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Preface

The writing of good research papers is an important goal of Clarkstown North's English Department. One problem affecting teachers and students alike has been a lack of consistency in style and form in presentation of the paper. It is our hope that this research guide will facilitate the writing of the research paper and will provide clear instructions which make it easy to achieve success in writing.

Research Standards

A research paper uses information from a number of sources (never just one source) to prove a point or to provide information about a subject.

All English research papers will use the criteria of style, form, and requirements contained in this packet. More detailed instructions regarding style and content will be provided in general classroom discussions.

Research Philosophy

North's English faculty recognizes the importance of a thesis statement and correct documentation in research. On the high school level, the aim will be to encourage correct documentation, logical development of the thesis, and sophistication in conclusions.

Plagiarism

Essentially, to plagiarize is to steal another person's idea and to call it your own. Remember to cite your source and give credit where it's due.

Note: Any plagiarism — intentional or not — casts doubt on the honesty of all your statements. Plagiarism will result in the consequences as outlined by the school.

The English faculty welcomes you to the world of research at Clarkstown High School North

Portions of this guide may be found online at www.ccsd.edu/secondary/north/english
How to use this guide

This guide is constructed to be used as a reference as you write your paper. Your English teacher will guide you through the process. This guide is based on seventh edition *MLA Handbook for Writers of Research Papers*, and a the Modern Language Association (MLA) style.

You may encounter different styles of citations as you continue your education including Chicago, American Psychological Association (APA), and Turabian.

English Language Arts Standards

In accordance with recent New York State requirements, the research process taught at Clarkstown North incorporates all of the following standards:

**Standard One:** *Students will read, write, listen, and speak for information and understanding.*

**Standard Two:** *Students will read, write, listen, and speak for literary response and expression.*

**Standard Three:** *Students will read, write, listen, and speak for critical analysis.*

**Standard Four:** *Students will read, write, listen, and speak for social interaction.*
Required Research Assignments by Grade Level

All English Department students will be required to write at least one research paper during each of their four years at Clarkstown North.

Use the space below to create a list of the requirements assigned to you by your teacher.
Writing the Research Paper
Some General Steps to Follow

2. SELECT A GENERAL TOPIC
* Not too broad: Causes and Results of WWII

4. DEVELOP A THESIS STATEMENT
* A thesis is something you intend to prove in your paper. It should be well thought out.
* Have your teacher approve the thesis statement before your final draft.

POSSIBLE THESIS APPROACHES:

CHRONOLOGICAL: The rise of the Imagist Movement occurred over a period of twenty years.
PROCEDURAL: Five steps are needed to produce liquid oxygen.
CAUSE & EFFECT: Economic factors caused the ...
PROBLEMS: Problems relating to ideas prevent peace in Israel.

1. GET STARTED
Review the directions you've received from your teacher. Make a list of subjects, format, paper length, and due dates.

3. SEARCH FOR INFORMATION
* Use note cards or note sheets for your research.
* Prepare author-page citation cards.
* Prepare works-cited cards.
* Determine whether you need primary or secondary sources.
  - Primary: First-hand material
  - Secondary: Material written about primary sources

SOLUTIONS: The energy crisis can be solved by solar power.
COMPARISONS: Acupuncture is better than hypnosis.
SIMILARITIES: TV and movies are similar in many respects.
DIFFERENCES: TV and movies are different in many respects.
RELATIONSHIPS: Hemingway's life influenced his writings.
ANALYSIS: Three issues are related to the crisis in Iran.
LITERARY: Wordsworth is a Romantic writer.
PRO: Kennedy was the best president.
CON: Steinbrenner should not be the Yankee owner
CATEGORIES: Several ethnic groups in America have grown in size over the last ten years.
SPATIAL: Oil is found in abundance in five continents.
Writing the Research Paper
Some General Steps to Follow

5. Develop your outline

6. Gather your notes

7. Revise your preliminary outline based on your research

8. Write your first draft

9. Revise your first draft using the criteria below

CONTENT
* Paper follows outline
* Material is logically developed
* Thesis is clearly stated
* Thesis is proved
* Sources are cited correctly

GRAMMAR AND STYLE
* Topic sentence appears in all paragraphs
* Sentences support topic sentences
* No fragments or run-ons
* Sentence openings vary
* Sentence length varies
* Same tense is used throughout
* Subjects and verbs agree
* Strong subjects and verbs appear
* Language is smooth and appropriate for topic and grade level
* Effective transitions appear
* Short and long quotes are used correctly
* Paraphrasing is cited, yet personalized
* Spelling and punctuation are perfect

10. Type the final draft - proofread again - submit
Initial impressions are important. Therefore, remember that the research paper should be neatly presented and be printed properly on white paper and the printer should have sufficient printer ink or toner.

Corrections should be made before your final draft is printed. If, however, a mistake is discovered after the final printing, neatly cross out the error with one single line. If additions must be included, use a caret (^) to show where the text should appear.

Order of pages

Title Page

Body pages

Works Cited

Works Consulted

End page
Assessing the Roles of Power in *The Tragedy of Julius Caesar*

Whether now, or in the past, the power of the individual relative to those who govern him has been an issue that has led to civil wars and even assassinations, such as that of Julius Caesar. Shakespeare explores the struggle for and the effects of power as it exists in the common man as well as all those who are part of the government of Rome in his play *The Tragedy of Julius Caesar*. The displeasure of the tribunes Flavius and Marullus is not at first clearly focused against Caesar. The reader notices only that these tribunes are annoyed by the festive spirit of the commoners and the decorations on the statues. When the cobbler makes a pun about being a “mender of bad soles” 1.1.13-14) it might seem amusing the time we hear it, but it foreshadows the violence and soul-wrenching that many characters like Brutus and Portia will feel later. Flavius and Marullus make it clearer why they are angry when Marullus mentions that Pompey was a general whom the commoners once cheered for—a good man whose army has been defeated by the power-hungry Caesar. Marullus scolds them about their forgetfulness for Pompey:

> To towers and windows, yea, to chimney tops,
> Your infants in your arms, and there have sat
> The livelong day; with patient expectation,
> To see great Pompey pass the streets of Rome, (1.1.38-41)

With these words to remind the commoners of how they once loved Pompey, Marullus chides...
The header will be on all the pages of your paper.

First page: Chien 1
Second page: Chien 2
Third page: Chien 3

The only page that does not require a page number is your end page. That is a blank piece of paper.

Margins should be
Left: 1”(inch)
Right: 1”(inch)
Top: 1”(inch)
Bottom: 1”(inch)

Header is 1/2” from the top.

Make sure your header is correct, in the top left corner.

Indent paragraphs by 1/2” (a half inch).

Put only one space after a period.

text sample text sample text sample text sample. All the rest of your paper will continue to be double spaced and in the same font as the rest of your paper: Times New Roman, 12 pt. You can keep writing.

If you have a short quotation, that will have the same margins, but if you have a long quotation, it will look like the one on the previous page.

All new paragraphs will be indented by a half inch. You should be able to press the tab to indent. You need only one space after the period (unless your teacher instructs you to do otherwise). Sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text sample text 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Note Cards & Works Cited Cards

Note Card

<table>
<thead>
<tr>
<th>Page #</th>
<th>Topic (sub-topic)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Using note cards is a good way to visualize how your paper will be organized. Be sure to indicate whether the information is a paraphrase or a direct quotation.

Works Cited Card

When you go to write your Works Cited page, simply line up the cards alphabetically by author’s last name and type them up following the format. Using the cards saves you from having to hunt down the library books or web sites.

Title of Book or Article
Author or Editor
Publishing Company
Place of Publication
Date of Publication
or
Web Address
Date of Download

Making cards for your notes and your sources can help you organize your material for the paper and save time making your Works Cited page.

Use a source number so you don’t have to write the author’s name on every card.

Your note card should include either specific information from the source that you’ve paraphrased or a direct quote.
Using Direct Quotations

Often in writing research papers you’ll be asked to document specific information. A general rule of thumb is that any new information, statistic, or fact other than material considered general knowledge should be directly quoted. Direct quotations can enhance your paper and help to avoid plagiarism. Quote directly (word for word) if the original wording is:

* Briefer
* More pointed than a paraphrase would be
* Necessary for accurate understanding
* More insightful, beautiful, or clever than your paraphrasing would be

**Short Quotes** (fewer than 30 words, or fewer than four lines of poetry or a play) appear within your text.

**Example:**
In *The Great Gatsby*, according to a critic, Fitzgerald "tells an extremely American Story" (Lehan 14).

**Long Quotes** (more than 30 words) should be set apart from the rest of the text by beginning a new paragraph and by using indentations of one inch (1”).

**Example:**
Charles Dickens’ *A Tale of Two Cities* contains a remarkable description of lower class poverty in pre-Revolutionary France:

The wine was red wine, and had stained the ground of the narrow street in the suburb of Saint Antoine, in Paris, where it was spilled. It had stained many hands, too, and many faces, and many naked feet, and many wooden shoes. (37)

This scene sets the stage for the struggle in this suburb that ignites the revolution.

Note how the direct quote is set apart from the rest of the written text, the omission of quotation marks around the lengthy quote, and the period placed before the parenthetical reference. A source or page number is cited for each direct quotation in a set of parentheses (). This author-page citation is explained on page 18 of this guide.
Gathering your resources using digital tools

You can use the traditional note cards, but your teacher may also recommend that you work with a digital version.

The advantage of the paper note cards is that you may be able to use them on in-class assignments and you can use them in an offline setting and later them as needed.

The advantage of the digital cards is that they can be on your computer or mobile device; they can be cut and copied into your paper as you type it; they can be shared with others; others, including your teacher, can share a library of cards with you.

**Basic resources for taking or creating digital notes and document gathering**
These will allow you to create notes, save documents, mark up documents, and save information off websites.

https://evernote.com/products/

**Advanced resources taking or creating digital notes and document gathering**
These will allow you to create notes with tags and metadata, use tags and metadata for advanced search, save documents, mark up documents, and save information off websites, create and join groups with academics; export your data to MLA, APA, and other styles.

https://www.zotero.org/ (Recommended)

http://www.mendeley.com/

The greatest advantage of the digital format is that it is easier to keep for future classes, in college, and future studies in that field or career. A carefully constructed digital archive of notes and writing is an asset that all students can prepare for and create for current and future success.
Paraphrasing

Sometimes you may decide that an idea you find is not in need of a direct quotation. Perhaps it is a piece of general knowledge or information that you have found in a variety of pages. Rather than using a direct quotation, paraphrase the material.

A paraphrased idea is achieved by taking an idea from a specific source and writing it in your own words and sentence structure. A paraphrase should sound like you, not like the source. If you merely shuffle sentences it does not mean that you have successfully paraphrased. Your teacher will help you understand the differences between paraphrasing and summarizing.

Some rules about paraphrasing:

* Paraphrases are not set apart from the text
* Paraphrased sections never use quotation marks
* Even though you’ve used your own words you **MUST** use a citation!

Here’s the difference between a direct quotation and a paraphrase:

On page 306 in a book written by David S. Reynolds you find the following statement:

“The mid-1850’s, when the first two editions of Whitman’s *Leaves of Grass* appeared, was a time of turmoil and upheaval.”

To paraphrase this statement, that is to rewrite it in your own words, the same statement might sound like this:

Walt Whitman’s first two editions of *Leaves of Grass* were published in very turbulent times (Reynolds 306).

Although no quotation marks are needed in the paraphrased version of the direct quotation, **the author is still cited** as your source. Remember that you didn’t do the original research. The author did the original work, and you found his or her research. The citation indicates to your teacher that the ideas about Walt Whitman’s times came from Reynolds, but the words used in your paper are yours, not his. (Notice that you will double space in your paper.)
Why should I bother citing references for what I used in my paper? The authors don’t know that I used their stuff! Anyway, if this is supposed to be my research paper, and I use other material, won’t it just be a string of quotes with parenthetical references?

Using other people’s ideas and claiming them as your own is plagiarism, or intellectual theft. Your report should represent research that you’ve done on a particular topic. Your job is to guide the reader through your argument or analysis and use the citations to back up and support what you are saying.

All you need to do to cover yourself is to ensure that each quotation or paraphrase is cited!!

Plagiarism (pla’ji· a· riz’m)

Plagiarism is defined as:
1. The act or instance of taking and passing off as one's own someone else's work. Essentially, to plagiarize is to steal another person's idea in order to call it your own. Remember to cite and give credit where it's due.
   
To avoid plagiarizing:
   
J use quotation marks around a direct quotation
J paraphrase common ideas
J cite each specific source

Note: Any plagiarism - intentional or not - casts doubt on the honesty of all your statements. Plagiarism will result in the rejection of your research paper and a failing grade
It takes up too much room to write out all of the information (author, title, publisher, etc.) every time you quote or paraphrase a source. MLA style uses just the author’s last name and the page number in a set of parentheses ( ). These are called parenthetical references.

Here is a basic example of a parenthetical reference for a book with one author:

The author’s last name

(Markham 150)

Here is reference with material taken from more than one page:

The author’s last name

(Markham 160-63)

Here is a reference to a source with more than one author:

The authors’ last names

(Jones and Wells 58)

Refer to pages 19 and 20 to learn how to reference your sources properly.

These are not acceptable MLA parenthetical references:

(Smith, 130)  (Smith, pg. 130)  (Smith, pgs. 130-31)  (Smith p. 130)  (“Interview with John Smith” 130)
HOW IT WORKS:

J You find this on page 40 in a book by S. Schoenbaum about Shakespeare:

“When Shakespeare was born, England did not yet have a theater expressly built for the performance of plays.”

J When you use this information as a short *direct quotation* in your paper, it would double spaced like this, typed into your paper. Notice the period is after the citation.

As hard as it is to imagine, “When Shakespeare was born, England did not yet have a theater expressly built for the performance of plays” (Schoenbaum 40). However, as history shows, the rise of drama in the

J If you decided to *paraphrase* the information from the book, it would look like this, typed into your paper. All syntax must be yours to be a paraphrase. Notice how all the words are in a different order and the idea is the only thing that is used, not the actual sentence or all of its words.

As hard as it is to imagine, England didn’t even have theaters just for plays at the time of Shakespeare’s birth (Schoenbaum 40). However, as history shows, the rise of drama in the

In either case, the author’s last name and the page number are placed in parentheses at the end of the information used. The period is placed not at the end of the information, but *after the parentheses*. Use only one space after the period. If anyone wants to know exactly where the information came from, they can use the reference *(Schoenbaum 40)* to find it on the Works Cited page. There they would find the following information:

In-Text Citations and Embedded Quotes
Using in-text citations (also called embedded quotes) provides you evidence throughout the paper upon which you can build and develop a strong argument that supports your thesis.

When including a short quotation, you have several options with to include the essential information needed.

Complete Citation
For example, in each of these three cases, all the information is included within the sentence itself or in the citation’s parentheses.

As stated in *Poetics*, “without action there cannot be a tragedy” (Aristotle VI 10-11).

or

As Aristotle states, “without action there cannot be a tragedy” (*Poetics* VI 10-11).

or

As stated in section VI 10-11, “without action there cannot be a tragedy” (Aristotle, *Poetics*).

Shortened Citation
If the entire paper is on one piece of literature and one author, the citation can be shortened. The same citation can be shortened and may only include the essential information to find the quote within the text of the literature. For example:

Caesar ignores the soothsayer’s warning, "Beware the ides of March" (1.2.18).

or

"Beware the ides of March," the soothsayer warns Caesar (1.2.18).

Complete Citation Required
Including all of the information is critical and essential sometimes. The author, work, and pages or lines should be included if it is unclear who the author is, or what play is being discussed. For example:

Caesar ignores the warning, "Beware the ides of March" (Shakespeare, *The Tragedy of Julius Caesar* 1.2.18).

Likewise, Mephistopheles warns Faustus, “Whereby he is in danger to be damned” (Marlowe, *The Tragical History of Doctor Faustus* 1.3.49).

Add a Line Break for Short Quotations for Poetry and Plays
Remember to add the line break and to capitalize the start of the next line. For example:

As Cassius tells Brutus, about their relation to Caesar, they “Walk under his huge legs, and peep about/ To find ourselves dishonourable graves (1.2.134-37). Cassius extends this idea further, and also mentions that
Long quotations

Long quotations are formatted differently
— They are indented a full two inches from the left of the page
— They do not include quotation marks
— They do not include any line break
— The period remains close to the text
— The parenthesis and citation information remains at the end, but with no period after it.

For example:

As Cassius says to Brutus, they have both elevated Caesar to a power that is much greater than their own, and that is unnatural.

    Why, man, he doth bestride the narrow world
    Like a Colossus, and we petty men
    Walk under his huge legs, and peep about
    To find ourselves dishonourable graves.  (1.2.134-37)

This contrast that Cassius emphasizes to Brutus is only one way that Cassius tries to draw a distinction between the power of Caesar, and of everyone else.
Long Quotations in a Play with Dialogue

Long quotations are formatted differently
—They are indented a full two inches from the left of the page
—They do not include quotation marks
—They do not include any line break
—The period remains close to the text
—The parenthesis and citation information remains at the end, but with no period after it.
—In a play with dialogue, you would duplicate the formatting of the original, but do the following
  -capitalize the names of the characters
  -put a period after each name
  -indent three spaces after each name, and then type the dialogue

Here is an example of how to format the page if you have dialogue with more than one speaker, and it is also a long quotation:

The play also shows the audience that Brutus is not only a loyal friend to Caesar who respects and honors him.

Brutus also helps Caesar overcome his hearing loss and to navigate the world around him, such as when he is warned by the soothsayer.

  SOOTHSAYER.

    Beware the ides of March.

  CAESAR.

    What man is that?

  BRUTUS.

    A soothsayer bids you beware the ides of March.

  CAESAR.

    Set him before me; let me see his face. (1.2.18-20)

Although a simple gesture, Brutus’ attention to this detail is potentially important to Caesar. However, Shakespeare here wants to reveal to the reader that even Brutus himself also hears and ignores the warning of the commoner.
Citation possibilities with different sources

**What if?**

You are citing an entire website on the Internet

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available).

Medium of publication. Date of access.

(Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.)

According to Schoenbaum, “When Shakespeare was born, England did not yet have a theater expressly built for the performance of plays” (40). *You don’t need to put the name into the parentheses, just the page number in the parentheses.*

Silas and Talada believe that an effective Regents essay should end with an overall statement or kicker (12).

**OR**

An effective Regents essay should end with an overall statement or kicker (Silas and Talada 12).

His protagonists also make bold proclamations: “And my child must seek a heavenly father; she shall never know an earthly one” (Hawthorne, *The Scarlet Letter* 162).

*Put the title of the work in the parentheses*

Golding himself has said that *Lord of the Flies* is “an attempt to trace the defects of society back to the defects of human nature” (qtd. in Epstein 249).

*Put “qtd. in” and the author’s name of the source you found. You don’t need to list both in the Works Cited page, just the work you found.*

You mention the author’s name in your text

You use a source with more than one author

You are using two or more books from the same author

The quotation you selected appears as a quotation in the original source to an entire work
In order to give the reader complete information about your cited sources, you must attach a Works Cited page, an alphabetical list of all sources you actually used in your research.

**GENERAL INSTRUCTIONS**

J Works are arranged alphabetically according to the author’s last name. If no author is listed, titles of books, articles, or web pages should be used to alphabetize the entry. Remember: Only one list of alphabetical sources is required. Do not create separate lists for authored sources and sources without an author.

J If more than one author is given, only the first author's name is given last name first.

Sample Entries

Sample Book


Sample Book by Same Author Already Listed


Sample Book from a University Press


Sample of Essay from a Collection, Bound in One Volume


Sample Definition of a Word from an Online Source (MLA format, no URL)


Sample Definition of a Word from an Online Source (MLA Format, with URL)

Samples Entries, continued

Sample of a Source from an Online Database (MLA format, no URL)


Sample of a Source from an Online Database (MLA format, with URL)

Links to Reliable Online Resources for MLA Formatting

Sample MLA Paper

https://owl.english.purdue.edu/media/pdf/20090701095636_747.pdf

Sample MLA Works Cited

https://owl.english.purdue.edu/owl/resource/747/12/

PowerPoint on MLA Style

https://owl.english.purdue.edu/media/ppt/20090818122307_747.ppt

MLA Works Cited Page Basic Format, Online Writing Lab, Purdue University

https://owl.english.purdue.edu/owl/resource/747/05/

MLA Style Templates, Basic Research Paper

Use this template for a basic student research paper in MLA style. Click on a link to view and/or download the template. Please note that .doc files will contain handy, shaded, click-to-replace fields around things like the title and date. These fields don’t show up in the Dropbox document viewer, but they’ll be there when you download the file.

.doc Template for Microsoft Word (view or download)
.doc Template for Microsoft Word (quick download)

.odt Template for Open Office Writer (quick download)

Template for Google Docs (links to Google Docs; you may need to sign in with a Google account)
Links to Reliable Online Resources for Literary Criticism

Internet Public Library

http://www.ipl.org/div/litcrit/guide.html

The Library of Congress, Alcove 9: An Annotated List of Reference Websites, Literatures in English:

Literary Criticism

Abbreviations Commonly Used with Electronic Sources

If publishing information is unavailable for entries that require publication information such as publisher (or sponsor) names and publishing dates, MLA requires the use of special abbreviations to indicate that this information is not available. Use *n.p.* to indicate that neither a publisher nor a sponsor name has been provided. Use *n.d.* when the Web page does not provide a publication date.

When an entry requires that you provide a page but no pages are provided in the source (as in the case of an online-only scholarly journal or a work that appears in an online-only anthology), use the abbreviation *n. pag.*

Basic Style for Citations of Electronic Sources (Including Online Databases)

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names [e.g. .com or .net].)
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Medium of publication.
- Date you accessed the material.

**URL (if required, or for your own personal reference; MLA does not require a URL).**

Citing an Entire Web Site

It is necessary to list your date of access because web postings are often updated, and information available on one date may no longer be available later. If a URL is required or you chose to include one, be sure to include the complete address for the site. (Note: The following examples do not include a URL because MLA no longer requires a URL to be included.)

Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. Remember to use n.p. if no publisher name is available and n.d. if no publishing date is given.


An Image (Including a Painting, Sculpture, or Photograph)

Provide the artist's name, the work of art italicized, the date of creation, the institution and city where the work is housed. Follow this initial entry with the name of the Website in italics, the medium of publication, and the date of access.


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

An Article in a Web Magazine

Provide the author name, article name in quotation marks, title of the Web magazine in italics, publisher name, publication date, medium of publication, and the date of access. Remember to use n.p. if no publisher name is available and n.d. if no publishing date is given.


An Article in an Online Scholarly Journal

For all online scholarly journals, provide the author(s) name(s), the name of the article in quotation marks, the title of the publication in italics, all volume and issue numbers, and the year of publication.


An Article in an Online-only Scholarly Journal

MLA requires a page range for articles that appear in Scholarly Journals. If the journal you are citing appears exclusively in an online format (i.e. there is no corresponding print publication) that does not make use of page numbers, use the abbreviation n. pag. to denote that there is no pagination for the publication.


An Article in an Online Scholarly Journal That Also Appears in Print

Cite articles in online scholarly journals that also appear in print as you would a scholarly journal in print, including the page range of the article. Provide the medium of publication that you used (in this case, Web) and the date of access.


An Article from an Online Database (or Other Electronic Subscription. Service)

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services just as you would print sources. Since these articles usually come from periodicals, be sure to consult the appropriate sections of the Works Cited: Periodicals page, which you can access via its link at the bottom of this page. In addition to this information, provide the title of the database italicized, the medium of publication, and the date of access.

Note: Previous editions of the MLA Style Manual required information about the subscribing institution (name and location). This information is no longer required by MLA.

E-mail (including E-mail Interviews)

Give the author of the message, followed by the subject line in quotation marks. State to whom to message was sent, the date the message was sent, and the medium of publication.


A Listserv, Discussion Group, or Blog Posting

Cite Web postings as you would a standard Web entry. Provide the author of the work, the title of the posting in quotation marks, the Web site name in italics, the publisher, and the posting date. Follow with the medium of publication and the date of access. Include screen names as author names when author name is not known. If both names are known, place the author’s name in brackets. Remember if the publisher of the site is unknown, use the abbreviation n.p.

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


A Tweet

MLA posted guidelines on their website for how to cite a tweet on a Works Cited page. Begin with the user’s name (Last Name, First Name) followed by his/her Twitter username in parentheses. Insert a period outside the parentheses. Next, place the tweet in its entirety in quotations, inserting a period after the tweet within the quotations. Include the date and time of posting, using the reader’s time zone; separate the date and time with a comma and end with a period. Include the word "Tweet" afterwards and end with a period.

Brokaw, Tom (tombrokaw). "SC demonstrated why all the debates are the engines of this campaign." 22 Jan. 2012, Tweet.

Purdue Writing Lab (PurdueWLab). "Spring break is around the corner, and all our locations will be open next week." 5 Mar. 2012, 12:58 p.m. Tweet.
Gathering your resources using digital tools

You can use the traditional note cards, but your teacher may also recommend that you work with a digital version.

The advantage of the paper note cards is that you may be able to use them on in-class assignments and you can use them in an offline setting and later them as needed.

The advantage of the digital cards is that they can be on your computer or mobile device; they can be cut and copied into your paper as you type it; they can be shared with others; others, including your teacher, can share a library of cards with you.

Basic resources for taking or creating digital notes and document gathering
These will allow you to create notes, save documents, mark up documents, and save information off websites. https://evernote.com/products/

Advanced resources taking or creating digital notes and document gathering
These will allow you to create notes with tags and metadata, use tags and metadata for advanced search, save documents, mark up documents, and save information off websites, create and join groups with academics; export your data to MLA, APA, and other styles. https://www.zotero.org/ (Recommended) http://www.mendeley.com/

The greatest advantage of the digital format is that it is easier to keep for future classes, in college, and future studies in that field or career. A carefully constructed digital archive of notes and writing is an asset that all students can prepare for and create for current and future success.
# Revision Abbreviations and Symbols / Proofreaders’ Marks / Common Useful Terms for Writing

This table is an alphabetical compilation of abbreviations, symbols and marks for revising and proofreading. Some marks are included in several places to make searching easier.  

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning or Very Brief Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>abbr</td>
<td>faulty abbreviation</td>
</tr>
<tr>
<td>adj</td>
<td>improper use of adjective</td>
</tr>
<tr>
<td>add</td>
<td>add needed word</td>
</tr>
<tr>
<td>adv</td>
<td>improper use of adverb</td>
</tr>
<tr>
<td>agr</td>
<td>faulty agreement</td>
</tr>
<tr>
<td>amb</td>
<td>ambiguous expression or construction</td>
</tr>
<tr>
<td></td>
<td>insert apostrophe</td>
</tr>
<tr>
<td>appr</td>
<td>inappropriate language</td>
</tr>
<tr>
<td>awk</td>
<td>awkward sentence or construction</td>
</tr>
<tr>
<td>best</td>
<td>insert indicated material</td>
</tr>
<tr>
<td></td>
<td>use capital; use uppercase letter</td>
</tr>
<tr>
<td>cap</td>
<td>capital letter</td>
</tr>
<tr>
<td>not cap</td>
<td>use lower case letter; no capital</td>
</tr>
<tr>
<td>cite</td>
<td>cite source of idea or quote</td>
</tr>
<tr>
<td>cliché</td>
<td>cliché</td>
</tr>
<tr>
<td></td>
<td>delete space, print as one word</td>
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<tr>
<td>coh</td>
<td>coherence</td>
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<tr>
<td></td>
<td>insert colon</td>
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<td></td>
<td>insert comma</td>
</tr>
<tr>
<td>no,</td>
<td>no comma</td>
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<tr>
<td>conc.</td>
<td>add or fix conclusion</td>
</tr>
<tr>
<td>coord</td>
<td>faulty coordination</td>
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<tr>
<td>cs</td>
<td>comma splice</td>
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<tr>
<td></td>
<td>dash; em dash (long dash) Ex. The girl waved—a signal—and then disappeared.</td>
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<tr>
<td></td>
<td>dash; en dash (short dash) Ex. 2002–2014</td>
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<td></td>
<td>faulty diction</td>
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<td></td>
<td>delete</td>
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<td></td>
<td>delete and close up; used within a word with extra letters, for example</td>
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<td></td>
<td>inadequate development</td>
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<tr>
<td>dgl</td>
<td>dangling construction</td>
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<td>dm</td>
<td>dangling modifier</td>
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<td>○○○○</td>
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<td>37</td>
<td>ex.</td>
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<td>exact</td>
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<td>frag</td>
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<td>inc</td>
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<td>47</td>
<td>intro</td>
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<td>48</td>
<td>∨ or ∧</td>
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<td>49</td>
<td>jarg</td>
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<td>50</td>
<td>lc</td>
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<td>51</td>
<td>not capital</td>
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<td>52</td>
<td>line ending /</td>
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<td>53</td>
<td>mix</td>
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<td>mm</td>
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<td>mood</td>
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<td>more</td>
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<td>no,</td>
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<td>No ¶</td>
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<td>59</td>
<td>the dot</td>
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<td>72</td>
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<td>ref</td>
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<td>rep</td>
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<td>79</td>
<td>run-on, r-o</td>
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<td>80</td>
<td>-s</td>
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<td>shift</td>
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<td>85</td>
<td>sl</td>
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<td>86</td>
<td>source?</td>
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<td>87</td>
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<td>89</td>
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<tr>
<td>90</td>
<td>let it stand, let marked text stand as set; leave as is in the original and ignore markings</td>
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<td>91</td>
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<tr>
<td>92</td>
<td>sv agr</td>
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<tr>
<td>93</td>
<td>TAG</td>
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<tr>
<td>94</td>
<td>t, tense</td>
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<td>102</td>
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<td>118</td>
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</table>

The material in this chart comes in large part from MLA Handbook for Writers of Research Papers, 7th Ed., 2009 and online 2014; Diana Hacker’s A Writer’s Reference 5th Ed.; The Chicago Manual of Style 16th Ed. 2010 and online 2014; Merriam-Webster “Proofreaders’ Marks,” online 2014. Please consider purchasing a copy of the books and materials referenced so that you can have a full understanding of the terms and abbreviations. Note that not every mark from these sources is included in this table. Additional sources include American Heritage Dictionary of the English Language, 5th Ed., 2012; Garner’s Modern American Usage, 2009; U.S. Government Printing Office Style Manual, 2008.

Some minor changes have been made to the original material, and some compromises were necessary. Please see original sources for full clarification of all material.

Careful readers will find mistakes and inconsistencies. Please contact me so they can be fixed. Your feedback will help this list become more complete and more useful.

First public version January 20, 2014
David Kaminski