

MLA GUIDELINES FOR DOCUMENTATION, 7th Edition

PART I: THE WORKS-CITED LIST

This handout includes common entries in a list of works cited. For more specialized entries, consult the *MLA Handbook for Writers of Research Papers*, 7th edition. For all entries, use the following guidelines, and consult the sample paper included in this handout:

- Alphabetize the works-cited list by author's last name **OR** the first *major* word of the title, disregarding *A*, *An*, and *The*.
- Double space, and use a hanging indent for each entry.
- Capitalize first, last, and major words of titles.
- If no place of publication, publisher, or sponsor is given, use *n.p.* If no date of publication is given, use *n.d.* If no page is given, use *n. pag.*
- Include the **medium of publication** for all entries (*Examples*: print, Web, film, television, personal interview, e-mail, CD, advertisement/print, oil on canvas, etc.).
- Do not number works-cited entries.

Print Publications

1. **BOOK by ONE AUTHOR:**

Lipson, Charles. *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*. Chicago: U of Chicago P, 2004. Print.

2. **BOOK by TWO or THREE AUTHORS/EDITORS:**

Buranen, Lise, and Alice M. Roy, eds. *Perspectives on Plagiarism and Intellectual Property in a Postmodern World*. Albany: State U of New York P, 1999. Print.

3. **WORK by FOUR or MORE AUTHORS (include first author; use *et al.* for others):**

Fedler, Fred, et al. *Reporting for the Media*. New York: Oxford University P, 2005. Print.

4. **TWO or MORE WORKS by the SAME AUTHOR (alphabetize works by title):**

Harris, Robert. *The Plagiarism Handbook: Strategies for Preventing, Detecting and Dealing with Plagiarism*. Los Angeles: Pyrczak, 2001. Print.

---. *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*. Los Angeles: Pyrczak, 2002. Print.

5. **EDITED BOOK with UNSIGNED CHAPTERS:**

Holmes, Nancy H., ed. *Professional Guide to Diseases*. Ambler, PA: Lippincott, 2005. Print.

6. **SIGNED STORY/ARTICLE/CHAPTER in an EDITED COLLECTION:**

Hurston, Zora Neale. "The Gilded Six-Bits." *The American Short Story and Its Writer*. Ed. Ann Charters. Boston: Bedford, 2000. 727-36. Print.

7. **JOURNAL ARTICLE (include volume, issue and year; show all pages covered):**

Rieder, Rem. "The Jayson Blair Affair: Can *The New York Times* Learn Important Lessons from the Plagiarism/Fabrication Scandal?" *American Journalism Review* 25.5 (2003): 6. Print.

8. **MAGAZINE ARTICLE (include all pages covered):**

Silverman, Gillian. "It's a Bird, It's a Plane, It's Plagiarism Buster!" *Newsweek* 15 July 2002: 12. Print.

9. **NEWSPAPER ARTICLE (include section and page(s); use + for nonconsecutive pgs.):**

Shaw, Michael. "Internet Plagiarism Rampant in Colleges." *St. Louis Post-Dispatch* 28 Nov. 2005: B10+. Print.

10. **REFERENCE BOOKS (include full publication info for specialized works only):**

Dutton, Denis. "Plagiarism and Forgery." *Encyclopedia of Applied Ethics*. 4 vols. San Diego: Academic P, 1998. Print.

"Plagiarism." *Merriam-Webster's Collegiate Dictionary*. 11th ed. 2003. Print.

11. **PAMPHLET or BROCHURE:**

St. Louis Community College–Meramec. *Fact Finder*. St. Louis: SLCC Meramec, 2006. Print.

12. **GOVERNMENT PUBLICATION (include government, department, and agency):**

Missouri. Dept. of Health and Senior Services. Bureau of Child Care. *Recognizing the Symptoms of Child Abuse and Neglect*. Jefferson City: n.p.: Dec. 1998. Print.

United States. Cong. House. 112th Cong., 2nd Sess. HR 274. Washington: GPO, 2009. Print.

13. **ADVERTISEMENT** (include name of product and publication information):

Volvo XC60. Advertisement. *O, The Oprah Magazine* June 2009: 54. Print.

Web Publications

Web publications can be updated at any time and available through multiple databases, so include any **pertinent print publication information** AND the **date you accessed the material**. Use the following guidelines regarding URLs:

- Only include the URL for a source if your instructor **a)** requires the URL, or **b)** the source cannot be located without the URL.
- When adding a URL, place it in angle brackets after the date of access, and end with a period. Divide long URLs *after slash marks*.
- Since Web sources can disappear at any time, print or download material for possible verification.

14. Magazine article from a **DATABASE** (include month(s) and year):

Williams, Jason. "Sloppy Scholarship." *Psychology Today* Mar.-Apr. 2003: 14. *Academic Search Elite*.

Web. 3 Apr. 2003.

15. Scholarly journal article from a **DATABASE** (include volume, issue, and year):

Cohen, Eric, and Yuval Levin. "Health Care in Three Acts." *Commentary* 123. 2 (2007): 46-53.

Opposing Viewpoints Resource Center. Web. 6 Aug. 2009.

16. Article from **CQ Researcher DATABASE** (include CQ print info and CQ database info):

Weeks, Jennifer. "Rapid Urbanization." *CQ Researcher* 3.4 (1 April 2009): 91.118. *CQ Global*

Researcher. Web. 9 July 2009.

17. Material from a **WEB SITE** (include Web site title, sponsor, date of publication, date of access):

Collins, Gail. "Barack's Progress Report." *New York Times*. New York Times, 5 Aug. 2009. Web. 6 Aug. 2009.

"Plagiarism Case Bedevils Kansas School." *CNN.com*. Cable News Network, 19 Mar. 2002. Web. 4

Oct. 2003.

18. Material from a **GOVERNMENT WEB SITE** (include govt., department, and agency):

United States. Department of Labor. Occupational Safety and Health Administration. "Deck Barge Safety." *Occupational Safety and Health Administration*. 2009. Web. 26 July 2009.

19. **COURSE HOME PAGE** or **BLACKBOARD PAGE**:

Scherer, Juliet. "Intro to College Reading." *STLCC Blackboard*. Blackboard Inc., Jan. 2004. Web. 15 Jan. 2004.

20. **E-MAIL MESSAGE** (include title and date of message):

Drake, Sanjay. "Re: Healthcare Policy." Message to the author. 30 June 2009. E-mail.

21. **BLOG ENTRY**: (include title of entry and blog)

Pastor, Rebecca. "These Are Not Beans." *Becky and the Beanstock*. N.p., 29 June 2008. Web. 6 Aug. 2009.

Other Common Sources

22. **PERSONAL INTERVIEW**:

Ritts, Vicki. Personal interview. 3 Dec. 2002.

23. **FILM** or **VIDEOTAPE** (give title, director, distributor, year of release; may also add performers, screenwriter, or producer after the title, if pertinent):

The Usual Suspects. Dir. Bryan Singer. Perf. Stephen Baldwin, Gabriel Byrne, Chazz Palminteri, and Kevin Pollak. PolyGram/Spelling, 1999. Film.

24. **WORK OF ART** (distinguish medium: bronze, photograph, engraving, etc.):

Bannister, Edward Mitchell. *Woman Standing near a Pond*. 1880. Oil on canvas. St. Louis Art Museum, St. Louis.

25. **PERFORMANCE** (include site and date of performance):

Nero. By Gus Lee. Dir. James Bell. Perf. Tito Lio. Muse Theatre, Chicago. 2 Oct. 2008. Performance.

26. **LECTURE or CLASS DISCUSSION** (include sponsor, location, and date):

Helia Villa, Rosa. "The Mexican Revolution: The First One in the Twentieth Century." St. Louis Community College—Meramec, St. Louis. 9 Oct. 2003. Lecture.

27. **TV/RADIO PROGRAM** (include supplementary information when pertinent: narrator, performers, director, etc.):

"Plagiarism." *The Diane Rehm Show*. Narr. Diane Rehm. Natl. Public Radio. KWMU, St. Louis, 21 Feb. 2001. Radio.

"Company Picnic." *The Office*. NBC. KSDK, St. Louis, 14 May 2009. Television.

28. **SOUND RECORDING:**

Folds, Ben. *Way to Normal*. Sony BMG, 2008. CD.

PART II: PARENTHETICAL CITATIONS

In parenthetical citations, acknowledge the source(s) and the location of the material used within a research paper. Citations commonly include the **last name of the author(s) OR the first word(s) of a title** when no author is given **AND** the **page number(s)**. General guidelines for creating citations and a sample paper follow:

- Citations should point a reader to the first word(s) of the works-cited entries.
- Place the citation after the material used.
- Cite **words, facts or ideas** from sources, **whether quoted, paraphrased, or summarized**.
- Don't cite common knowledge widely known by readers and accepted by a scholarly audience.
- For Web sources without page numbers, use paragraph or section numbers, if given.
- If the author(s) is named in the sentence, do not repeat in the citation.

Author named in citation: The prosecutor argued for leniency (Munez 25).

Author named in text: Munez argued for leniency (25).

Use the following **EXAMPLES** for some common types of citations:

- | | |
|--|--------------------------------------|
| 1) One author; pagination | (Blake 70) |
| 2) One author with multiple works; pagination | (Harris, <i>Using Sources</i> 13-14) |
| 3) Two authors; no pagination | (McCabe and Drinan) |
| 4) More than three authors; pagination | (Gooden et al. 445) |
| 5) No author; no pagination | ("Cheating") |
| 6) Two works, each with one author; pagination | (Jones 42; Haller 57) |
| 7) Quoted in another work with two authors; pagination | (qtd. in Lathrop and Foss 163) |

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Professor Meyer

English 101:22

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Sample Essay with Works Cited

The University of Virginia, whose student honor code dates from 1842, weathered a plagiarism scandal in May 2001, when 122 students were accused of copying research papers (“Cheating”). Virginia is not unique. Increasingly, universities are taking a get-tough stance against student plagiarism and cheating. Why? College students are welcomed into a worldwide academic community, one with a collegial atmosphere and high standards of academic integrity. Plagiarism is a serious violation of this integrity.

At Meramec, an English department policy states: “To honor and protect their own work and that of others, all students must give credit to proprietary [private, original] sources that are used for course work. It is assumed that any information that is not documented is either common knowledge in that field or the original work of that student” (“Academic”). But how can instructors know that students are submitting their own work, not papers bought on the Internet? Researchers make three suggestions: teach students how to research, assign unusual writing topics, and make students use a plagiarism detector. Let’s examine these ideas.

First, instructors must actively teach research and documentation. They cannot assume that students have had this training because in many elementary schools, students learn to “write” by copying articles from encyclopedias (Modern Language Association 55). Later, they may buy papers from DueNow.com. Students unfamiliar with research need practice exercises to help them decide what needs citing (Harris, *Using Sources* 13-14). Such practice is crucial, since research shows that

“some students . . . view almost anything . . . on the Internet as general knowledge that does not require citation” (McCabe and Drinan). Meramec Comp 102 students must staple copies of sources used to their completed papers; they must also highlight information used so that instructors know they quoted, paraphrased or summarized accurately, without plagiarizing. Instead of just dumping in quotes, students learn the most basic rule of research: *source material, whether quoted, paraphrased, or summarized, supports a writer’s thesis by anticipating a reader’s questions and need for proof.* Thus, students ask *what* a reader needs to know and *which* source best delivers that information. Students need this hands-on practice in researching.

Next, educators like retired English professor Robert Harris challenge instructors to stop assigning the same boring topics every semester (*Plagiarism* 124-5). Meramec instructors have already gotten creative. For example, history students research genealogy and compile their family trees. Psychology students analyze gender stereotypes in color, theme, and sentiment in “Congratulations on Your New Baby” cards. These students *must* do their own writing—these quirky topics decrease chances that students can simply buy papers off the Web.

Finally, educators advocate using plagiarism detectors as teaching tools (Harris, *Plagiarism* 143) and as a “psychological deterrent” (Gooden et al. 445). These programs “promote originality in student work [and] improve student writing and research skills” (*Turnitin*) by flagging suspicious wording so that students can rewrite in their own vocabulary and voice. Instructors want to reach inexperienced writers who plagiarize mistakenly. Teacher John Waltman defines *intentional* plagiarism as “wholesale copying . . . with the intention of representing [work] as one’s own” and *unintentional* plagiarism as “careless paraphrasing and citing . . . such that improper or misleading credit is given” (qtd. in Lathrop and Foss 163). According to Dr. Vicki Ritts, professor of psychology at Meramec, some student plagiarists exhibit the illusion of invulnerability—the “other students might get caught, but not me” attitude. Lafayette High uses plagiarism detectors “not to hurt students, but rather to

teach them,” says English teacher Diane Tinucci (qtd. in Plattner). Now, Meramec instructors will use Turnitin.com to *teach* unintentional plagiarizers but *catch* intentional ones.

Intentional plagiarism disheartens instructors, who call it “an act of aggression, a taunt behind a title page” (Silverman). In a study of cheating, a student made this crass comment: “If professors cannot detect a paper from an Internet source, that is a flaw in the grader or professor” (Rimer). Sadly, students and instructors are often at odds. Students see writing essays as a disagreeable chore. Instructors see writing essays as an opportunity for students to learn about a topic. Writing tasks can’t be outsourced. Yet some students ask why—if they’re too busy and find the instructor too demanding—they can’t have someone write for them. Appalled by the problem, universities are tackling student dishonesty.

Many . . . colleges . . . have begun. . . to fight cheating by educating both faculty members and students on academic integrity. . . . “We need to pay more attention as students join our communities to explaining why this is such a core value—being honest in your academic work and why if you cheat that is a very big deal to us,” said Kathleen Deignan, Princeton’s dean of undergraduate students. . . . “We live in a world where . . . [moral rightness] is negotiable. . . . Academic institutions need to say, “This is not negotiable.”” (Rimer)

Inexperienced writers often plagiarize by mistake. Obviously, the penalty varies with the severity of the offense and the writer’s intention. The unintentional plagiarist might be allowed to revise the paper. The intentional plagiarist will fail the course. Why? It’s simple—members of the academic community do their own work in order to learn. Buying papers off the Internet makes as much sense as paying someone to go to Gold’s Gym and lift weights for you.

Works Cited

- “Academic Honesty.” *St. Louis Community College*. St. Louis Community College, 2008. Web. 9 Aug. 2009.
- “Cheating Scandal Met Its Foil in U. Va. Leader.” *University of Virginia News*. University of Virginia, 6 May 2002. Web. 29 Aug. 2003.
- Gooden, Angela, et al. “Learning to Make a Difference.” *College and Research Libraries News* 64.1 (2003): 443-446. Print.
- Harris, Robert A. *The Plagiarism Handbook: Strategies for Preventing, Detecting and Dealing with Plagiarism*. Los Angeles: Pyrczak, 2001. Print.
- . *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*. Los Angeles: Pyrczak, 2002. Print.
- Lathrop, Ann, and Kathleen Foss. *Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call*. Englewood, CO: Libraries Unlimited, 2000. Print.
- McCabe, Donald L., and Patrick Drinan. “Toward a Culture of Academic Integrity.” *Chronicle of Higher Education* 15 Oct. 1999:B7. Print.
- Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.
- Plattner, Diane. “Rockwood’s New Plagiarism Software Keeps an Eye on Students’ Work.” *West Newsmagazine* 11 Nov. 2002: W4. Print.
- Rimer, Sara. “A Campus Fad That’s Being Copied: Internet Plagiarism Seems on the Rise.” *New York Times* 3 Sept. 2003: B7. Print.
- Ritts, Vicki. Personal interview. 3 Dec. 2002.
- Silverman, Gillian. “It’s a Bird, It’s a Plane, It’s Plagiarism Buster!” *Newsweek* 15 July 2002: 12. *Expanded Academic ASAP*. Web. 8 May 2003.
- Turnitin. IParadigms, 2005. Web. 17 Nov. 2005.

Works Cited Checklist

- Did you create your own entries? **AVOID AUTOMATIC FORMATTING PROGRAMS**—most programs will result in serious formatting errors!
- Did you type the title in upper and lower case AND *without* boldface?
- Did you include the medium of publication for each entry (*Ex:* print, Web, oil on canvas, CD, film, telephone interview, personal interview, lecture, etc.)?
- Did you include a URL **ONLY** if your instructor requires it or the source cannot be found without the URL?
- Did you **double space** and **remove extra spaces** between entries?
- Did you use the hanging indent format for each entry?
- Did you alphabetize the list by author's last name OR first *major* word of the title (disregarding *A*, *An*, and *The*)?
- Did you capitalize *first* and *last* words in book and article titles, *first* words of subtitles, and all *major* words (nouns, pronouns, verbs, adjectives, adverbs, subordinating conjunctions)?
- Did you omit numbers from list? (Numbered examples in this handout are for easy reference in class, but entries on the works-cited list are alphabetized, NOT numbered.)
- Did you use the European method for dates (*Ex:* 11 Sept. 2009, not Sept. 11, 2009)?
- Did you abbreviate the names of all months *except* May, June and July?
- Did you shorten the names of publishing companies (*Ex:* Prentice, not Prentice Hall Publishing Company, Inc.) **AND** use the letter *P* in place of the word *Press* (***Ex:*** U of Chicago P, not U of Chicago Press)?
- Did you show *all* the pages an article covered, even if you found the article in a database? Did you show non-consecutive pages by giving the first page and a plus sign (*Ex.*10+)?
- Did you check that the author's last name or the title of an article in your parenthetical citation *exactly matches* the first word(s) of the entry on your works-cited list? (However, if the title begins with *A*, *An*, or *The*, alphabetize by the first major word.)