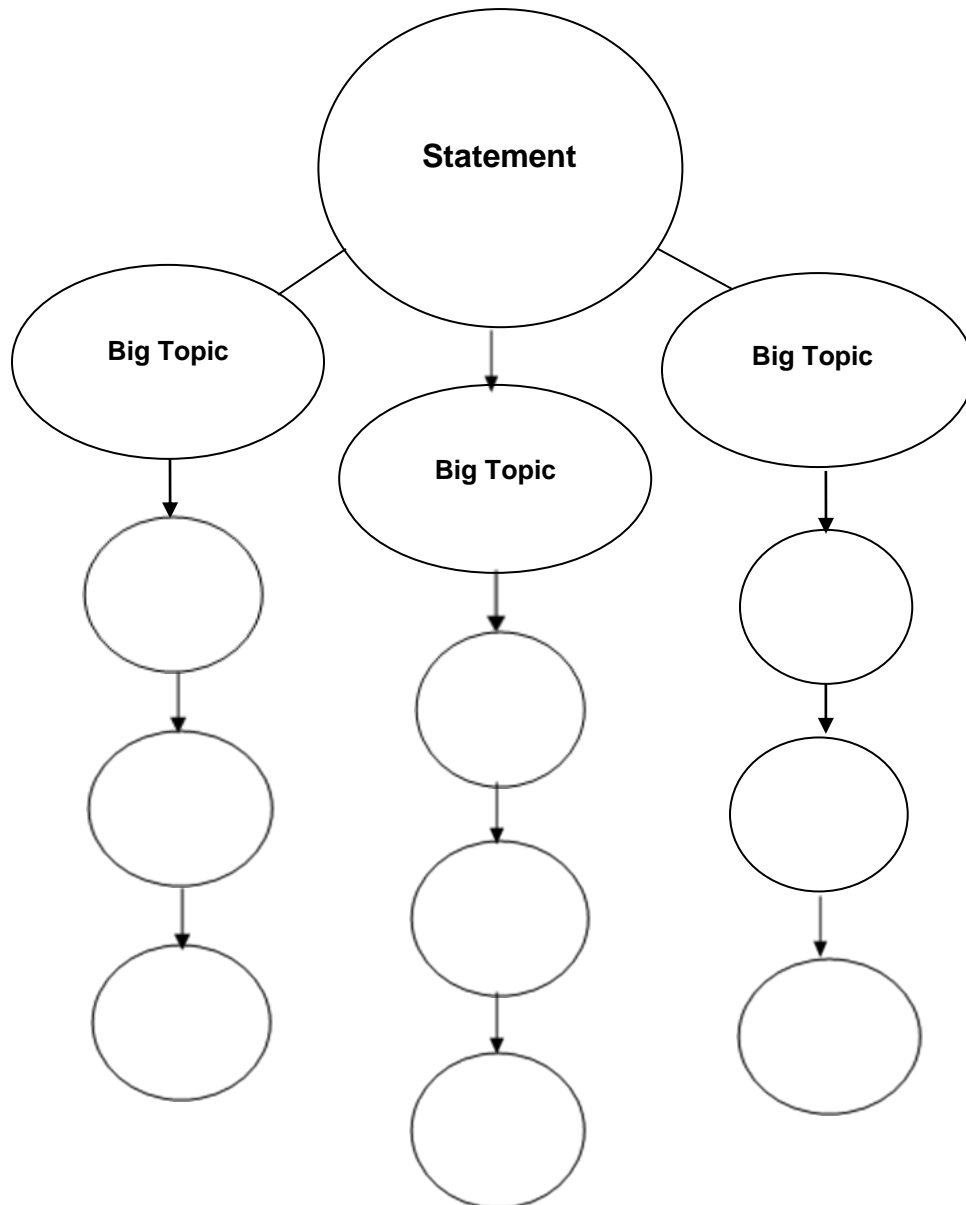
STAGE 1 – EXPLORE

Brainstorm Language and Ideas

Take time to think through your choice of topic before you commit to it. Look for an issue that will continue to engage you throughout research and writing.

Brainstorm your existing knowledge on paper (or computer), expanding upon it with information and language you gain from preliminary research using general sources.

Example:



Identify Sources to Target Research Needs

Consider three types of information when you identify and gather sources to use:

General Information

- online encyclopedia
- dictionary
- general topic reference book (in print and online)
- subject specific book ...

Examples:



Primary Source Information *(the study of a subject through firsthand investigation)*

- diary, letter, first person account, journal
- original document, speech
- photograph
- autobiography
- professional in the field, relevant organization
- results of an original survey/interview/experiment
- *original* news coverage
- literary or historical text, film, performance ...
- digital recording



Secondary Source Information *(the examination of work which has been generated by others)*

- magazine and newspaper article
- subject or topic specific book
- scholarly article, commentary/criticism
- biography
- film, TV program, other media ...
- map
- government document
- website
- popular opinion ...



Think about your library website as a toolkit of resources. Each tool has its function.

Use your school's online book catalogue to identify the location of books on the shelf.

Log Your Process

The **Research Log** is a way of keeping track of the specific activities of the research process. Record topics to discuss with your teacher, and steps you will take as you proceed with your research.

Research Log / Conference Topics	Next Steps
EXPLORE – Brainstorm, identify sources, log, access	
INVESTIGATE – access, search, define, read, make notes	
PROCESS – read, make notes, record details, practice academic honesty, assess, think, organize	
CREATE – formulate, outline, revise, present, reflect	



STAGE 2 – INVESTIGATE

Access Sources Using Your School Library Web site

Your school library is likely to be your most reliable guide when you conduct research. You should, therefore, become familiar with the library's electronic and print resources.

Electronic resources (e.g., online catalog of holdings, reference works, bibliographic and full-text databases)
Books and similar publications.

Print periodicals (e.g., journals, newspapers, magazines)

Additional sources (e.g., sound and video recordings)

Below is the RF Hall Library home page. Notice the Databases available EBSCO, eBooks and eResources

EBSCO - username – [rfhall](#) password – [rfh-20](#)

Britannica School – username [duffpeel](#) password – [duff7878](#)

Library

"Books are mirrors: you only see in them what you already have inside you."
— Carlos Ruiz Zafón, *The Shadow of the Wind*

WELCOME TO THE ROBERT F. HALL C.S.S. LIBRARY

 CALIDON PUBLIC LIBRARY for all seasons Online Catalogue	 EBSCO HOST Research Databases	 LITERACY
 CURRICULUM RESOURCES	 eRESOURCES	 READING SUGGESTIONS
 Robert F. Hall C.S.S. Achievement Guide 2012	 Infobase eBooks	 LIBRARY NEWSLETTER
 LIBRARY POLICIES	 Britannica School	 PICTURE GALLERY



Search with Skill

Use Special Search Features in the search bar to improve your search

- a) **Quotation marks** – Put a term or phrase in “quotation marks” to find that exact combination of words
- b) **Boolean searching** – Combine any selected terms with **AND, OR, NOT** – called Boolean operators – in the search bar of the collection
AND results contain *all* terms included; OR results contain *either* term included; NOT results *exclude* terms after NOT
Example: diabet* AND fitness OR exercise NOT parent
- c) **Wildcard symbols** – Use * in place of all possible word endings, to accommodate different word endings or spelling.
Example, adolescen* gives results with adolescent and adolescence.
- d) Alternatively, a **natural language search** might read: *insulin resistance among teenage diabetics*

The more that you read and think, the more focused your search (and search terms) will become. As you work, cross off from your list those words and phrases which don't continue to prove effective, and highlight those that do.

Increasingly, search engines offer search prompts as you type in the search bar. These prompts are giving you clues about topic language which will be recognized in that collection.

Try an Advanced Search

Click on the advanced search link within the collection you are using. Use search prompt boxes to let the filters and limits help you.



Define Key Words

Define key words and ideas for your topic. Be clear on important and recognized language. Use the box below to generate your list and add definitions

Try categorizing these key words (and additional useful terms) for your **online search**.

Example: diabetes and teenagers

Main Key Words	Synonyms/Alternates/Examples	Target Words	Narrowing Words
Diabetes	diabetes mellitus "type 1" diabetes juvenile diabetes diabetic	insulin insulin resistance parent management "blood sugar"	teen* adolescen* female fitness exercise

Your Topic:

Main Key Words	Synonyms/Alternates/Examples	Target Words	Narrowing Words

Throughout your research, cross off from your list those terms which don't continue to prove effective, and highlight those that do. The more you read and think, the more focused and clear your search (and search terms) will become.



Read with Intention

Reading Strategies:

Scan text – read down the page or paragraph to find a specific word, detail, or fact. Scan to locate something you need without reading the whole piece.

Skim text – read from left to right to gather the main idea and a few important facts. Skim titles/headings to decide which sections merit detailed reading. You typically read the entire first paragraph, and the first sentence of each subsequent paragraph. When you skim a website, consult the index, or contents bars, or tabs to identify content that meets your needs.

Detailed reading – highlight, underline, circle, or take a highlighter to *your* copy of the information. Focus your attention on details you anticipate wanting to use again.

Note-making Strategies:

Make point form notes – record information that may be useful; look away from your reading and write in your own words, glancing back only to check your recall of fact or to clarify your understanding.

Paraphrase – express the author's idea in your words which make it clear that you understand.

Extract quotes and key ideas – search out information that answers your questions and develops your understanding; put quotation marks around exact words/phrases you may wish to keep.

Eliminate distractions.

Have your note making tools (computer, paper, pen) ready.

Read with questions in mind.

Motivate yourself, setting goals such as reading a certain amount of text etc.

When making notes on the computer:

- READ, then type in your own words as much as possible
- Include your response/thoughts, and questions – perhaps in a different colour or font
- Copy and paste information **with caution** that the practice lends itself to plagiarism, use quotation marks and clearly indicate author's name
- Save each note-making document with an easy-to-access document name, ex. topic and author's last name: you might place all notes you create for a given assignment into one 'folder'



Make Notes from Each Source You Read

Note Making: Book Source

_____ Author (last name first).	“ _____ ” “Title of SOURCE (chapter or article).” (In quotation marks)
_____ Title of CONTAINER(book) (in Italics) .	_____ Title of version, number, volume,
_____ Publisher,	_____ Publication Date.
_____ Location (pages).	

Page	<i>It Says...</i> (Record main ideas and quotations)	<i>I Say...</i> (Record your response to these ideas)	<i>And So...</i> (Record your own ideas, thoughts, questions, conclusions)



Note Making: Web sites

_____ Author (last name first)	“ _____ ” “Title of the segment within the website.”
_____ <i>Title of the container within website,</i>	_____ Version, number, volume,
_____ Date of publication or last update,	_____ Sponsor or publishing organization,
_____ URL.	

Page	<i>It Says...</i> (Record main ideas and quotations)	<i>I Say...</i> (Record your response to these ideas)	<i>And So...</i> (Record your own ideas, thoughts, questions, conclusions)



STAGE 3 – PROCESS

Practice Academic Honesty

In Dufferin-Peel, the Catholic virtues of *conscience*, *respect*, and *fairness* provide a rich and authentic, faith-grounded context for engaging students in critical thinking about academic honesty and the consequences of academic dishonesty.

Plagiarism

What does the word “plagiarism” mean? Plagiarism comes from the Latin word for “kidnapper.”

It is the act of intentionally, or unintentionally, using or passing off someone else’s **words, ideas, or images** as your own. With the Internet, it is easy just to cut and paste another’s work. Unless you give proper credit, you are stealing and it is wrong. Plagiarism is a form of intellectual dishonesty and is a serious and punishable offence.

What are other forms of academic dishonesty?

- taking a phrase without acknowledging the source
- buying an essay
- reusing an assignment without the teacher’s approval
- borrowing a friend’s/sibling’s essay
- cutting and pasting from the internet
- making up a citation
- paraphrasing and not citing the source

Why do people plagiarize?

People plagiarize when they do not:

- record information effectively
- know how to cite
- manage their time well
- understand what plagiarism is
- think they will not get caught

Consequences of plagiarism – depending on the circumstances:

- Re-do the assignment
- Re-do a section of the assignment
- Complete alternative assignment
- Earn a zero

How to change your ways

- Recognize and respect intellectual property
- Differentiate your words from the words in your note making
- Quick list the source (e.g. copy the URL) for everything you copied or quoted
- Build habits around crediting your sources
- Exercise your healthy conscience

Avoid Plagiarism

To avoid plagiarizing when you are writing an essay you **must** document the following:

- the exact written or spoken words of another person
- another person’s idea, opinion, or theory; even if you express it in your own words
- graphs, statistics, tables, charts, drawings, artwork, or anything else you did not create yourself
- summaries of another person’s spoken or written words

Remember: when you do research, you are purposefully searching for the ideas, theories, opinions and facts provided by other people. You are expected to use the legitimate work of others to support your own opinion(s) in your essays or reports. **However, you must document anything that is not your original work or idea according to the MLA** (Modern Language Association) guidelines.



Critically Assess Web sites

Author (last name first).

"Title of the segment within the website."

Title of the container within website. Version, number, Sponsor or publishing organization,

Date

URL

Look at the website and judge it based on the following criteria:

If you answer NO to more than a couple of these questions, you probably should not use the site.

Authority:

Click on **About** or **About Us**

- ☐ Is the author of the site clearly identified?
- ☐ Does the author have relevant credentials?
- ☐ Could you contact someone about the site?
- ☐ Has the site been in existence for a significant length of time?

Objectivity:

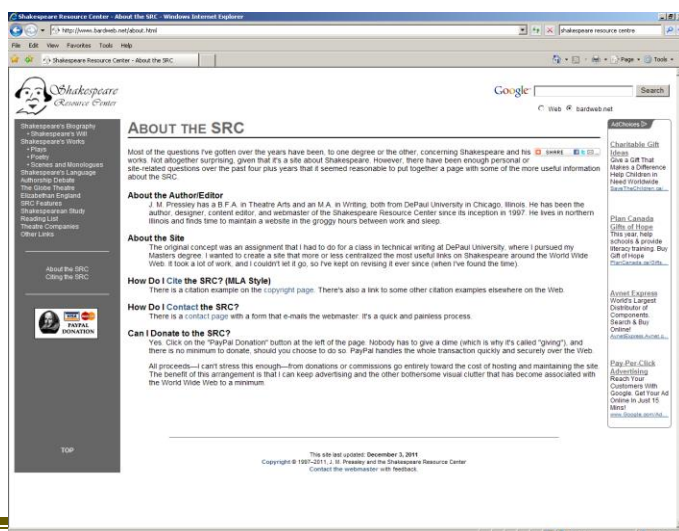
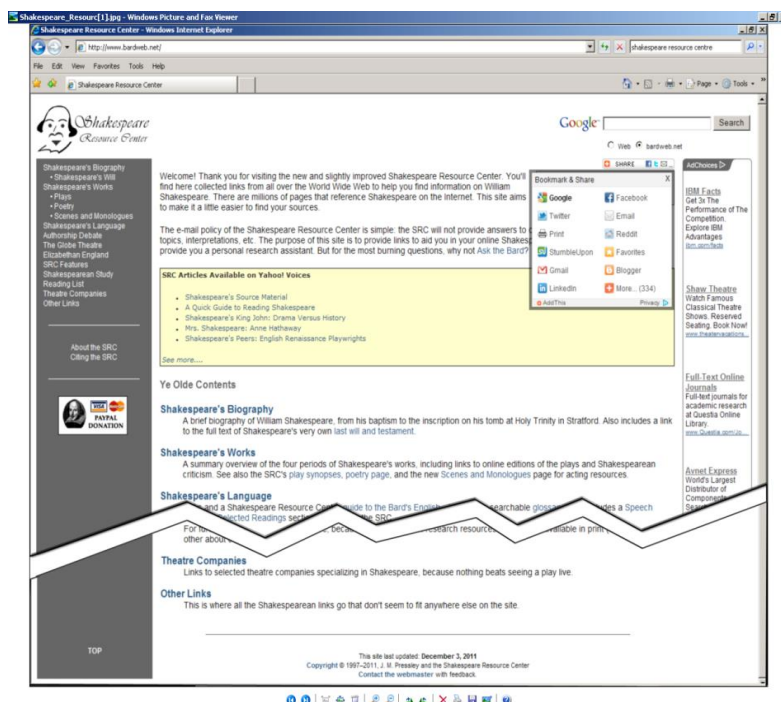
- ☐ Could publisher/sponsors have a biased interest in this topic?
- ☐ Is the topic/information prone to slant or bias?
- ☐ Is the intended audience impartial?
- ☐ Does advertising on the page influence the information?

Accuracy:

- ☐ Was the page or site recently updated?
- ☐ Are sources of the information provided?
- ☐ Is a variety of credible sources referenced?

Coverage and Common Sense:

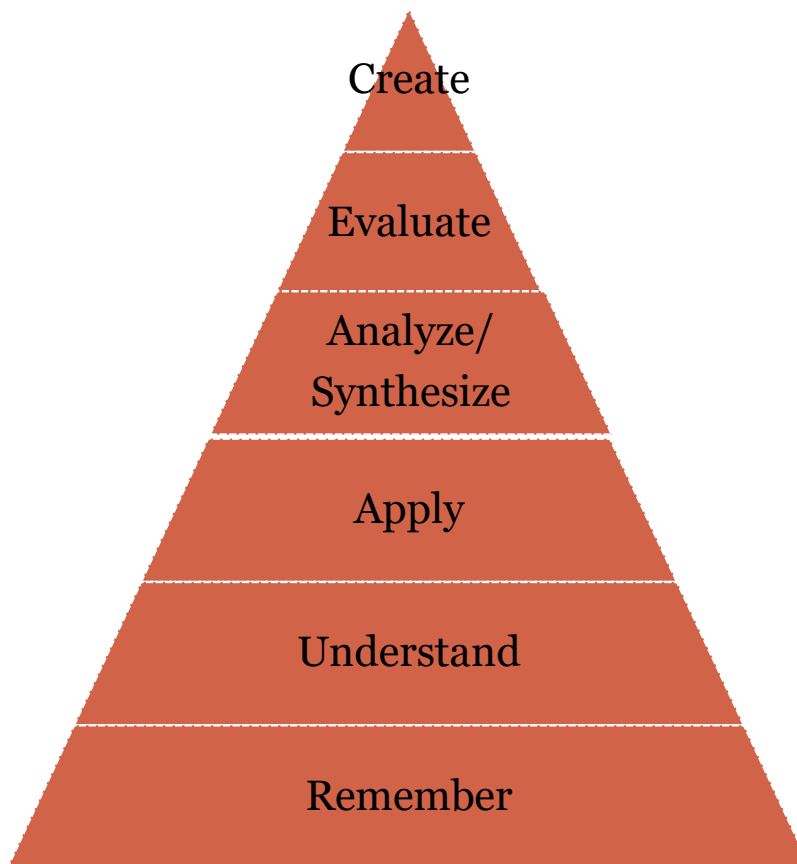
- ☐ Is the site free of spelling errors?
- ☐ Does the content match your focus?
- ☐ Might there be sources which better answer your question?



Think

In the mid-1900s a committee of college educators led by Benjamin Bloom developed a classification of *levels* of thinking - from basic recall of fact, through six levels, to the informed creation of original thought. This model of thinking skills has endured in educational literature because it continues to offer a structure for promoting higher thinking.

You might stretch your own thinking by becoming aware of levels of thought. Make the effort to further consider facts and ideas that emerge from your research, asking new questions and connecting key ideas.



Create: Do something original with your ideas

Evaluate: Justify your ideas with reasoning based in your analysis

Analyze: Make sense of key ideas considering new understanding and applications

Apply: Establish connections between facts/ideas from different sources

Understand: Convey key facts/terms/ideas clearly and simply

Remember: Recall key facts, terms, and ideas

After you understand key facts, terms and ideas, what questions can you ask? What connections can you establish? How can you make sense of those connections to yourself and with others?



STAGE 4 - CREATE

Formulate Your Thesis

A thesis statement is a single sentence that formulates both your topic and your point of view. It is an answer to the central question or problem you have raised. When preparing the thesis statement, keep in mind your purpose in writing and the audience you are writing for (MLA Handbook 46).

Criteria for a Strong Thesis

Thesis	Comment
<i>Does deforestation threaten the environment?</i>	This is a good question that might lead to a thesis, but it is not a thesis?
<i>Deforestation is a concern.</i>	A statement of fact is a weak thesis. Take a stand that is arguable.
<i>Something must be done about deforestation.</i>	This is a weak and vague thesis. What must be done? Take a stand that is specific and arguable.
<i>Deforestation will have a long-term impact on the biodiversity of forests.</i>	This is a good thesis. It has a topic, a clear position, and the area of investigation included in one sentence.

Tip - A thesis statement must be provable and arguable, researchable, worth proving.

The thesis should be given in the form of a statement. It should state the point that your essay will attempt to support. It should not merely state the obvious. Ideally, the thesis and plan should consist of one sentence total.

Sample Thesis Statements

English

Topic – Fate in *Romeo and Juliet*

Thesis – The deaths in *Romeo and Juliet* are brought about partly by fate and partly by their decisions.

Science

Topic – Nuclear Energy

Thesis – Nuclear energy provides a long term, cheap and environmentally safe natural resource which will help meet Canada's present and future electrical demands.

Religious Studies

Topic – Catholic Church Today

Thesis – If the Catholic Church is to remain faithful to the teachings of Jesus, it is obligated to become involved in political and economic matters.

Social Science

Topic – Environmental Issues

Thesis – The world's remaining tropical rain forests are among the most important natural resources on a global scale, and need to be preserved in order to maintain the existence of life on our planet.



STAGE 4 - CREATE

The Persuasive Essay

A persuasive essay uses supporting details and argumentation to persuade the reader to accept the writer's point of view.

The persuasive essay is a difficult essay to write well. It demands consideration of both sides of an issue. It also demands a willingness to search for the most effective way to present your point of view and to succinctly encapsulate your position into a thesis statement. Perhaps more than anything else, it demands backing up your opinion with more than one reason or fact and arranging these supporting statements in logical order.

The purpose of the persuasive essay is to convince others of your point of view on a specific issue. We know that every issue has at least two sides.

The writer of the persuasive essay must assume that the reader does not agree with the point of view stated in the thesis statement. If the reader did agree, there obviously would be no need for persuasion. It is always wise to consider the opposing point of view.

Examples of Excellent Issue Based Thesis Statements

- The continued existence of gender motivated infanticide in India must move the international community to sanction this country.
- The Chinese government's One Child Policy is destroying the social fabric of this nation.
- The Persian Gulf War was fought according to the "Just War" criteria.
- The world's tropical rainforests are essential to the existence of life on this planet and must be managed by the international community.

Examples of Excellent Introductory Paragraphs

The introductory paragraph serves an administrative function. The opening sentence must catch your reader's attention. The opening paragraph must explicitly lay out the subtopics of your essay. The closing sentence must present your thesis statement.

Asbestos: Canada's Ugly Secret

Canada is the second largest exporter of asbestos in the world. Given that almost every other country in the world has banned the use of this mineral – why is Canada still exporting it? Canadian citizens need to be more informed about Canada's involvement in the asbestos industry, the health effects of asbestos and what can be done to put an end to put an end to Canada's ugly secret. The Canadian government's decision to continue exporting asbestos to developing countries is immoral.



West Bank Wall: Barrier to Peace

Throughout history there have been several notable walls built and in each case the builders have claimed that the wall was built to provide security for the people. This however has not always been the case! In recent years the Israeli government has built a wall surrounding the West Bank. Unfortunately, few are aware of the history of this wall, how it affects the daily lives of Palestinians or what it is that needs to be done to end this injustice. The West Bank Wall, established by Israel to create security for its people, has become a barrier to peace and a gateway to violence.

The Disappearance of Amphibians: A Planet in Peril

Amphibians have been living on this earth longer than the reign of the dinosaur. Currently there are six thousand species of amphibians, but this number is rapidly declining. To resolve this environmental crisis, one must understand the four major factors contributing to the disappearance of amphibians, these are: habitat loss, the fungal infection named chytrid, climate change and the introduction of non-native competitors into amphibian environments. The disappearance of amphibians is a serious warning sign that our planet is in peril and immediate action must be taken.

The Path by Which All Grow

Archetypes are patterns embedded in one's collective unconscious and resonate today by analyzing essential life experiences and giving them perspective. The Bible contains sacred texts which explore archetypes in depth and provide a greater understanding of the meaning of existence. Three main archetypes are provided in the story of Noah and the Ark. The archetype of the righteous man shows a protagonist who endures a long journey, where he faces many trials in order to restore order to his community. The water archetype presents a means of transformation where destruction, purification and redemption occur. The mountain denotes God, where wisdom is gained as transformation is completed. The archetypes of the righteous man, water and the mountain in the story of The Flood still resonate today because transformation is the path by which all individuals and societies grow.



An Annotated Work Consulted

Teachers/professors sometimes ask for “Annotated Works Consulted” before submitting essays. Annotated Work Consulted.

An Annotated Work Consulted is a descriptive and evaluative paragraph. This paragraph known as an “Annotation” contains: 1) your summary of the central idea of the work (or relevant part thereof), 2) a comment on the credibility and scholarship of the source and 3) and estimation of the value of this work to proving your thesis statement.

A 200-250-word Annotated Work Consulted should look like the following...

Source:

Thesis Statement:

Annotation:



Edit and Revise – A Checklist

Almost all famous writers have editors. During the process of research and writing, writers sometimes become too close to the content to see errors. This editing process clarifies thoughts; ensures ideas are in logical order; and corrects spelling, grammar, and punctuation. Ask your parents, friends, or a teacher or teacher-librarian to assist.

How do you edit?

- ☐ I have read my draft at least twice.
- ☐ I have read my draft once aloud to find missing word or sentence problems.
- ☐ I have edited my work for content, organization, spelling, and grammar.
- ☐ I have had help editing from another person to double-check my work.

What to look for?

1. Content

- ☐ I have met the content and length requirement of the assignment.
- ☐ I have considered the nature of my audience.

2. Structure

- ☐ My introduction includes:
 - an interesting opening
 - relevant background information
 - a clear statement of purpose or thesis
- ☐ The paragraphs or sections of my presentation include:
 - an opening sentence for each paragraph that:
 - clearly states the topic
 - related to my purpose or thesis in some way
 - begins with a link to the previous paragraph
 - enough details and analysis to develop each idea
 - ideas arranged in an effective order (usually ending with my strongest statements)
- ☐ My conclusion
 - reinforces purpose or thesis
 - makes recommendations, demonstrates impacts, and/or offers solutions (report)
 - provides a synthesis of the main ideas presented (essay)

3. Style and format

- ☐ My sentences are varied in length for interest, and free from grammatical errors (e.g., subject-verb non-agreement; incorrect change in tense; sentence fragments).
- ☐ My paragraphs and sentences flow smoothly and progress logically.
- ☐ I have listed my resources, quotations, and parenthetical documentation in correct MLA format.

(Research 51)



Present Your Work

There are a variety of possible formats for presenting research both in person and online

Visual	Bulletin Board Carving Chart or Table Computer Drawing Comic Strip Diagram	Display Experiment Game Graph Illustration Map	Model Mural Overhead Painting Photograph Picture	Picture Book Poster Puzzle Scrapbook Sculpture Sketch Timeline
Oral	Debate Dramatization Interview	Lesson Report Podcast	Panel Discussion Song Script	Film Speaker
Performance	Ceremony Chanting Dance Demonstration Docudrama	Forum Game Musical Play	Puppetry Radio Broadcast Reader's Theatre Role Play	Skit Slide Show Tableau Talk Show
Written	Abstract Anthology Article Blog Booklet Brochure/Pamphlet Diary/Journal	Editorial Essay Letter Manual Menu Newspaper Novella	Poetry Press Release Quiz Review Report Response journal Script	Scroll Story Summary Survey
Multimedia/Technological	Music File Concept Mapping Database	Teleconference Portfolio Slide Show	Web page Video Conference Spreadsheet	Wiki

Discuss with your teacher the format required by the assignment.

Use these statements to decide which format might be the most appropriate to present your research.

The purpose of my research presentation is:
My motivation for doing this presentation is:
My personal learning styles are:
My intended audience is:
My research project will be assessed by:

The format, or combination of formats, I have decided to use is:
--



Notes on Writing Style

Paraphrasing

A paraphrase uses an author's idea but expresses it in your own words - without quotation marks, since it's no longer a word-for-word quotation. And just changing a few words from the original doesn't count!

- Use a statement that credits the source somewhere in the paraphrase or summary, e.g.,
According to Jonathan Kozol . . .
- If you're having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original, relying only on your memory and notes
- Check your paraphrase or summary against the original text; correct any errors in content accuracy, and be sure to use quotation marks to set off any exact phrases from the original text
- Check your paraphrase or summary against sentence and paragraph structure, as copying those is also considered plagiarism.
- Put quotation marks around any unique words or phrases that you cannot or do not want to change, e.g., "savage inequalities" exist throughout our educational system (Kozol).
(owl@purdue)

Common Knowledge

Deciding if something is "Common Knowledge"

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you are presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite (owl@purdue).

Things that are considered "common knowledge" do not need to be cited.

One sentence is common knowledge and the other is not. Which one needs to be cited?

John A. Macdonald was Canada's first Prime Minister.

John A. Macdonald was appointed Returning Officer in Ward 3 in Kingston, Ontario in 1838.

One sentence is common knowledge and the other is not. Which one needs to be cited?

Shakespeare probably earned about 200 pounds per year from his work in the theatre.

William Shakespeare was born in England in the 16th Century.

One sentence is common knowledge and the other is not. Which one needs to be cited?

Asthma rates have increased in Canada from 6.5 to 8.4 percent since 2007.

Asthma affects many children in Canada.

(Vaughan Memorial Library Acadia University)



You must give credit to the author for any and all information, ideas, images, etc. you use in your report, essay or presentation in any form. The purpose of documentation is to make it easy for a reader to identify or track down your sources.

Every acknowledgement has two locations or parts.

1. **In-text/Embedded** – acknowledgement of the source placed within the text – at the end of a sentence, or the end of a quotation or paraphrased section. The detail given in parentheses tells your reader that the information is taken from a source, and leads your reader to the complete source detail.
2. **Works Cited, Works Consulted, or References** – the alphabetized list of sources used, with complete details about their publication/location. It is placed on a separate page(s) at the end of your work.

Your teacher will dictate which style is to be used for documentation. The two styles that are used most are those of the Modern Language Association (MLA) and the American Psychological Association (APA).

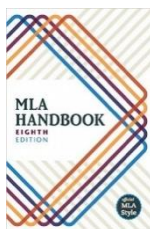
Here are the style guide rules for MLA8.

Using the MLA 8 Style Guide

“Why do I need to learn MLA style?” . . . MLA style represents a consensus among teachers, scholars, and librarians in the fields of language and literature on **the conventions of documenting research**, and those conventions will help you organize your research paper coherently. By using MLA style, you will direct your readers to the sources you consulted in arriving at your finding, and you will enable them to build on your work”.

MLA style is especially useful in today’s research environment . . . One advantage of MLA style is its simplicity. When you write a paper in MLA style, **you place in parentheses brief references to the sources you are using to make your argument, and at the end of your paper you place an alphabetical list of the works you cite** (MLA Handbook xiii).

See this book for more detailed information and further examples. There are two copies of this MLA Handbook available for sign-out in the Robert F. Hall Library.



MLA Format – General Rules

Please note: the MLA Handbook is currently in its Eighth Edition. The Modern Languages Association modifies the guide regularly to reflect changes in the medium of the resources and word processing programs.

MLA Format: General Guidelines

- Open a new Word Document.
- Set Defaults for margins (Normal 1 inch), Font (Times New Roman and 12), and spacing (Double).
- Uncheck the box which says – leave extra space between paragraphs.
- Type on plain white 8.5” x 11” paper (no coloured or patterned paper).
- Use 12 pt. Times New Roman font (or similar font).
- Use the same font throughout for titles and other headers as well as the main text.
- The entire paper, including headings, all quotations, and the Works Cited, should be double-spaced.
- Indent the first line of new paragraphs; do not put extra line spaces between them.
- Leave only one space after punctuation.
- Set all margins to 1 inch on all sides (except for the Header).
- Assignments in MLA do not use title pages, unless your teacher requires one.
- Instead, all “title page” information appears on page 1.
- Page 1 set-up in Microsoft Word
 - Choose *Insert*, choose *page number*, choose top of page (right side), type in your surname, add one space. Make sure your page number is in 12 font and Times New Roman. Close *Header/Footer* right side. This Header will automatically repeat on each page with sequential page numbers.
- At top margin (one inch) and flush with the left margin (one inch), enter your name, your teacher’s name, course with section number, and date (09 June 2020).
- Centre the title and capitalize main words. Do not underline, italicize, or bold.
- Long Quotations are double indented with a period at the end before the citations – no quotation mark.
- Refer to sample page 1 on next page.



Put this information in the body of the page, not in a header or text box.

1"

Jane Student

Mr. A. Teacher

ENG 4U1-01

2 November 2020

1/2"
Student 1

Double-space consistently.

A Dream Shattered by Reality in *The Great Gatsby*

Centre title and format correctly.

The roaring twenties was certainly one of the most dynamic decades of the twentieth century. It was in this decade, specifically 1925, when the novel *The Great Gatsby* was written by F. Scott Fitzgerald. The novel explores the many social and economic issues which were prevalent during this time period. By examining the personalities and goals of the characters in the novel, it is evident that Fitzgerald is commenting on the emerging materialism which was characteristic of this time period. However, Fitzgerald suggests that the pursuit of the American Dream, which encompasses the need for material possessions, would ultimately lead to the destruction of the individual. When examining materialism as it appeared in this time period and in the novel, Fitzgerald is attempting to shed some light on the direction America was heading after the First World War.

When the war ended, Americans wanted to forget the hardships and turmoil of the previous years and concentrate upon the youthful glory and excitement, which became characteristic of the Jazz Age. "Jazz had been building up to a national explosion through ragtime and the dance crazes of the 1920's" (Morden 154). Jazz played a significant role in contributing to the youthful images which focused upon parties, fashions, and free attitudes as reflected by one of Gatsby's guests:

Suddenly one of these gypsies, in trembling opal, seizes a cocktail out of the air, dumps it down for courage and, moving her hands like Frisco, dances out alone on the canvas platform. A momentary hush; the orchestra leader varies his rhythm obligingly for her, and there is a burst of chatter as the erroneous news goes around that she is Gilda Grey's understudy from the Follies. The party has begun. (Fitzgerald 42)

Note that the period comes before the brackets in a long quotation.



Formatting Second and Subsequent Pages

- The remaining pages in the body of the assignment are set up with the same margins and page number format; however, the four heading lines and the title are **not** repeated on each page.
- Each new paragraph should be indented one tab or **five** spaces. Do not put extra spaces between paragraphs.

Student 4

Amir cuts down the final kite of the tournament. Hassan becomes the Hazara of kite fighting when he says, “Inshallah, we’ll celebrate later. . . I’m going to run that blue kite for you” (Hosseini 71). Just as it is in their Pashtun-Hazara relationship, Hassan is cleaning up for Amir in kite flying as he goes and fetches the kite for him when the kite fighting tournament is over.

Several words were omitted here.

In their relationship, kites symbolize how Hassan is a loyal friend while Amir is not. Hassan’s loyalty is represented by kites when he is cornered by Assef, the bully of the neighbourhood, who demands Hassan to give him the kite that he ran down for Amir, but Hassan refuses and says, “Amir agha won the tournament and I ran this kite for him. I ran it fairly. This is his kite” (77). Even though Hassan knows that Assef is more powerful and will punish him, he is a loyal friend and chooses not to give him the kite that is so important to Amir. Therefore, kites represent Hassan’s loyalty in his relationship with Amir.

Despite Hassan’s loyalty, kites demonstrate how Amir is not loyal to Hassan in return. “[Hassan] had the blue kite in his hands; that was the first thing I saw. And I can’t lie now and say my eyes didn’t scan it for any rips” (83), are Amir’s first thoughts as he meets Hassan returning from the alley where Assef had attacked him. This blue kite represents Amir’s disloyalty as he looks to make sure that the kite is alright before he tends to Hassan who has just been beaten.

Use square brackets when you add a word to a

Years later when Amir is an adult walking through a park, he notices

Quotations are effective in research papers when used selectively. Quote only words, phrases, lines, and passages that are **particularly interesting**, vivid, unusual, or apt, and keep all quotations as brief as possible. Over quotation can bore your readers and might lead them to conclude that you are neither an original thinker nor a skillful writer.

The accuracy of quotations in research writing is extremely important. They must reproduce the original sources exactly. Unless indicated in brackets or parentheses, changes must not be made in the spelling, capitalization, or interior punctuation of the source. You must construct a clear, grammatically correct sentence that allows you to introduce or incorporate a quotation with complete accuracy. Alternatively, you may paraphrase the original and quote only fragments, which may be easier to integrate into the text (MLA Handbook 92).

- Always lead up to your quotation by giving the speaker and the situation. Do not assume that the reader knows the exact part of the book that you are quoting.
- Always follow up your quotation by commenting on, explaining, applying, interpreting, or drawing a conclusion from your quotation. Do not leave the reader to do the work! Never move on to a new point or paragraph immediately after the quotation.
- Always introduce and follow up on each quotation separately. Do not string them together.
- Remember that quotations are not a substitute for argument. Your well-developed argument is what will make a good essay, not a series of quotations strung together by “ifs, ands and buts”.

Direct Quotation

This is the simplest method, the safest, and the one known best. Simply, copy the quotation word for word and place quotation marks around it.

Special Rules for Direct Quotations

- If the length of the direct quotation is **four lines or less**, simply incorporate the quotation into the paper's text and use quotation marks.
- If the length of the direct quotation is **greater than four lines**, continue double spacing it, indent two (2) Tabs [1 in.] from the left margin and **do not use quotation marks**.



MLA and Parenthetical Citations

Notes on Parenthetical (in-text) Citations:

- Parenthetical citations depend on the medium (e.g. Print, Web, DVD).
- Parenthetical citations also depend on the source's entry on the Works Cited page.
- Signal word in the text is the first thing in the corresponding entry on the Works Cited page.
- The page number of the quotation is placed in parentheses () at the end of the quotation. The period or other end punctuation comes after the brackets.
- Do not use short forms for page, such as "p." Just the page number itself is included.
- If the author of the quotation is perfectly clear, put only the page number (67).
- If the author is unclear, especially when more than one source is quoted, give the author's last name and the page number, with no punctuation (King 157).
- For two books by the same author, put the title (or a short form of it) in italics, and the page number-- (King *Firestarter* 203) or (King *Cujo* 88).
- **Short quotations** of one to four lines are enclosed by quotation marks and incorporated into the body of the assignment. They are introduced by a comma (,) unless they are a continuation of a body paragraph sentence. If so, the appropriate punctuation, or none at all, is then used. Quotations are followed by the page reference in parentheses (see below) and then the period.
- **Long quotations** of more than four lines are set off from the body of the assignment by indenting the lines **10 spaces** on the **LEFT** side of the margin **only**. Type the quotation **double-spaced**, without using quotation marks. Do not indent the first line of the quotation more than the others unless you are quoting two or more paragraphs. A long quotation is introduced by a colon (:) unless it forms a continuation of a body paragraph sentence. If so, the appropriate punctuation, or none, is then used. Long quotations are followed directly by a period, and then the page reference in parentheses. (See below).



The following quotation examples come from the OWL Online Writing Lab, Purdue University.

Short Quotations with Author

In-text Example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Corresponding Works Cited Entry:

Wordsworth, William. *Lyrical Ballads*. Oxford U.P., 1967.

Another In-text Example Short Quotation

Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

Human beings have been described as "symbol-using animals" (Burke 3).

Corresponding Works Cited Entry:

Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*.
U of California P, 1966.



Long Quotations

In-text Example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

Note that the period comes before the brackets in a long quotation.

With Unknown Author

In-text Example:

We see so many global warming hotspots in North America likely because this region has “more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . .” (“Impact of Global Warming” 6).

Corresponding Works Cited Entry:

“The Impact of Global Warming in North America.” GLOBAL WARMING: Early Signs. 1999.

<https://www.climatehotmap.org/photos/photoallevents.html>.

Authors with Same Last Names

In-text Example:

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).



Work by Multiple Authors

In-text Examples:

Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).

The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

Jones et al. counter Smith, Yang, and Moore's argument by noting the current spike in gun violence in America compels law makers to adjust gun laws (4).

Multiple Works by the Same Author

In-text Examples:

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

Citing the Bible

In-text Example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (*New Jerusalem Bible*, Ezek. 1.5-10).

Multiple Citations

In-text Example:

. . . as has been discussed elsewhere (Burke 3; Dewey 21).



Adding/Omitting Words

In-text Example for Adding Words:

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

In-text example for Omitting Words:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

Web Sites and Parenthetical Documentation

Believe it or not, web pages have authors too! The author may be a government body or an organization, such as the Ministry of Health or Amnesty International.

Put the author's name only in the parentheses if pages are not numbered. In every case, make sure that the web site is included in your list of Works Cited so that the reader has the full information and can access the actual web site if necessary.



Shakespeare and Parenthetical Documentation

When quoting **Shakespeare**, do not put the page number in parentheses. Give the act, scene and line(s), using ordinary numbers with periods (no spaces) in between.

~~(Act 1, Scene 7, Lines 12-16)~~ ~~(I, vii, 12-16)~~ ~~(1,7,12-16)~~ (1.7.12-16)✓

Schmidt 3

that Macbeth is, at first, reluctant to murder Duncan. He reminds himself:

He's here in double trust:

First, as I am his kinsman and his subject,

Strong both against the deed: then, as his host,

Who should against his murderer shut the door,

Not bear the knife myself. (1.7.12-16)

At first, Macbeth is very reluctant; it is only his "vaulting ambition" (1.7.27) that causes him to go ahead with the deed. If ambition had not burned

Note that the quotation starts and ends in the middle of the line. Quote sentences, not lines!

There should be no extra spaces before and after the quotation. Double-space throughout.

When quoting poetry or Shakespeare

Quotations of one to three lines are handled as short quotations, but a slash (/) is used to show the start of a new line. Be sure to reproduce the quotation **exactly**, including the length of the poetic lines, capital letters and punctuation.

Example:

Claudius alludes to the story of Cain and Abel when describing his crime: "It hath the primal eldest curse upon't, / A brother's murder" (3.3.37–38).



More Notes on MLA Style

1. Be consistent with verb tense. Literary essays are written in the **present verb tense**. (Macbeth kills Duncan.)
2. Do not use artificial phrasing such as “This quotation proves . . .” or “This essay will discuss . . .”
3. Use formal, standard English. Avoid slang, colloquialisms and text-messaging short forms.
4. Do not use contractions. (Use “do not” instead of “don’t” and “is not” instead of “isn’t.”)
5. Do not use first person (I, me, us, we) unless you are writing a personal essay and your teacher gives you permission.
6. Do not address the reader directly as “you.”
7. **Italicize** the titles of all books, movies, plays, TV programs, newspapers, magazines, journals, web sites, etc.
8. Put quotation marks around titles of short stories, essays, newspaper, magazine and journal articles, a page within a web site, a title of a poem in a book of poems, etc.
9. All sources from the Internet—web sites or databases, require a date of access.
10. If there is a **spelling error** in the quotation you wish to use, you must write the word as it appears in the text and then put (sic)—which means “thus”—beside it in brackets, i.e., Nanny Jo says “A connexion (sic) between parents is essential” (62).
11. To cite a work of **visual art**, such as a painting, sculpture, lithograph, silk-screen, etc., you include the artist’s name, if available, as well as the title of the work—italicized—and the year of composition, if provided. Also give the name of the institution where the artwork appears, the name of the collection (Collection of . . .) and the city where the institution or collection is located.

Perutz, Dolly Hellman. *Bird Flying Machine*. 1973. Bronze. Central Park, New York



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