



# Publishing Guidelines



## for Research Papers and Culminating Project

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MLA Research Paper guidelines are based on the *MLA Handbook for Writers of Research Papers*, Sixth Edition, by Joseph Gibaldi, 2003

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## Why Do We Need Publishing Guidelines for Research Papers?

Publishing Guidelines include instructions for formatting your published paper (how it should look), and instructions for using and crediting the ideas of others. There are several acceptable formats used by professional publishers. The guidelines produced by the Modern Language Association (MLA) are the standard in the Bellingham School District. Using common publishing guidelines allows readers to more easily find the most important parts of your research paper: your conclusions and original thinking based on facts and ideas you have researched.

Picture yourself writing a story, an essay or a poem—or making a drawing or a painting that you pin up on the classroom bulletin board or post on a website for others to see. You are proud of your work, and rightly so. You are the owner of this work. Stated more formally, this work is your “intellectual property.” If others copy your work and put their names on it to turn in to a teacher or publish in some form, how do you feel about it? You might feel like something you own is being stolen from you—which is exactly the case in this situation. No one else has a right to use your work without your permission.

As a high school student, you are now being asked to do research to find information that helps you form ideas or answer an important question, and then write about the conclusions of your research. When you do research, you use the words and ideas of others to solve the problem you have posed. When you write about the outcomes of your research, you will quote an expert or paraphrase or summarize his or her ideas, and you must follow proper guidelines to identify the source of the information. This is called documentation or citation. It is important to give credit to the originators of ideas, because they “own” the ideas. It is also important to cite the ideas and words of others, so that your readers can go find and learn from the work that helped form your ideas and conclusions.

In this handbook, you will find explanations and examples to help you determine when to quote from a written source and when to paraphrase or summarize. Other examples help you see the difference between stating what is common knowledge and using an idea that must be credited to another writer. There are specific guidelines for using quotation marks and referring to your sources with in-text notes (also known as parenthetical documentation or citation), and for page margins and other formatting. Sample pages of a research report and “Works Cited” page are included for you to study, followed by copies of these pages with notes pointing out features. The final section of the handbook (pages 17-21) contains formatted examples of the most common types of sources that you might include in your works cited list.

## Summarizing, Paraphrasing, and Quoting

*You can borrow from the works of other writers as you research. Good writers use three strategies—summarizing, paraphrasing and quoting—to blend source materials in with their own, while making sure their own voice is heard.*

**Quotations are the exact words of an author, copied directly from the source word for word. Quotations must be cited!**

*Use quotations when*

- ❑ You want to add the power of an author’s words to support your argument
- ❑ You want to disagree with an author’s argument
- ❑ You want to highlight particularly eloquent or powerful phrases or passages
- ❑ You are comparing and contrasting specific points of view
- ❑ You want to note the important research that precedes your own

**Paraphrasing means rephrasing the words of an author, putting his/her thoughts in your own words. A paraphrase can be viewed as a “translation” of the original source. When you paraphrase, you rework the source’s ideas, words, phrases, and sentence structures with your own. Paraphrased text is often, but not always, slightly shorter than the original work. Like quotations, paraphrased material must be followed with in-text documentation and cited the on the works-cited page.**

*Paraphrase when*

- ❑ You plan to use information on your note cards and wish to avoid plagiarizing
- ❑ You want to avoid overusing quotations
- ❑ You want to use your own voice to present information

**Summarizing involves putting the main idea(s) of one or several writers into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summarized ideas are not necessarily presented in the same order as in the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.**

*Summarize when*

- ❑ You want to establish background or offer an overview of a topic
- ❑ You want to describe common knowledge (from several sources) about a topic
- ❑ You want to determine the main ideas of a single source

Carol Rohrbach and Joyce Valenza, Springfield Township High School, PA. Used with permission of the authors.

## Plagiarism vs. Documentation

Plagiarism is the act of presenting someone else's work as your own. It is the theft of intellectual property. The following examples should help you distinguish plagiarism from well-documented research.

---

### Original text from

McCullough, David. John Adams. New York: Simon & Schuster, 2001. p. 57

His marriage to Abigail Smith was the most important decision of John Adams's life, as would become apparent with time. She was in all respects his equal and the part she was to play would be greater than he could possibly have imagined, for all his love for her and what appreciation he already had of her beneficial, steadying influence.

---

### Writing sample #1

*John Adams' marriage to Abigail was the most important choice in his life. He was to come to understand this better with time. In so many ways, she was his equal, and he could not have imagined the importance of the role she was going to play, despite his love for her and his appreciation of her good, solid influence.*

**Unacceptable!** This paragraph is the work of someone either deliberately plagiarizing or someone who doesn't understand what it means to plagiarize. The writer may have changed a few words and switched the order of words in the sentences, but the writer has not changed McCullough's sequence of ideas and has not used the information in a meaningful way. He or she failed to cite what are really McCullough's original ideas or words.

---

### Writing sample #2

*When John Adams was ready to marry, he sought a woman who was his equal. He found Abigail Smith and loved her for her steadying influence.*

**Unacceptable!** Not only did this student neglect to cite, this paraphrase twists McCullough's meaning. Though it changes words significantly, it also does a poor job conveying the original idea accurately.

---

### Writing sample #3

*The best decisions of a great leader may extend beyond the political. In fact, the course of American history may have been changed by an entirely personal decision. In his biography of Adams, David McCullough notes that Adams' choice of Abigail Smith as a wife was the most critical decision of his life. "She was in all respects his equal and the part she was to play would be greater than he could possibly have imagined" (McCullough 57).*

This is acceptable because the author uses the information in a meaningful way, accurately paraphrases the ideas presented in the original source, credits them and weaves in a quote to emphasize the point. The source is properly quoted and cited using quotation marks and in-text documentation. Note that in this example the student created his/her own topic sentence, following an independent plan and not the necessarily following the structure of another author's material.

---

#### **You can avoid plagiarism.**

When you are taking notes, make sure that you copy all original passages in quotation marks. Paraphrase by really putting ideas into your own words; go beyond changing a few words. Recognize that paraphrasing of unique ideas and facts also requires citation. As you write, return to the text and check your paraphrase against the original source to make sure you haven't unintentionally copied. Use graphic organizers to restructure your facts and ideas. Use your own voice to put a new twist on old information. **When in doubt, cite!**

#### **What is Common Knowledge?**

You don't have to cite everything. Facts or ideas referred to as "common knowledge" do not have to be cited. Common knowledge includes facts that are found in many sources, facts that you assume many people know. A rule of thumb is that if you find a fact in three or more sources, it may be considered common knowledge. An example of common knowledge is that John Adams married Abigail Smith. Remember, you must document little-known facts and any ideas that interpret facts, even if they are paraphrased! For instance, even if you don't use McCullough's words, you should absolutely document McCullough's belief that this marriage may have been the most critical decision of Adam's life.

Joyce Valenza, Springfield Township High School, PA. Used with author's permission.

#### **Primary Vs Secondary Sources**

"The research paper is generally based on primary research, secondary research, or a combination of the two. *Primary research* is the study of a subject through firsthand observation and 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 books and articles about political issues, historical events, scientific debates, or literary works."

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association, 2003.

## Using Someone Else's Ideas in Your Paper

### The two key features of MLA source documentation

- ❑ *Brief* reference notes within a report, which are enclosed in parentheses
- ❑ A list, called "Works Cited," of *all* resources referenced in the report

### Guidelines and suggestions (with examples from the sample research paper in this guidebook)

1. You must insert parenthetical citations wherever you have relied on someone else's words, statistics, facts, or ideas.
  - ❑ Review the section, "You Can Avoid Plagiarism," on pages 5-6
  - ❑ Make careful notes when you are doing your research
  - ❑ Insert citations as you write your rough draft
2. The information in the citation is as **brief** as possible while connecting it to **one specific resource** in the works-cited list.
  - ❑ A citation includes author's last name and a page number (Berger 56)
  - ❑ If no author is listed, use the title of the book or article ("Nurturing")
  - ❑ The first word of a title may be enough to refer to the particular work ("Nurturing")
  - ❑ If there are two works by the same author, list the author's name and the book, along with the page number (Restak, Brain 27)
  - ❑ If you mention an author's name in your writing, only a page number may be necessary . . . according to Ronald Kotulak (236)
  - ❑ Internet and electronic sources do not have page numbers
  - ❑ The notes on the sample research pages, 14-16 of this guidebook, point out these and other variations
3. Particular rules apply to punctuating author quotations and the citations that follow them, depending on the **length** of the quote:
  - ❑ When the quotation is short, it is enclosed in quotation marks and the citation comes **before** the end punctuation of the sentence:  
"What is . . . in our universe" (qtd. in Begley 66)?
  - ❑ When the quoted material is longer than four lines, it is indented and quotation marks are not needed. The citation comes **after** the end punctuation:  
. . . body functions and actions. ("Brain" 561)
4. Insert a parenthetical citation each time you change sources, and check to see that most of your body paragraphs have one or more parenthetical citations.
5. **If you don't document your sources, you are claiming someone else's ideas or information as your own, which is plagiarism. Serious consequences will follow, such as automatic rejection of your paper.**
6. **The 80/20 rule of thumb.** You should definitely include direct quotes in your research paper, but direct quotes should only amount to 20% of the words in your paper. In other words, about 80% of the paper should be in your own words.

## Quotations and Punctuation

Examples on this page are based on the following passage from Stephen Jay Gould's essay, "The Politics of Census." (Hen's Teeth and Horse's Toes. New York: Norton, 1983.)

[Gould describes faulty assumptions and statistical methods that distorted the US census of 1840, the first to count mentally ill persons, enumerated by race and by state. The data was examined by a physician named Edward Jarvis.]

Jarvis therefore began to examine the tables and was shocked by what he discovered. Somehow, and in a fashion that could scarcely represent a set of random accidents, the number of insane blacks had been absurdly inflated in reported figures for northern states. Jarvis discovered that twenty-five towns in the twelve free states contained not a single black person of sound mind. The figure for "all Blacks" had obviously been recopied or misplaced in the column for "insane blacks." But data for 135 additional towns (including thirty-nine in Ohio and twenty in New York) could not be explained so easily, for these towns actually reported a population of insane blacks greater than the total number of blacks, both sane and unhinged!

1. **Use ellipses when you leave words out of quotations.** Ellipsis points are spaced periods that show where words are left out. Use 3 periods with a space before, between each, and after ( . . . ). Take care that the remaining quoted portion keeps the sense of the writer's original idea, **and** is grammatically correct in your sentence.

William J. Gould writes that "Jarvis . . . was shocked by what he discovered" (306).

- An **ellipsis** can occur at the beginning or end of a sentence, within a passage, or where a full sentence is omitted. When it occurs where a sentence ends, use 4 spaced periods.

William J. Gould points out the oddities that Jarvis found in the census data: "Somehow, and in a fashion that could scarcely represent a set of random accidents, the number of insane blacks had been absurdly inflated in reported figures for northern states . . . twenty-five towns in the twelve free states contained not a single black person of sound mind" (306).

2. **Use single quotes to mark one quote that is inside another.** (Exception: if the quote is long enough to be indented, keep the original punctuation.)

William J. Gould notes Jarvis' discovery that, "The figure for 'all Blacks' had obviously been recopied or misplaced in the column for 'insane blacks' " (306).

3. **Pay close attention to the punctuation ending a quotation and the sense of your writing.**
  - On page 7 of this guide, the first example in # 3 shows a quote used within a question that the writer asks. The question mark comes after the quotation marks and the citation.

What, according to James Watson, co-discoverer of the helical structure of DNA, is "the most complex thing we have yet discovered in our universe" (qtd. in Begley 66)?

- If a **question mark** or an **exclamation point** ends a quoted sentence, this punctuation must come before the quotation marks, followed by the citation, with a period at the end.

William J. Gould is struck by Jarvis' finding that 135 towns "actually reported a population of insane blacks greater than the total number of blacks, both sane and unhinged!" (306).

*For questions that are not answered here, consult a copy of the MLA Handbook.*



## Instructions for the “Works Cited” Page

On pages 11-13 of this guidebook, the opening pages (1-2) of a *sample research paper* and the *Works Cited* (page 11) are presented for study. Immediately following, on pages 14-16, are copies of the sample paper with added notes pointing out features and examples.

### Study the research paper and pointers, noting the parenthetical citations.

The first citation in the report is (Flieger)--see page 11 and page 14.

### In *Works Cited*, look for the related resource.

Flieger, Ken. "Memories Are Made of This." FDA Consumer Sep. 1989: 14-19. Rpt. in Mental Health. Ed. Eleanor C. Goldstein. Vol. 4. Boca Raton: SIRS, 1989. Art. 16.

A "Works Cited" differs from a "Bibliography" in that **every** source listed in the “Works Cited” is used and cited in the text of the paper. Likewise, every source appearing in an in-text parenthetical citation must appear on the works-cited list.

### Guidelines for “Works Cited”

1. Center "Works Cited" at top of page.
2. Put entries in alphabetical order by author's last name. If no author is listed, then list alphabetically by title (ignore “a,” “an,” or “the” at the beginning of a title).
3. Double space **entire paper**.
4. Indent second and third lines (if any) in each entry—use the hanging indent feature of your word processor.
5. Enclose titles of articles in quotation marks.
6. Underline names of magazines, newspapers, and books.
7. List **only** those sources that are cited in the text of the paper.

### Helpful Hint

In some cases, you can improve the clarity of your paper if you refer to sources by name or title in the text. Often, a parenthetical citation alone may not be enough to make things clear, or you may want to indicate that your information is derived from a recognized authority:

...James Watson, co-discoverer of the helical structure of DNA...

## Research Paper Format

Paragraphs should follow a standard format with the first sentence of each paragraph indented. Writing should be left justified.

### Type

- ❑ 12 point font size
- ❑ Professional font (i.e., Times New Roman, Arial)

### Spacing

- ❑ Double spacing throughout
- ❑ No extra lines or spacing between paragraphs
- ❑ Quotations of over four lines are indented; quotation marks are not used
- ❑ Lists should be indented

### Margins

- ❑ 1" left, right, top and bottom
- ❑ (Standard *MS Word* default is acceptable: 1.25" left and right, 1" top and bottom)

### Title (created for all compositions)

- ❑ Placed below the heading and centered
- ❑ Capitalize first and last words, and all principal words in between, **except**
  - articles – a, an, the
  - coordinating conjunctions – and, but, for, nor, or, so, yet
  - prepositions – against, between, in, of, to, etc.

### Page-one Heading

- ❑ Located in **upper left corner**
- ❑ Double spaced
- ❑ Includes the following information in this order:

Student's first and last name:	Samuel Jones
Teacher's name:	Ms. Sally Ride
Class and section:	English 1
Date:	12 February 2004

### Header

- ❑ Placed at the top of page 1 and all subsequent pages
- ❑ Upper right corner of the page, 1/2" from the top
- ❑ Includes writer's last name and page number (Jones 2)

*Sample Pages of a Research Paper*

John Doe

Ms. Smith

English 6

5 February 2002

## Just Sheer Naked Magic

What weighs about three pounds but has more parts than there are stars in the Milky Way galaxy (Flieger)? What fills the space occupied by only three pints of milk yet includes components that, laid end to end, would stretch several hundred thousand miles (Diagram 19)? What looks like an oversized walnut made of soft, grayish-pink cheese but contains the equivalent of 100 trillion tiny calculators (Restak, Brain 27)? What, according to James Watson, co-discoverer of the helical structure of DNA, is "the most complex thing we have yet discovered in our universe" (qtd. in Begley 66)? To all four of these intriguing questions there is but one surprising answer: the human brain. This miraculous organ is remarkable in its structure, its function, and its chemical composition.

What is the brain? According to Richard Restak,

the human brain is the master control center of the body. The brain constantly receives information from the senses about conditions both inside the body and outside it. The brain rapidly analyzes this information and then sends out messages that control body functions and actions. ("Brain" 561)

According to Tether, the brain is divided into three main parts: the cerebrum, the cerebellum, and the brain stem (421). These parts, in turn, are largely made up of nerve helper cells, called glia.

Researchers have discovered that there may be as many as 100 billion neurons

in the brain and a far greater number of glia, possibly as many as one trillion (Kolb and Whishaw 1).

Important discoveries throughout the decade of the 1990's in molecular biology and genetics are revolutionizing our understanding of how the human brain works (Kotulak ix). Advances in imaging technology are allowing us to learn more about the human brain than ever before in human history (Kotulak x). Keith A. Johnson and J. Alex Becker have even placed "The Whole Brain Atlas," which consists of dozens of images of the brain in normal, damaged, and diseased states, on the World Wide Web for anyone with access to the Internet to view and study.

One area of the new brain research reveals that the first three years of a child's life are crucial to the development of the brain. Proper stimulation of infants can, according to Kotulak, affect the development of language, vision, brain power, aggression, emotions, touch, and education (9-11). An editorial in the New York Times states that the importance of early stimulation--to promote the healthy brain development in children--is a "compelling argument for the expansion of support for new parents and of quality child care programs" ("Nurturing"). North Carolina, Vermont, Colorado, and Ohio are implementing programs to offer support services to families with young children ("Nurturing").

*Note: this is a 10-page report, with only the first two pages and the Works Cited printed in this guidebook. There are more resources listed in "Works Cited" than you will find in the parenthetical citations in the two pages of the report.*

## Works Cited

- Begley, Sharon, et al. "Mapping the Brain." Newsweek 20 Apr. 1992: 66-70.
- Berger, Bob. "Mapping the Mindfields." Omni Jan. 1992: 56-58.
- Diagram Group. The Brain: A User's Manual. New York: Putnam's, 1982.
- Flieger, Ken. "Memories Are Made of This." FDA Consumer Sep. 1989: 14-19. Rpt. in Mental Health. Ed. Eleanor C. Goldstein. Vol. 4. Boca Raton: SIRS, 1989. Art. 16.
- Johnson, Keith A., and J. Alex Becker. "The Whole Brain Atlas." Harvard Medical School. 1997. 3 Feb. 2002 <<http://www.med.harvard.edu:80/AANLIB/home.html>>.
- Kolb, Brian, and Ian Q. Whishaw. "Brain." Encyclopedia of Human Biology. Ed. Renato Dulbecco. Vol. 2. San Diego: Academic, 1991. 1-10. 8 vols.
- Kotulak, Ronald. Inside the Brain: Revolutionary Discoveries of How the Mind Works. Kansas City: Andrews and McMeel, 1996.
- Lehrman, Sally. "Scientists Envision Methods of Mapping the Human Brain." San Francisco Examiner 22 July 1992. NewsBank: Science and Technology 1992: fiche 22, grids E4-5.
- "Nurturing Development of the Brain." Editorial. New York Times 28 Apr. 1997, late ed.: A14. New York Times Ondisc. CD-ROM. UMI. 1997.
- Restak, Richard. "Brain." The World Book Encyclopedia. 1991 ed.
- . The Brain. Toronto: Bantam, 1984.
- Tether, J. Edward. "Brain." Encyclopedia Americana. 1990 ed.
- Wurtman, Richard J. "Ways That Foods Can Affect the Brain." The Healing Brain: A Scientific Reader. Eds. Robert E. Ornstein and Charles Swencionis. New York: Guilford, 1990. 106-13.

# Sample Research Paper with Pointers

Writer's name and page number in header

Doe 1

John Doe

Ms. Smith

English 6

MLA date style

5 February 2005

## Just Sheer Naked Magic

What weighs about three pounds but has more parts than there are stars in the Milky Way galaxy (Flieger)? What fills the space occupied by only three pints of milk yet includes components that, laid end to end, would stretch seven

This author has two titles in *Works Cited*, so his work must be named.

(Diagram

19)? What looks like an oversized walnut made of soft, grayish-pink cheese but contains the equivalent of a million tiny calculators (Restak, Brain 27)? What, according to James

The book by Begley contains the quote from Watson.

Watson, co-discoverer of the helical structure of DNA, is "the most complex thing we have yet discovered in our universe" (qtd. in Begley 66)? To all four of these intriguing questions

there is but one surprising answer: the human brain. This miracle of nature is its structure, its function, and its chemical composition.

Quote within text: the parenthetical note comes **before** the end punctuation of the sentence.

What is the brain? According to Richard Restak,

the human brain is the master control center of the body. It constantly receives information from the senses about conditions both inside the body and outside it. The brain rapidly analyzes this information and then sends out messages that control body functions and actions. ("Brain" 561)

A quote of more than 4 lines is set off 1 inch from the left margin. The writer does **not** add quotation marks.

Indented quote: the parenthetical note **follows** the end punctuation of the sentence.

According to Tether, the brain is divided into three main parts: the cerebrum, the cerebellum, and the brain stem (421). These parts, in turn, are largely made up of nerve helper cells, called glia. Researchers have discovered that there may be as many as 100

The author, Tether, is mentioned in the text, so only the page number is needed

billion neurons in the brain and a far greater number of glia, possibly as many as one trillion (Kolb and Whishaw 1).

Important discoveries throughout the decade of the 1990's in molecular biology and genetics are revolutionizing our understanding of how the human brain works (Kotulak ix). Advances in imaging technology are allowing us to learn more about the human brain than ever before in human history (Kotulak x). Keith A. Johnson and J. Alex Becker have even placed "The Whole Brain Atlas," which consists of dozens of images of the brain in normal, damaged, and diseased states, on the World Wide Web for anyone with access to the Internet to view and study.

A parenthetical note is not needed here because both the title and authors' names are mentioned

One area of the new brain research reveals that the first three years of a child's life are crucial to the development of the brain. Proper stimulation of infants can, according to Kotulak, affect the development of language, vision, brain power, aggression, emotions, touch, and education (9-11). An editorial in the New York Times states that the importance of early stimulation--to promote the healthy brain development in children--is a "compelling argument for the expansion of support for new parents and of quality child care programs" ("Nurturing"). North Carolina, Vermont, Colorado, and Ohio are implementing programs to offer support services to families with young children ("Nurturing").

**Note:** this is a 10-page report, with only the first two pages and the Works Cited printed in this guidebook. There are more resources listed in "Works Cited" than you will find in the parenthetical citations in the two pages of the report.

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- Berger, Bob. "Mapping the Mindfields." Omni Jan. 1992: 56-58.
- Diagram Group. The Brain: A User's Manual. New York: Putnam's, 1982.
- Flieger, Ken. "Memories Are Made of This." FDA Consumer Sep. 1989: 14-19. Rpt. in  
Mental Health. Ed. Eleanor C. Goldstein. Vol. 4. Boca Raton: SIRS, 1989. Art. 16.
- Johnson, Keith A., and J. Alex Becker. "The Whole Brain Atlas." Harvard Medical School.  
1997. 3 Feb. 2002 <<http://www.med.harvard.edu:80/AANLIB/home.html>>.
- Kolb, Brian, and Ian Q. Whishaw. "Brain." Encyclopedia of Human Biology. Ed. Renato  
Dulbecco. Vol. 2. San Diego: Academic, 1991. 1-10. 8 vols.
- Kotulak, Ronald. Inside the Brain: Revolutionary Discoveries of How the Mind Works.  
Kansas City: Andrews and McMeel, 1996.
- Lehrman, Sally. "Scientists Envision Methods of Mapping the Human Brain." San Francisco  
Examiner 22 July 1992. NewsBank: Science and Technology 1992: fiche 22, grids  
E4-5.
- "Nurturing Development of the Brain." Editorial. New York Times 28 Apr. 1997, late ed.:  
A14. New York Times Ondisc. CD-ROM. UMI. 1997.
- Restak, Richard. "Brain." The World Book Encyclopedia. 1991 ed.
- . The Brain. Toronto: Bantam, 1984.
- Tether, J. Edward. "Brain." Encyclopedia Americana. 1990 ed.
- Wurtman, Richard J. "Ways That Foods Can Affect the Brain." The Healing Brain: A  
Scientific Reader. Eds. Robert E. Ornstein and Charles Swencionis. New York:  
Guilford, 1990. 106-13.

If there are two  
or more books  
by the same  
author, use ---  
for author name  
in next entry



## MLA Formatting for “Works Cited” Entries

Based on MLA Handbook, 6th ed., 2003

### Book...basic format

<b>Author last, first name. <u>Book Title</u>. City where published: Publisher, publication year.</b>
---

#### One author or editor

Kammerman, Sylvia E., ed. Children's Plays from Favorite Stories. Boston: Plays, Inc., 1959.

Pipher, Mary. Reviving Ophelia: Saving the Selves of Adolescent Girls. New York: Ballantine, 1994.

#### Two or three authors, compilers or editors

Arbuthnot, May Hill, and Dorothy M. Broderick, comps. Time for Stories of the Past and Present.

Glenview: Scott, Foresman, 1968.

Dunning, Stephen, Edward Lueders and Hugh Smith, comps. Reflections on a Gift of Watermelon

Pickle...and Other Modern Verse. New York: Lothro, Lee & Shepard, 1967.

Highsmith, Richard M., and Jon Kimerling, eds. Atlas of the Pacific Northwest. Corvallis: Oregon State UP, 1979.

Russell, Karen, and Jeanne Bean. Marrowstone. Port Townsend: Port Townsend Publishing, 1978.

#### Four or more authors or editors

Cline, Hugh F., et al. The Electronic Schoolhouse: The IBM Secondary School Computer Education Program. Hillsdale: Lawrence Erlbaum, 1986.

Fox, Geoff, et al, eds. Writers, Critics, and Children. New York: Agathon, 1976.

#### Corporation, Commission, Association or Committee Author

Western Writers of America. Water Trails West. New York: Avon, 1979.

#### No author or editor stated

Drug Facts and Comparisons. 1985 Edition. St. Louis: J. B. Lippincott, 1984.

### **Book by one author, translated by another**

Muller, Melissa. Anne Frank: The Biography. Trans. Rita and Robert Kimber. New York: Metropolitan Books, Henry Holt, 1998.

### **Books in series**

Hillman, Harold. "Methods of Execution: the Medical and Biological Effects." Reviving the Death Penalty. Ed. Gary E. McCuen. Ideas in Conflict Ser. 26-30. Hudson, WI: Gem, 1985.

Ketter, Robert L. "Earthquake Lessons." World Monitor. November 1989: 16+. Ed. Eleanor Goldstein. Earth Science, Art. 28. Boca Raton: SIRS, 1990.

### **A work in an anthology or collection**

Hughes, Langston. "Birmingham Sunday." The Poetry of the Negro: 1946-1970. Ed. Langston Hughes and Arna Bontemps. Garden City: Doubleday, 1970. 200-201.

### **Article in a reference book**

"China." Encyclopedia Americana. 1993 ed.

Jackson, Elizabeth. "Tides." Compton's Encyclopedia. 10th ed. 1998.

### **Article...basic format**

<b>Author last, first name. "Article Title." <u>Magazine/Newspaper</u> Date: page number(s).</b> (Date format-- 22 Jan. 1998 --abbreviate months except May, June & July)
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### **Magazine article**

Prince, Dinah. "Marriage in the '80's." Newsweek 1 June 1987: 30-38.

### **Newspaper article**

"Actress Loretta Young Dies at 87." Buffalo News 13 Aug. 2000: A23.

Tucker, Cynthia. "Education Stays on Top of Southerners' Agenda." Atlanta Constitution 21 Mar. 1987: A19.

## Pamphlet or Government Document

U.S. Department of Justice. The United States Marshal's Service, Then...and Now. Washington: GPO, Oct. 1978.

## Non-Print Resources...basic format

**Author last, First name. "Title"/Description/Work. Source. Date: page number(s).** This format will vary depending on resource—note the examples below.

### Interview

Poussaint, Alvin F. Telephone interview. 10 Dec. 1990.

Asmundson, Mark. Personal interview. 22 July 2001.

Hiebert, Richard. Personal interview. 3 January 1998.

### Television or radio

Lehrer, Jim. Interview with Al Gore and George W. Bush. News Hour with Jim Lehrer. PBS.

MacNeil/Lehrer Productions. 26/WETA, Washington, D.C. 5 Oct. 2000.

Cuba and Cocaine. Narr. Bill Moyers. Produced by the Documentary Consortium. Frontline. PBS. WTVS, Miami. 18 Jan. 1990.

Law and Order. Prod. Wolf Film in assoc. with Universal Television. NBC Television Network. WHEC, Rochester, NY. 25 Feb. 1998.

### Videotape, DVD, slide program

Medicine at the Crossroads. Prod. 13/WNET and BBC TV. Videocassette. PBS Video, 1999.

Titanic. Dir., writ., ed. James Cameron. Prod. Jon Landay. Twentieth Century Fox and Paramount, 1997.

The Underground Railroad. By Peter Washburn and Erna Buffie. Prod. Warner Brothers. Videocassette. 1994.

### CD-ROM Resources

"Acid Rain." World Book Multimedia Encyclopedia. CD-ROM. Chicago: World Book, 1995.

Lamar, Jacob V. "A Surge of Central American Refugees Finds the U.S. Unprepared." Time. 27 Feb. 1989. Time Magazine Compact Almanac. CD-ROM. 1990.

Sears, Stephen W. "The first News Blackout." Civil War Chronicles. Winter 1994: 16-23. SIRS Researcher. CD-ROM. Social Issues Resources Ser., 1995.

## Online database or web site article...basic format

<p><b>Author last, first name. "Article Title." Database (Web site) title. Date of publication or last update. Date of Access &lt;URL&gt;.</b> (Start with article title if author is not available. Give the URL of the specific document rather than the database, unless they are the same)</p>
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### Online Book

Austen, Jane. Pride and Prejudice. Ed. Henry Churchyard. 1996. Jane Austen Information Page. 10 Sept. 1998 <<http://www.pemberley.com/janeinfo/pridprej.html>>.

### Online Encyclopedia

Parker, George R. "Forestry." World Book Online Reference Center. 3 Nov. 2003 <<http://www.worldbookonline.com/ar/?/na/ar/co/ar204900.htm>>.

### Online Subscription Resource

Cook, William J. "Life in Space." U.S. News & World Report 25 Mar. 1999: 108-112+. Electric Lib.

Sehome High School Lib., Bellingham, WA. 25 Apr. 2000 <<http://www.elibrary.com/s/edumark/>>.

McGann, Chris. "Experts to Air Light Rail Concerns." Seattle Post-Intelligencer 4 Oct. 2000: B1. Proquest

Direct. Squalicum High School Lib., Bellingham, WA. 9 Oct. 2000 <<http://proquest.umi.com/>>.

"Afghanistan: Biographies (Mohammed Najibullah)." World Geography 2000. ABC-CLIO. Bellingham High

School Lib., Bellingham, WA. 15 Nov. 2000 <<http://www.worldgeography.abc-clio.com>>.

### Internet Web Page

"Job Opportunities at SAF." 2003 Society of American Foresters. 29 Oct. 2003

<<http://www.safnet.org/careercenter/safjobs.cfm>>.

"Basic HTML Structure." Technology Connections, Bellingham Public Schools. 26 Nov. 2001

<<http://www.bham.wednet.edu/technology/TechWeb/WebDesign/WDhtm1basic.htm>>.

"FAQ about Vets!" Talk to the Vet.com. 3 June 2003 <<http://www.talktothetvet.com/faqvetcareer.HTM>>.

Kansas, Jane. "Mockingbird FAQ." To Kill a Mockingbird & Harper Lee. 4 Nov. 2001. 8 Mar. 2004

<<http://www.chebucto.ns.ca/Culture/HarperLee/faq.html>>.

## E-MAIL Communication

McLain, Deborah. "Nile River Research Project Results." E-mail to James R. Stone. 25 Sept. 2000.

**Advice about underlining vs. italics.** Even though it is easy to use italics with a word processor, the Modern Language Association suggests that you use underlining because italics can be harder to read.

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## Web-Based Citation Makers

There are web sites that will generate a citation in MLA format. These sites let you pick the resource—book, magazine article, etc.—then type the publication information into labeled boxes. When you submit the information, the site generates a formatted entry that you can copy and paste into your “Works Cited” page. You still need to format the page correctly:

- Alphabetize the entries on the page
- Double space
- Use the hanging indent feature of the word processor

**It is advisable to look over each citation carefully to make sure it reflects the style you see in this guide. Publication data has many variations, and electronic citation generators can make mistakes. You are responsible for the contents of your paper, and should proofread every detail for appropriate format.**

The following sites are recommended:

Landmark’s Citation Machine:

<http://citationmachine.net/>

Oregon School Library and Information System’s Citation Maker:

<http://www.oslis.k12.or.us/secondary/howto/cited/>

For detailed explanations of citation rules, see Diana Hacker’s site on documenting sources:

[http://www.dianahacker.com/resdoc/p04\\_c08\\_s2.html](http://www.dianahacker.com/resdoc/p04_c08_s2.html)

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