

MLA Citation Style for Academic Writing

9th Edition



Writing is 1% inspiration, and 99% elimination. — Louise Brooks

There is no great writing, only great rewriting. — Justice Brandeis

CWE: The Basics

Whom do we serve?

- University students
- Faculty & staff
- Alumni
- Community members

What can we help with?

- Getting started, Understanding the assignment, Drafting, Polishing, Revising, Citing
- All disciplines
- Non-academic writing

Who are we?

- Graduate students
- Adjunct professors
- Professionals in the field

When are we available?

- 7 days a week!
- Face-to-face & online
- By appointment or drop in
- All year long including Winter & Summer sessions



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CWE: The Basics

A session is...

- 25 minutes long
- Collaborative
- Writer-directed

A session is *not*...

- a consultant editing your work independently
- a consultant interpreting instructor feedback or grades
- a guarantee the consultant can read an entire paper

We believe in providing you with the tools that will enable you to grow as a writer and thinker.



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Assignments and More!

- Assignments for **ANY** class
- Long term writing goals: improving writing skills, confidence
- Cover letters and resumes
- Studying for the writing section: Praxis and ACT
- Creative writing: fiction, screen plays, poetry, memoir, etc.
- Letters, written appeals, documents
- Graduate school, scholarship, and program applications: Personal statements and essays
- Blogs and discussion board posts
- Citations (APA, Chicago, MLA, etc.); understanding plagiarism
- Graduate theses and dissertations



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CWE Appointments

- Plan ahead and schedule your appointment using our online system: <https://montclair.mywconline.com/>
- Can't make it to campus for a face-to-face session in the CWE? Online appointments offer either a Zoom or a chat option—with either format you are speaking with a writing consultant in real time.
- Schedule up to two appointments per week & drop-in once per day. (Not exceeding 50 minutes per day.)
- Saturday & Sunday hours during spring & fall semesters.
- We are open during Summer & Winter sessions!



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ONLINE APPOINTMENTS

- Attach your document or copy/paste your writing into the whiteboard section of the screen.
- In the lower right corner is the chat box; type your questions and comments there.
- If you choose to use Zoom, your consultant will send the Zoom link in the chat.



1 Childhood Apraxia of Speech and Related Therapies Childhood apraxia of speech (CAS) is a motor planning speech disorder that directly affects a child's ability to produce speech sounds and words (ASHA, 2007). Since it is a motor planning disorder, it is not the muscles affected by the disorder, but rather the message that the brain sends to the muscles. The breakdown between the brain and the muscles creates impaired movements. Apraxia has direct impacts on the child's speech, which can also affect the child's language development (American Speech-Language-Hearing Association [ASHA], 2007). However, different types of intervention can improve CAS. This paper aims to outline the effects of each approach to therapy and make a recommendation for integrated therapy.

2 About 1 to 2 in every 1,000 children have CAS (ASHA, 2007). The disorder can be detected during the prelinguistic stage of language development. If the child is not babbling in the usual patterned form (CVCV), then this could indicate a deficit in oral motor skills. Once the child is able to speak, there are common characteristics that can be generalized across all patients with CAS. These include inconsistent sound errors, difficulty with coarticulation, and dysprosody, or disordered prosody. An example of inconsistent sound errors would be when a child produces the /t/ phoneme, but when it is in the initial word position, the child exhibits prevocalic voicing. Another aspect of inconsistency would be if a child is able to produce a phoneme in unstructured speech, but is not able to produce it in a repeated word. In addition, syllables can be unnaturally extended due to the interrupted motor planning of CAS (Case & Grigos, 2016).

3 These deficits in speech production can secondarily affect the child's language abilities. Speech delays directly correlate with language delays. Children with CAS struggle most with expressive morphology and phonological awareness (ASHA, 2007). Related to language, CAS can also affect a child's literacy, especially if there is a familial history of speech and language delays, as well as previously exhibited CAS. Speech language pathologists can use direct and indirect therapies as well as compensatory strategies to treat children with CAS (ASHA, 2007). Direct therapies include approaches that incorporate activities during therapy that are actively working on speech and language, indirect therapies include treatments that train the brain to help speech such as biofeedback, and compensatory strategies are a way for clients to work around problems instead of trying to fix them. All of these approaches can have a positive impact on a child with CAS's speech and/or language.



CHAT || REAL TIME

CWE: Hi Rocky, I see that you've pasted your paper here. That's great! How can I help you today? 16:4

CWE: I would like to work on the flow of my paper and also get concerned about proper use of citations. 16:4

CWE: I'm happy to give you some feedback on how your paper sounds. And citations can be tricky, but you will get the hang of it. Which style are you using? APA? 16:4

CWE: Yes, APA 16:4

CWE: Here are some resources for you to look at after our session or whenever you need them: <https://www.montclair.edu/center-for-writing-excellence/digitaldashboard/resources-for-writers/citing-sources/#APA> 16:4

CWE: Thank you, that will be really helpful! 16:4

CWE: Let's get started! Here is the Zoom link for our session: <https://montclairzoom.us/j/976550000> 16:4

CWE: yes 16:4

CWE: Nice job with your citations, Rocky. It's always good to get another set of eyes to take a look though! 16:5

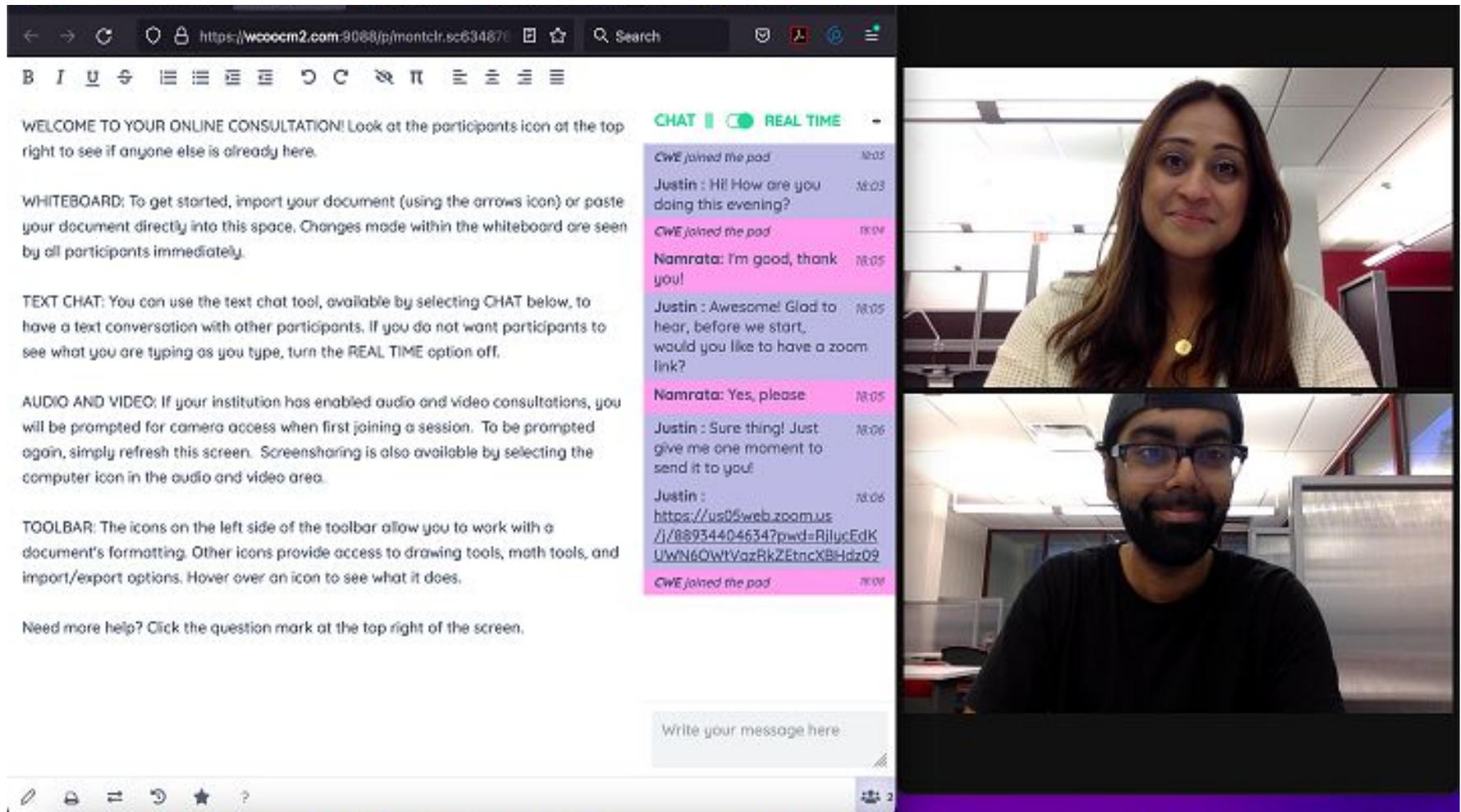
CWE: I hope our work together today was helpful. I would be glad to continue working with you if you can schedule another 16:5



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Zoom Appointments



The screenshot displays a Zoom meeting interface. On the left is a rich text editor toolbar with icons for bold, italic, underline, link, list, and other text formatting options. Below the toolbar is a welcome message: "WELCOME TO YOUR ONLINE CONSULTATION! Look at the participants icon at the top right to see if anyone else is already here." This is followed by instructions for the whiteboard, text chat, and audio/video features. A chat window on the right shows a conversation between Justin and Namrata. Justin asks how Namrata is doing, and she replies she's good. Justin then asks for a Zoom link, which she provides. The chat messages are timestamped at 18:05. At the bottom of the chat window is a text input field with the placeholder "Write your message here". On the right side of the interface, there are two video thumbnails. The top one shows a woman with long dark hair, and the bottom one shows a man with a beard and glasses. The Zoom meeting URL is visible at the top: "https://wcoocm2.com-9088/j/montclr.sc634670".

WELCOME TO YOUR ONLINE CONSULTATION! Look at the participants icon at the top right to see if anyone else is already here.

WHITEBOARD: To get started, import your document (using the arrows icon) or paste your document directly into this space. Changes made within the whiteboard are seen by all participants immediately.

TEXT CHAT: You can use the text chat tool, available by selecting CHAT below, to have a text conversation with other participants. If you do not want participants to see what you are typing as you type, turn the REAL TIME option off.

AUDIO AND VIDEO: If your institution has enabled audio and video consultations, you will be prompted for camera access when first joining a session. To be prompted again, simply refresh this screen. Screensharing is also available by selecting the computer icon in the audio and video area.

TOOLBAR: The icons on the left side of the toolbar allow you to work with a document's formatting. Other icons provide access to drawing tools, math tools, and import/export options. Hover over an icon to see what it does.

Need more help? Click the question mark at the top right of the screen.

CHAT | REAL TIME

CWE joined the pad 18:05

Justin : Hi! How are you doing this evening? 18:05

CWE joined the pad 18:05

Namrata: I'm good, thank you! 18:05

Justin : Awesome! Glad to hear, before we start, would you like to have a zoom link? 18:05

Namrata: Yes, please 18:05

Justin : Sure thing! Just give me one moment to send it to you! 18:06

Justin : <https://us05web.zoom.us/j/88934404634?pwd=RjlycEdKUWVhOQVlVzRkZEtncXBHdz09> 18:06

CWE joined the pad 18:06

Write your message here



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Multilingual Writers

Multilingual writers can request extended appointments (50 minutes) for support with specific writing assignments or long-term goals for improvement.

To request an extended appointment, call the CWE at the number posted on our scheduling site: <https://montclair.mywconline.com>

Our Digital Dashboard provides online resources for writers whose first language is not English including vocabulary, syntax and grammar links, among others. Self-study tools allow you to test your knowledge.

www.montclair.edu/center-for-writing-excellence/cwe-digital-dashboard/resources-for-writers/multilingual-writers/



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Digital Dashboard: The CWE's Best-Kept Secret

Montclair State University

Center for Writing Excellence

Center for Writing Excellence

About Us

Hours and Location

Appointments

News and Events

CWE Digital Dashboard

Resources for Writers

The Writing Process

Conducting Research

Citing Sources

Writing with Technology

Professional Writing

Writing in the Disciplines and

Across the Curriculum

Multilingual Writers

Academic Integrity

Here is an overview of the topics covered on this page. You will find multiple resources for each category. To begin, simply click on any of the topics below, and you will be directed to the appropriate section on our site.

- The Writing Process

- **Getting Started**
- **Claim (thesis)**
- **Drafting**
- **Intros and Conclusions**
- **Organization and Structure**
- **Gathering and Using Feedback**
- **Revising, Editing and Proofreading**
- **Multimodal Writing**

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Late-night question?

No problem!

Our Digital Dashboard has resources on a wide range of topics, including:

- Writing at the Graduate Level
- The Writing Process
- Conducting Research
- Citing Sources
- Writing with Technology
- Professional Writing

- Multilingual Writers
- Academic Integrity
- Grammar & Style
- Rhetoric & Composition
- Critical Reading
- Writing in the disciplines



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Citation Styles

Need assistance?

Bring your citation questions to a writing consultant:

<https://montclair.mywconline.com>

Citation resources are also available on our Digital Dashboard:

<https://www.montclair.edu/center-for-writing-excellence/cwe-digital-dashboard/resources-for-writers/citing-sources/>



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For more information

- Visit the CWE website: www.montclair.edu/cwe
- Create a CWE account:
<https://montclair.mywconline.com/register.php>
- Schedule an appointment: <https://montclair.mywconline.com>
- Find us on Facebook for announcements, events & more:
www.facebook.com/MontclairStateWritingExcellence
- Keep an eye out for our fall & spring semester workshops!
- **Questions? Email: cwe@montclair.edu**



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Please ask me questions
about the **CWE!**



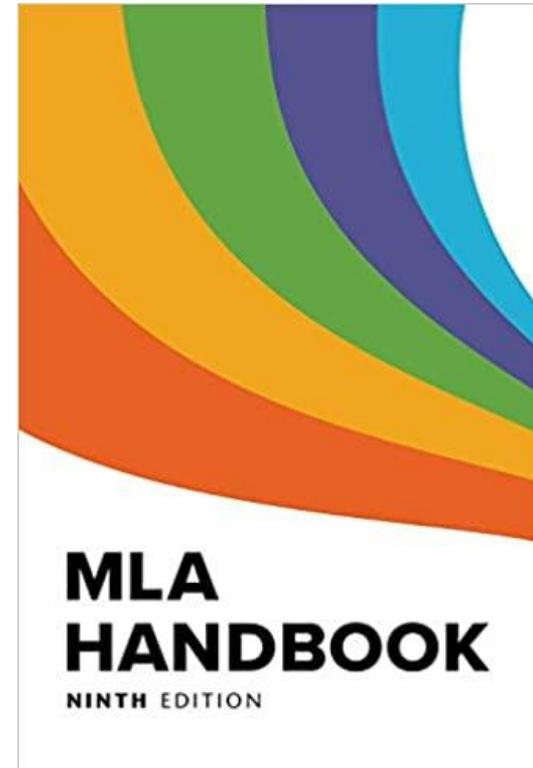
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What is MLA Style?

MLA provides guidelines for:

- Overall manuscript format
- Page numbers
- In-text citations
- Works cited page



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MLA General Format

- Double-spaced throughout
- 1" margins
- Paragraphs indented ½"
- Only one space after punctuation
- No title page



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Sample First Page

Your Name

Instructor's Name

Your class

28 August 2019

Title

First paragraph xxxx xxxxx xxxxxxxx xxxxx xxxxx

xxxxxxx xxxx xxxxx xxxxxx xxx



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Language Usage

- Write in a clear and direct manner.
- Use formal, academic style.
- Use inclusive language.
- Do not use contractions: don't, can't, etc.



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Inclusive Language

- Be respectful while describing individuals and groups.
- Avoid bias that could make people feel excluded.
- Strive for language that recognizes that your audience includes people from different backgrounds.



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Inclusive Language

- Make reference to identity relevant.
 - **Avoid** phrases like *African American congresswoman*, *female conductor*, *transgender actor* because they can imply being outside the norm.
- Be precise and specific. Broad language can ignore diversity.
 - For example, instead of “Native American” languages, give the name of the language, such as Navajo or Cherokee.
- Avoid stereotyping.
 - Chair or chairperson, not chairman



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Inclusive Language

Examples

- Use people-first language, avoiding definition by a single experience.
 - **Avoid:** *a blind person, a depressed person*
 - **Use:** *a person who is blind, a person with depression*
- Use thoughtful capitalization. In doubt? Check the dictionary.
 - Use *Egyptian, Mormon, bisexual, retiree*
 - *Black* is now preferred by many to *black*



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In-Text Citations

How to Avoid Plagiarism

- In MLA style, all direct quotes/passages, paraphrases, class notes, class discussions, theories, and ideas not your own must be documented.
- Citations use an author-page parenthetical style.



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In-Text Citations

How to Avoid Plagiarism

- A paraphrase should convey only the important details of the original material into your own words and sentence structure.
- Maintaining the sentence structure of the original and plugging in synonyms is insufficient.
- Careful note taking, recording the original source along with its page number, and identifying when you copy the source word for word will also help you avoid plagiarism.



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Adding and Omitting Words

Adding words

Use **[brackets]** around the words you want to add.

Original: “We are taking the only measures that we have to bring inflation down.”

Revised: “We [the Fed] are taking the only measures that we have to bring inflation down.”

Omitting Words

Use **. . .** for words you want to omit.

Original: “The process of getting inflation back down to 2 percent has a long way to go and is likely to be bumpy.”

Revised: “The process of getting inflation back down to 2 percent . . . is likely to be bumpy.”



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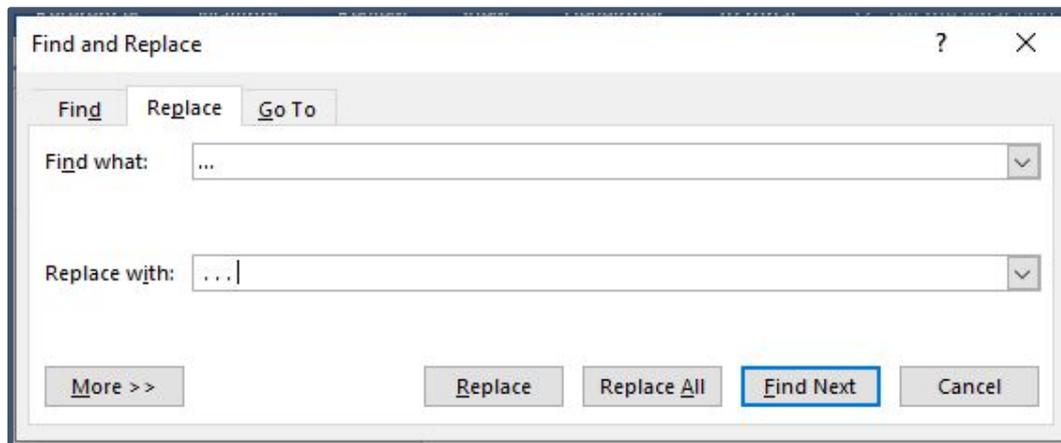
Adding and Omitting Words

When Using Word

When using Microsoft Word, the autocorrect function will delete the spaces in between ellipses.

To prevent that you can:

- Change the autocorrect function by going into Settings
- Use the Find and Replace tool:



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In-Text Citations

Citing Authors

In MLA, the **full name** of a source is used on first mention. Then, you just need the **surname** of the author.

In Md Sarfaraj Nawab and Asrin Khatun's "Exploring the Surveillance Culture: A Study of the Social Media Syndrome of the Present Day with Special Reference to George Orwell's *Nineteen Eighty-Four*," they say, "[T]he purpose of the novel is actually to exude this superficiality because in this Orwellian society 'individualism' is a criminal offense and 'privacy,' a non-existent thing" (110).

In the same article, Nawab and Khatun draw a connection to *Nineteen Eighty-Four*'s surveillance society with today's social media consumption, arguing that the lines of our reality are blurred because of smartphones, causing people to act in specific and unhealthy ways to acquire the virtual approval of others (111).



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In-Text Citations

Paraphrasing Authors

Passage in source: American Exceptionalism as our founders conceived it was defined by what America *was*, at home. Foreign policy existed to defend, not define, what America was.

Paraphrase (**unacceptable**): American exceptionalism as the founding fathers envisioned the concept was given meaning by America as a homeland. Programs focused on other countries were there to protect America, not delineate it.

Paraphrase (**acceptable**): As conceived, American Exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded. **OR,**
As Walter A. McDougall argues, for the founding fathers American Exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded (37).



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In-Text Citations

One Author

Direct Quotation:

Peetz stated, “If there was one area where technology has failed miserably to live up to its promise, it is in that area of transport” (55).

Paraphrase:

Peetz said that technology has not been successful in reaching its potential concerning the area of transportation (55).

OR

Regarding transport, technology has been unsuccessful in rising to its potential (Peetz 55).



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In-Text Citations

Two Authors

Examples:

Others, like Jay Lemery and Paul Auerbach, note that doctors have not yet adequately explained the effects climate change will have on human health (4-5). Lemery and Auerbach's book focuses on the human, not the environmental, risks.

OR

Others note that doctors have not yet adequately explained the effects climate change will have on human health (Lemery and Auerbach 4-5).



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In-Text Citations

Three or More Authors

List only **the first author's last name** and use **et al.** for the remaining authors' last names.

Examples:

Raymond Nickerson and colleagues argue that the truth value of statements—their premises and conclusions—is one factor that affects how people are persuaded by arguments (135).

OR

The authors argue that the truth value of statements—their premises and conclusions—is one factor that affects how people are persuaded by arguments (Nickerson et al. 135).



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In-Text Citations

Multiple Works by the Same Author

When citing multiple works by the same author, include the **author's name** and identify each work either by **italics** (books) or by **quotation marks** (articles or titles of short stories).

Example:

Chincholi describes how technology can be helpful with visualizing complex ideas in educational settings (“Using Technology in Education”). However, he mentions that we must also address issues with energy consumption in order to use AI technology sustainably (“How to Unleash the Potential of AI”).

Corresponding Works Cited Entries:

- Chincholi, Abhinand. “How to Unleash the Potential of AI Efficiently and Responsibly.” *Forbes*, 16 Aug. 2023,
<https://www.forbes.com/sites/forbestechcouncil/2023/08/16/how-to-unleash-the-potential-of-ai-efficiently-and-responsibly/?sh=34979e7e4d6c>.
- . “Using Technology in Education to Connect Physically and Digitally.” *Forbes*, 27 Mar. 2023,
<https://www.forbes.com/sites/forbestechcouncil/2023/03/27/using-technology-in-education-to-connect-physically-and-digitally/?sh=40f03a365116>.

In-Text Citations

Unknown Author

Use the first few words of the title in place of an author's name.

Example:

“With courses available in almost every subject, and flexible timetables to suit almost every lifestyle, students are increasingly turning to online learning as a viable alternative to on-campus study” (“Online Learning in 2023”).

Corresponding Works Cited Entry:

“Online Learning in 2023: What Is It and How Does It Work?” *Educations*, 2023, www.educations.com/study-guides/study-online/.



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In-Text Citations

Corporate or Organization Authors

Corporate or organization authors can be **shortened to the shortest noun phrase** when it is a **parenthetical citation**.

Example:

According to one study of climate change, the “speed of warming is more than ten times that at the end of an ice age, the fastest known natural sustained change on a global scale” (National Academy and Royal 9).



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In-Text Citations

Government Authors

If a government agency is the author, **list the name of the government first, followed by a comma**, and then the **name of the agency**.

Example:

“It is States and communities, as well as public and private organizations of all kinds, that establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation” (United States, Dept. of Education).



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In-Text Citations

Drama and Plays

- Put the character's name in capital letters and a period after their name.
- Follow the pattern of spacing in the play and use hanging indents for subsequent lines.

Example: In the play *Titus Andronicus*, the Goth queen Tamora pleads for her son's life:

TITUS. I give him you, the noblest that survives,
The eldest son of this distressed queen.

TAMORA. Stay, Roman brethren, gracious conqueror,
victorious Titus, rue the tears I shed,
A mother's tears in passion for her son;
And if thy sons were dear to three,
O, think my son to be as dear to me! (1.1.119-25)



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In-Text Citations

Block Quotations

In Alcott's *A Whisper in the Dark*, Sybil is a representation of a strong feminine identity without having to be masculine as symbolized by her hair. In various sections at the beginning of the novel, Sybil narrates her appearance in lengthy paragraphs:

I surveyed myself in the long mirror as I had never done before, and saw there a little figure, slender, yet stately, in a dress of foreign fashion, ornamented with lace and carnation ribbons . . . while blond hair wavy and golden, was gathered into an antique knot of curls behind, with a carnation fillet, and below a blooming dark-eyed face, just then radiant with girlish vanity and eagerness and hope. (298)

Alcott, Louisa May. *A Modern Mephistopheles; and A Whisper in the Dark*. Boston, 1889.



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In-Text Citations

Poetry

- Place quotation marks around a line or verse.
- Use forward slash (/) to separate line breaks and put a space before and after the slash.
- Use two forward slashes (//) for stanza breaks.

Example:

Reflecting on the incident in Baltimore, Cullen concludes, “Of all the things that happened there / That’s all that I remember” (lines 11-12).

Cullen, Countee. “Incident.” 1925.

<https://www.poetryfoundation.org/poems/42618/incident-56d2213a45f36>



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In-text Citations

Indirect Quotations

- When a quotation contains cited material from a secondary source, the original source must be acknowledged.
- When possible, MLA recommends going to the original source to quote from it directly.



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In-text Citations

Indirect Quotations

Original Source:

Samuel Johnson admitted that Edmund Burke was an “extraordinary man” (qtd. in Boswell 289).

Work Cited;

(Do not include Samuel Johnson in Works Cited)

Boswell, James. *Boswell’s Life of Johnson*. Edited by Augustine Birrell, vol. 3, Times Book Club, 1911.



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Works Cited Page

Basic Format

- Use Works Cited in the top center of a new page.
 - Do not underline, bold, or italicize.
- Maintain double-spacing throughout, including between citation entries.
- Indent second and subsequent lines after the first line (hanging indent).



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Works Cited

Core Elements

*A container is the “larger whole” that holds the source. A **book is the container** that holds a specific source such as a poem, an essay, or a narrative. Not all sources have Container 2.*

Author. “Title of Source.” ***Title of Container 1***, Other Contributors, Version, Number, Publisher, Publication date, Location. ***Title of Container 2***, Other Contributors, Version, Number, Publisher, Publication date, Location.



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Works Cited

Types of Containers

Container 1

- Periodical that contains articles (journal, magazine, newspaper)
- Television series that consists of several episodes
- Website that posts articles
- Book with several chapters

Container 2

- Publishers such as *Google Books*
- Academic databases such as *JSTOR*
- Streaming services such as *Netflix*



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Works Cited

Template

1. Author.	Goldman, Anne.
2. Title of source.	“Questions of Transport: Reading Primo Levi Reading Dante.”
3. Title of container,	<i>The Georgia Review</i> ,
4. Version,	-----
5. Number,	vol. 64, no. 1,
6. Location.	pp. 69-88.
7. Publisher,	-----
8. Publication date,	2015,
9. Title of 2nd container,	<i>JSTOR</i> ,
10. Location. (Using 2 nd container)	www.jstor.org/stable/41403188



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Works Cited

Example

Goldman, Anne. "Questions of Transport: Reading Primo Levi Reading Dante." *The Georgia Review*, vol. 64, no. 1, 2010, pp. 69-88. *JSTOR*, www.jstor.org/stable/41403188.



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Works Cited

Page Example

Last name 15

Works Cited

Baker, Kerryn. "Great Expectations: Gender and Political Representation in the Pacific Islands." *Government and Opposition*, vol. 53, no. 3, 2018, pp. 542-68.

Bhabha, Homi. *The Location of Culture*. Routledge, 1994.

Kincaid, Jamaica. "In History." *Callaloo*, vol. 24, no. 2, 2001, pp. 620-26. *Project Muse*, <https://doi.org/10.1353/cal.2001.0097>.

Murakami, Haruki. "As Concrete as Possible: Appetite in Literature." *The Wind-Up Bird Chronicle*. Translated by Jay Rubin. Vintage, 1997, pp. 175-84.



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There is no great writing, only great rewriting. — Justice Brandeis

Works Cited

Capitalizing Titles

Parts of speech that **are not** capitalized when they are in the middle of a title include:

- Articles (a, an, the):
To Kill a Mockingbird
- Prepositions (against, as, between, in, of, to):
The Merchant of Venice
- Coordinating conjunctions (and, but, for, nor, or, so, yet) to infinitives:
How to Write a Resume



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Works Cited

Formatting Titles for Non-Print Sources

Italics (whole works/container 1):

- Title of a television series
- Website
- Record album

Quotation Marks (shorter, specific works):

- Episode of the television series
- Article on website
- Song on an album
- Tweet



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Works Cited

Formatting Titles for Print Sources

Italics for larger texts (novels, books, volumes of collected works):

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

Eschholz, Paul, et al. *Language Awareness: Readings for College Writers*. Bedford/St. Martin's, 2009.

Quotation marks for titles of shorter works (essays, short stories, poems):

Poe, Edgar Allan. "The Fall of the House of Usher." *The Oxford Book of Gothic Tales*, edited by Chris Baldick, Oxford UP, 1992, pp. 85-101.

Quotation marks for titles of articles and ***italics*** for titles of periodicals (journals, magazines, newspapers):

Akcesme, Banu. "Fighting Back Against the Encroachment of Patriarchal Power on Female Domains in Wuthering Heights." *International Journal of Applied Linguistics and English Literature*, vol. 6, no. 5, 2017, pp. 27-40.



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Works Cited

Books and Periodicals

Book

Malerman, Josh. *Inspection*. Del Rey, 2019.

Magazine (print)

Nicklin, Mary Winston. "How to Go Wild in the French Riviera." *National Geographic*, 5 Aug. 2019, pp. 20-21.



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Works Cited

Translation

**If the focus is on the translation of a source,
treat the translators as the authors:**

Sullivan, Alan, and Timothy Murphy, translators.

Beowulf. Edited by Sarah Anderson, Pearson, 2014.



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Works Cited

Translation

If the focus is on the work rather than the translator, cite as you would any other book. Add “translated by” and follow with the name(s) of the translator(s):

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*. Translated by Richard Howard, Vintage, 1988.



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Works Cited

Film and TV

Emphasizing the creator of an entire series:

Whedon, Josh, creator. *Buffy the Vampire Slayer*. Mutant Enemy, 1997-2003. *Hulu*, www.hulu.com/series/buffy-the-vampire-slayer.

Performance of an individual:

Buffy the Vampire Slayer. Performance by Sarah Michelle Geller. Mutant Enemy, 1997-2003. *Hulu*, www.hulu.com/series/buffy-the-vampire-slayer.



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Works Cited

Film and TV

Emphasizing a director:

Avatar. Directed by James Cameron. Twentieth Century Fox, 2009.

Actors whose contributions are the focus of your discussion:

Avatar. Directed by James Cameron, performances by Sam Worthington, Zoe Saldana, Stephan Lang, Michelle Rodriguez, and Sigourney Weaver, Twentieth Century Fox, 2009.



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Works Cited

Authors

One author:

McDiarmid, Lucy. *At Home in the Revolution: What Women Said and Did in 1916*. Royal Irish Academy, 2016.

Two authors:

Dorris, Michael, and Louise Erdrich. *The Crown of Columbus*. HarperCollins Publishers, 1999.

More than two authors, use et al.:

Charon, Rita, et al. *The Principles and Practices of Narrative Medicine*. Oxford UP, 2017.



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Works Cited

Editors

One editor:

Nunberg, Geoffrey, editor. *The Future of the Book*. U of California P, 1996.

Two editors:

Gilbert, Sandra M., and Susan Gubar, editors. *The Female Imagination and the Modernist Aesthetic*. Gordon and Breach Science Publishers, 1986.

Three or more editors:

Baron, Sabrina Alcorn, et al., editors. *Agents of Change: Print Culture Studies After Elizabeth L. Eisenstein*. U of Massachusetts P, 2007.



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Works Cited

Essay in Collection or Chapter in Book

An essay in a collection:

Lodge, Anthony. “French is a Logical Language.” *Language Myths*, edited by Laurie Bauer and Peter Trudgill, Penguin, 2017, pp. 23-31.

Chapter in a book:

Bould, Mark. “Speculative Fiction.” *The Cambridge Companion to Twenty-First Century American Fiction*, edited by Joshua Miller, Cambridge UP, 2021, pp. 63–78.



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Works Cited

Corporate Author

Institution, organization, or government agency reports published by a different entity:

United Nations. *Consequences of Rapid Population Growth in Developing Countries*. Taylor and Francis, 1991.

When the organization is both the author and the publisher, start with the title, do not include an author, and list the organization as publisher:

Reading at Risk: A Survey of Literary Reading in America. National Endowment for the Arts, 2004.



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Works Cited

Annotated Bibliographies

Annotated bibliographies **describe** or **evaluate sources**, and **use succinct phrases**.

Example:

Moore, Nicole. *The Censor's Library: Uncovering the Lost History of Australia's Banned Books*. U of Queensland P, 2012.

Comprehensive history of Australian print censorship, with discussion of this history's implications for questions of transnationalism and the construction of the reader.



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Works Cited

Citing Online Sources

- Follow the order for citations in general.
- If no author is found, use the title of the article or webpage.
- Use the first few words from the title.
- Only use accession date if content is likely to change.



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Works Cited

Online Sources

Follow the same rules as though citing a print source, but include the website URL.

With an Author:

Accession date is included because blogs can change.

Ciucci, Carolina. "What is Publishing Doing to Combat Censorship?"

Book Riot, 27 July 2022,

www.bookriot.com/how-publishing-is-combatting-censorship/.

Accessed 27 July 2022.

Without an Author:

"Universal Declaration of Human Rights." *Facing History and Ourselves*, 13

Nov. 2019, www.facinghistory.org/universal-declaration-human-rights.

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Scholarly Article:

Olakunle, George. "Alice Walker's Africa: Globalization and the Province of Fiction." *Comparative Literature*, vol. 53, no. 4, 2001, pp. 354-72. *JSTOR*, <https://doi.org/10.2307/3593524>.

Magazine Article:

Holub, Christian. "Toni Morrison, *Beloved* Author and Nobel Prize Winner, Dies at 88." *Entertainment Weekly*, 6 Aug. 2019, www.ew.com/books/2019/08/06/toni-morrison-beloved-author-nobel-prize-winner-dies/.



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With publisher information:

“Materials for Teachers.” *Academy of American Poets*,
www.poets.org/materials-teachers. Accessed 27 July
2022.

(Note: Accession date is included since there is no
publication date.)

Without publisher information:

Ellis, Lindsay. "Death, Personified." *YouTube*, uploaded by
PBS Digital Studios, 24 Jan. 2019,
www.youtube.com/watch?v=1vQjHILQ00Q.



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Chincholi, Abhinand. “How to Unleash the Potential of AI Efficiently and Responsibly.” *Forbes*, 16 Aug. 2023,

<https://www.forbes.com/sites/forbestechcouncil/2023/08/16/how-to-unleash-the-potential-of-ai-efficiently-and-responsibly/?sh=34979e7e4d6c>.

—. “Using Technology in Education to Connect Physically and Digitally.” *Forbes*, 27 Mar. 2023, <https://www.forbes.com/sites/forbestechcouncil/2023/03/27/using-technology-in-education-to-connect-physically-and-digitally/?sh=40f03a365116>.

“Climate is Always Changing. Why is Climate Change of Concern Now?” *The Royal Society*, <https://royalsociety.org/topics-policy/projects/climate-change-evidence-causes/question-6/>.

Lemery, Jay, and Paul Auerback. *Enviromedics: The Impact of Climate Change on Human Health*. Rowman and Littlefield, 2017.



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McDougall, Walter A. *Promised Land, Crusader State: The American Encounter with the World Since 1776*. Houghton Mifflin, 1997.

Nawab, Sarfaraj MD, and Asrin Khatun. “Exploring the Surveillance Culture: A Study of the Social Media Syndrome of the Present Day with Special Reference to George Orwell's Nineteen Eighty-Four.” *IUP Journal of English Studies*, vol. 17, no. 1, 2022, pp. 109-119.

Nickerson, Raymond S., et al. “Validity and Persuasiveness of Conditional Arguments.” *The American Journal of Psychology*, vol. 132, no. 2, 2019, pp. 131-47.

“Online Learning in 2023: What Is It and How Does It Work?” *Educations*, 2023, www.educations.com/study-guides/study-online/.

Peetz, David. “Visions of the Future.” *The Realities and Futures of Work*, ANU Press, 2019, pp. 55–82. *JSTOR*, <http://www.jstor.org/stable/j.ctvq4c16w.8>.



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Works Cited in Examples

United States, Dept. of Education. “The Federal Role in Education,” 15 June 2021,
www2.ed.gov/about/overview/fed/role.html.



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MLA Resources

CWE Digital Dashboard

www.montclair.edu/center-for-writing-excellence/cwe-digital-dashboard/resources-for-writers/citing-sources/#MLA

MLA Style Website

www.mla.org/MLA-Style

Online-Writing Lab (OWL) at Purdue University

www.owl.english.purdue.edu/owl/section/2/11/



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