# Table of Contents

- Introduction 1
- Essay FAQs 2
- Dos and Don’ts of Writing 3
- MLA Style Page Formatting 4
- Plagiarism 5
- Source Evaluation 5
- Common Knowledge 6
- Rhetorical Appeals 7
- 5 Steps to Incorporating Research 8
- Ellipsis & Brackets 8
- Paraphrasing vs. Summarizing vs. Quoting 8
- Increasing Your Knowledge or Opinion Bank 9
- Addressing the Counterargument 9
- Sample Signal Phrases 10
- MLA In-Text Citations and Works Cited Help Sheet 11
- Sample Paper With Annotations and Works Cited 12-18
- Book With One Author 19
- Book with Two or Three Authors 19
- Book with More Than Three Authors 19
- Chapter or Article from a Compilation, Anthology, or Collection 20
- Magazine Article 20
- Newspaper Article 20
- Interview 21
- Website 21
- YouTube Video or Work Cited Only on the Web 21
- Lecture, Speech, Address, or Reading 22
- Documentary, Film (Movie), or Video Recording 22
- Email Message 22
- Television or Radio Broadcast 23
- Article from an E-Journal 23
- Edition Other Than the First 24
- A Work of Visual Art (Painting, Lithograph, Sculpture, or Similar Work) 24
- Article from an E-Newspaper 24

---

**Created by Courtnay Hornof for MLA Users**  
Revised August 28, 2010 (3rd Edition)

Thank you to Rexann McKinley, Mark Lanting, Trisha Dandurand, and Linsey Cuti for your contributions and proofing.

Note to Users: This reference guide does include the changes made in the newest edition of the MLA Handbook which was released in March 2009; therefore, all citation information should be accurate. If any errors are found, please email me: chornof@kcc.edu. Thank you.
The following pages are provided exclusively for you, the student, to use as a reference when writing your papers. They are in no way to be used as a substitute for directions offered by your instructor. Please consult your instructor if you have any questions or concerns or need further clarification.

- Essay FAQs
- Dos and Don’ts of Writing
- MLA Style Page Formatting
- Plagiarism
- Source Evaluation
- Common Knowledge
- 5 Steps to Incorporating Research
- Ellipses & Brackets
- Paraphrasing vs. Summarizing vs. Quoting
- Increasing Your Knowledge or Opinion Bank
- Addressing the Counterargument
- Rhetorical Appeals

MLA
MLA stands for Modern Language Association. This organization is responsible for creating standardized citation formats for researchers working in humanities, literary studies, and history. When your instructor instructs you to use MLA, he or she is referring to page formatting, in-text (parenthetical) citations, and a Works Cited page. I provide samples of all of those materials here to make your transition into using MLA easier. Again, these pages are in no way to be used as a substitute for directions offered by your instructor. Please consult your instructor if you have any questions or concerns or need further clarification.

Sample Signal Phrases
This page offers different ways for you to lead-in to your source quotes, summaries, or paraphrases. Every time you incorporate a quote, summary, or paraphrase from a source, you need to use a signal phrase.

MLA In-Text Citations and Works Cited Help Sheet
There are many complex terms and requirements in MLA. This page is intended to help you identify and clarify items that are often questioned by students writing research papers. On this page, you will find
1) a list of information that you should compile while you are consulting sources
2) clarification on what should be italicized, capitalized, and placed in quotation marks
3) what you should do if page numbers are not provided
4) what to do in cases where names have titles like Jr. or Dr.
5) how to approach the names of months
6) different mediums of publication
7) what to do with complex terminology and abbreviations.

Sample Paper With Annotations and Works Cited
These pages contain an excerpt from a paper written in MLA style. On these pages, I’ve included annotations that explain certain aspects of a research paper. A lot of the information from this guide is exhibited in these pages. It is my hope that the annotations will give you a visual idea of what MLA and your instructors might require.

Citation Guide
The citation guide offers a variety of methods to create your Works Cited page. It is presented in a straightforward manner; however, some key information could not be provided on these pages. If, for example, you are citing an article with more than one author from an E-Journal, you will have to look at the instructions on how to cite more than one author in the book citations (on the first page of the citation guide). Also, when you encounter sources with more than one edition, you will need to look back on the Edition Other Than the First citation directions. Finally, if information is not provided, you will simply skip that part of the entry. In some cases, though, you may need to include the abbreviation N.p. (no publisher), N.d. (no date), N. pag. (no page numbers), and N.p. (no place of publication). Only capitalize the “n” if it comes after a period. (See section 5.5.24 of the MLA Handbook for Writers of Research Papers for more information.) If you need further clarification on how to use other citation directions to fully and correctly create your Works Cited page, please see your instructor.

Good luck with your research paper!
What is an essay and why do I need to know how to write one?
1) An essay is an organized argument that establishes you as a credible writer both academically and professionally. It is usually organized into 3 parts: the introduction, body and conclusion. 2) As you grow as an academic writer, you become a better problem solver making you more attractive to potential employers.

What does not constitute an essay?
Essays are purely non-fictional; therefore, essays are not creative writing like novels and poems and should only contain personal thoughts when written in an objective manner.

What is the introduction?
Imagine introducing yourself to a stranger. What are the important things someone may need to know to see exactly who you are? An introduction in an essay includes the important details a reader may need to understand your thesis statement or main point. Overall, it should
   a. Grab the reader’s attention.
   b. Demonstrate the importance of your argument, so the reader feels as though the essay somehow relates to them. Your audience must feel as though they too care about what you are saying. Why do we care?
   c. Offer a preview of what you will be discussing in your essay by presenting:
      i. a description about the issue and its importance
      ii. a story demonstrating the issue and its importance
      iii. an explanation of what the issue is and its importance
   d. Give your reader the focus of the essay in a well-developed, thoughtful thesis/focus statement.

What is a thesis/focus statement?
A thesis statement is a specific, confident assertion that articulates your position on a given topic. Most thesis statements generally contain a fact and opinion while some simply contain a topic and opinion. Thesis statements are typically one sentence and positioned at the end of the introduction. However, in some cases, you will start your essay with a focus statement, and your actual thesis statement will evolve as you explore your topic. Please see your instructor for further clarification.

What is the body of an essay?
The body of an essay is the bulk. Within the body, you will make various points about your topic that help your reader see how your position is accurate. A body is broken up into paragraphs, and each paragraph focuses on one specific point or reason. To do this effectively, one must include examples or use diverse details and explain how those details or examples show that the point or reason of the paragraph helps support the main argument of the essay (the thesis/focus statement).

What is a conclusion?
A conclusion brings the reader full circle. It should cover at least three main points:
   a. it should address your thesis statement without restating it directly. (Notice I no longer call the thesis a focus statement. By the time you reach your conclusion, your thesis should be clear.)
   b. offer one or more conclusions that you developed while exploring the main topic of the essay
   c. provide a final thought or perspective on the topic so that the reader feels a sense of closure

Conclusions need to connect the thesis statement with the rest of the essay. In other words, after exploring the main topic, how have your thoughts developed or grown?

How do I create a title for my essay?
Your title should reflect the material in your essay, and it should be relatively short. It will not be your thesis/focus statement. The first letter of each word in your title should be capitalized with the following exceptions: coordinating conjunctions, prepositions, and articles (unless one of those words is the first word in your title).

Note:
I use the word argument throughout this document in a general sense. Not all essays are arguments. Please seek guidance from your instructor or assignment handout for the overall purpose of your assignment. Some overall purposes include informative, persuasive, propositional, argumentative, and analytical.
## Dos and Don’ts of Writing

### Do ...

1. Have confidence in your ability as a writer. You CAN do it!!!
2. Start as soon as you receive the assignment.
3. Use the writing process as it best works for you.
4. Start your sentences differently most of the time.
5. Indent all of your paragraphs.
6. Include a catchy title that is
   a. short
   b. reflects the material in your essay
7. PROOFREAD thoroughly!!! Check for:
   a. misspelled words
   b. organization / flow / focus
   c. punctuation
   d. capitalization
   e. subject-verb agreement
   f. pronoun-antecedent agreement
   g. run-on sentences
   h. fragments
   i. shifts in tense or person
8. Use transitions, conjunctive adverbs, appositives, relative clauses, subordination, and coordination to add variety.
9. Double check your MLA: header, title, in-text citations, and Works Cited page. Make sure all of your quotes have been introduced and not dropped.
10. Make sure all of your paragraphs are fully developed, leaving no questions unanswered.
11. Have someone read through your essay offering suggestions for improvement.
12. Walk away from your essay for at least 30 minutes to 1 hour before proofreading.
13. Defend your thesis statement. Does everything in your essay work to show that your thesis statement is accurate?
14. Make sure every sentence says exactly what you are trying to say in the most concise, effective way possible.
15. Double-check your assignment requirements before turning in your essay for grading. Make sure you addressed all of your instructor’s specifications.

### Don’t …

1. Give up!
2. Wait until the last minute!
3. Summarize or story-tell.
4. Use the word you or shortened terms such as etc.
5. Overuse the words just, now, got, such as, like, to, of, so, and, would, could, or I.
6. Include an abundance of lists and questions.
7. Use terms like
   a. The topic of this essay is...
   b. The reason for this is...
   c. I am going to ...
   d. I will ...
   e. I think ...
   f. I feel ...
   g. I believe ...
   h. Another reason for this is...
   i. One reason for this is...
   j. This is because...
   k. In my opinion...
   l. I am going to show/prove...
8. Directly address your reader in your essay. In other words, do not make a statement that “orders” your readers to do something or think a certain way. The words italicized in this item are referring directly to you, the reader, correct? Try to avoid this common mistake.
9. Use text-messaging language in your essay.
10. Use shortened terms like bout for about, cause for because, or till for until.
11. Use abbreviations without first identifying what the term is. TV cannot, for example, be TV before it is television.
12. Include source material and expect it to speak for you. You are not writing a report; you should only include source material as support for something that you are saying.
13. Use extraordinarily long quotes.
14. Use quotes without explaining their relevance.
15. Expect your teacher to give you an extension. You should print copies in each stage of your writing and/or save backup copies so that you do not run into a problem later.
MLA Style Page Formatting

1. The text should be consistent throughout your entire paper and Works Cited page. The usual requirement is Times New Roman, 12 pt. font. No bold font!

2. Your entire paper should be double-spaced with no extra spaces. This includes your Works Cited page though the Works Cited page does require a hanging indent. This option can be found in your word processing program under paragraph options.

3. Your last name and page number should be included in the top-right corner of every page including the Works Cited page. (The Works Cited page will be the last page in your document even though it is not usually counted towards your page requirement.)

4. Typically, you must have a header on the first page of your document that includes the following details; however, some instructors have their own preferences. (Check with your instructor for his or her preferred header requirements.)
   a) your first and last name
   b) your professor’s last name preceded by his or her title (Ms., Mrs., Mr., Professor, etc. – ask your instructor what his or her preference is)
   c) the class
   d) the date in military format (Example: 27 August 2010)

5. The title of your paper should creatively reflect what your paper is about. It should be centered on the first page below your header and should not be italicized or underlined. Also, do not capitalize every letter in the title.

6. The words, Works Cited, are centered at the top of the Works Cited page and are not underlined or italicized. Also, do not capitalize every letter in the words, Works Cited.

7. You should double check to make sure you include space after every word and punctuation mark except cases where quotation marks, dashes, brackets, and parenthesis are used, and make sure all of your paragraphs are indented.

8. Also, check to make sure you capitalized all of the necessary words in your Works Cited page.

9. You should capitalize the first letter of the following types of words in titles and citations.
   a. Nouns
e. Adverbs
   b. Pronouns
f. Subordinating Conjunctions
c. Verbs
d. Adjectives

10. You should not capitalize the first letter of the following types of words in titles and citations unless they are the first word in the title or citation.
   a. Articles
   b. Prepositions
   c. Coordinating Conjunctions

11. Your citations on your Works Cited page should be alphabetized according to the first word in the citation unless the first word is an article. In these cases, you will use the next word in the citation.
WE ALL NEED SUPPORT: What YOU Need To Know About Plagiarism
From a Presentation Created by Courtnay Hornof
March 4, 2009

What exactly is plagiarism?

1. Buying, stealing, or borrowing a paper
   I found a really great paper on the internet that said basically what I would have said, so I bought a copy of the paper and turned it in. I did change a couple of small things.

2. Having someone write your paper whether you pay or not
   I was called into work, so I asked my boyfriend to finish my paper for me.

3. Using words that you found written or spoken somewhere else by someone else whether you found the words on the internet, in a book, on a DVD, in a song, etc.
   When I was young, my mother always told me that life was like a box of chocolates. You never know what you’re gonna get. (Sound familiar? Did you ever watch the movie, Forest Gump?)

4. Using a unique idea without giving credit (citing) the source where the idea originated
   At the board meeting the CEO and the rest of the board members chose to name each level of the building with the sports team names from Chicago. (These are names of the levels at O’Hare airport, but do you see a citation?)

5. Not including a source page when sources were consulted
   Works Cited is the correct type of source page to use when writing a paper in MLA style.

6. Changing words that you found in a source (incorrectly paraphrasing)
   Hornof suggests that writing a research paper is using my own words and ideas while including sources only to support my argument, and it has to be written and researched on my own.
   Original: finding your own sources and using them only to support your argument; based mainly on your ideas and opinions; written and researched completely on your own.

7. Not citing a source or citing a source incompletely or incorrectly
   According to a source, “the Jonas Brothers are the band to beat.” → (improper/missing citation)

8. Not using quotations marks when quoting from a source
   According to Davis, the Jonas Brothers are the band to beat (5).

9. Not citing a source when you are simply summarizing something the source said
   Nine out of fifteen viewers found How to Tame a Dragon to be an excellent film. → (missing the parenthetical citation)

Helpful Websites
• http://www.kcc.edu/library/Pages/default.aspx
• http://www.dianahacker.com/resdoc/
• http://owl.english.purdue.edu/owl/resource/747/01/
Anything that is not common knowledge must be cited, so how do you find the right source? You can ask the following questions as you try to determine whether or not a source (text) is credible.

**Currency**
What dates are offered? How current is the information? Are there any dead links if you are dealing with a website? Is the information outdated? Is the topic changing from day to day? Is the information liable to change in any given time? Is the date on the site suitable for these changes if and when they take place? How in-depth is the material?

**Relevance**
Is the information appropriate in presentation and in relation to your topic? Is this the best source offered for what you need? Is there a better source to find what you need?

**Authority**
Who is the author or organization, and how can you consider this author or organization a good source for this type of information? Do they specialize? Do they have degrees? What does the URL tell you? Is the site educational (.edu), organizational (.org), commercial (.com), network (.net), governmental (.gov), business organization (.biz), United States (.us), informational (.info), television (.tv), country specific (.au, .ca, .de, .co, .uk, etc.)?

**Accuracy**
Is the information presented backed up or supported by research? Are there errors in spelling, grammar, or punctuation? What is the tone of the page? Is it fun, boring, mediocre, organized, professional, popular, humorous, scholarly, and/or serious? What should the tone be according to the information you are trying to obtain?

**Purpose**
Why is the information offered by this person or organization? Are there any evident biases? Is the site trying to advocate, sell, advertise, report, or inform? Is this a personal site?

What is common knowledge? Common knowledge is information that most people know. To determine what might be considered common knowledge you can ask two questions:

1) Can you find the information in at least 3 credible sources that are readily available to anyone?
2) If you surveyed 100 diverse people, would at least 75% of them know this fact?

If you answered yes to at least one of these questions, then you are probably dealing with common knowledge. If not, then, you should probably find some support.

Let’s try it...

<table>
<thead>
<tr>
<th>Detail</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Common??</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Poisonwood Bible</em> is one of the best books ever written.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Between 2001 and 2006, Target’s sales increased by over $25,000.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>John Wilkes Booth assassinated Abraham Lincoln in a theatre.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>The <em>Road to Perdition</em> with Tom Hanks was partially taped in Beecher, IL.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Fannie May is not currently managed by its original owner.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>John Deere makes farming equipment.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Brad Pitt was married to Jennifer Aniston.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>The term “jump the shark” is often used to describe shows that deteriorate in quality.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
<tr>
<td>Prominent movie director, Ron Howard, got his big break on “The Andy Griffith Show” as a child actor.</td>
<td>Yes or No</td>
<td>Yes or No</td>
<td>Yes or No</td>
</tr>
</tbody>
</table>

The CRAAP section of this handout was adapted from http://www.csuchico.edu/lins/handouts/eval_websites.pdf.
Rhetorical Appeals

Did you know that most writing contains persuasive techniques? The most common persuasive techniques are ethos, pathos, and logos. These are called rhetorical appeals because each type of appeal is supposed to, in theory, show your readers that you are a skilled writer or orator. So what are ethos, pathos, and logos?

**Ethos is an appeal based on the character of the speaker.**
- Is the writer honest/reasonable?
- Does the writer use appropriate language/vocabulary?
- Does the writer use correct grammar?
- Is the writer knowledgeable about the subject? How is the knowledge presented to you, the reader?
- Does the writer show concern for readers’ well-being or best interest?
- What do we know about the writer?
  - Extrinsic or external (outside of the text) vs. Intrinsic or internal (inside of the text)
  - Doctor: Patient as Teacher: Student
    - You may know where the doctor went to school and how long he has practiced medicine (extrinsic), yet his knowledge becomes evident when he examines and diagnoses you (intrinsic). Both are necessary for you to determine he or she is a good doctor, right?
    - Even though your teacher may seem knowledgeable through the handouts he or she uses (intrinsic), it helps to know that he or she actually went to school to become a teacher (extrinsic), right?
- Helpful Question: How do we get people to believe us??? How is the writer able to do this?

**Logos is an appeal based on logic.**
- Does the writer provide valid arguments?
  - Inductive - conclusion not guaranteed - based on generalizations, analogies, or causal connections
    - generalizations are conclusions drawn by looking at all members of a group
    - analogies are conclusions drawn by comparing two or more things that may seem similar
    - causal connections are conclusions drawn by exploring cause and effect patterns, mostly historical
  - Deductive - conclusion may or may not be true
    - These are conclusions drawn using an if....then pattern
      - If it is cold today, then it will be cold tonight.
      - If boys are stronger than girls, then girls cannot lift the same amount of weight.
- What reasons does the author provide? Do they seem inductively or deductively logical?

*Fallacies are errors in logic, ideas that may be incomplete or misleading. When looking at logical appeals, it is often helpful to review some common fallacies. You can read about fallacies at [http://www.nizkor.org/features/fallacies/](http://www.nizkor.org/features/fallacies/).

**Pathos is an appeal based on emotions.**
- Is the writer trying to make you angry, happy, sad, contemplative, etc.?
- Emotional tone and figurative language are used to evoke emotion without directly stating that the reader should feel a certain way.

**Ethos, Pathos, Logos and Research**
- Does the writer provide research?
  - Factual Data/Statistics
  - Quotations/Paraphrases/References to Experts
- What kind of research is the writer providing? Which category would this research fall into: ethos, pathos, or logos? How does it improve or worsen his or her position/credibility?

If you are comfortable with your knowledge of these appeals, you can use them in conjunction with the CRAAP questions to evaluate your sources.
5 Steps to Incorporating Research in Your Paper

Step 1: Create your Works Cited citation.
Step 2: Determine what text in your source will help support something you are saying, highlight it, and record the page number.
Step 3: Decide whether you will paraphrase, summarize, or directly quote the information. (See notes below.)
Step 4: Insert your quote, paraphrase, or summary into the text of your paper and create the in-text citation otherwise known as a parenthetical citation.
Step 5: Proofread your text and decide how you will lead-in to your quote, paraphrase, or summary so that you do not allow the source to speak for you. This is called a signal phrase. (See page 10 for sample signal phrases in action.)
Step 6: Explain the relevance of your quote, paraphrase, or summary. How is this quote, paraphrase, or summary relevant to the text of your paper? How is it backing you up? What clarity does it add to your argument?
Step 7: Repeat steps 1-6 as needed for each quote, paraphrase, and summary that you plan on including in your paper.

Notes on Incorporating Quotes

If you want to use a part of a long quote, you can use an ellipsis in place of words that you are omitting as long as omitting those words will not change the meaning. (See the quote below for an example.)

Please note that any changes made to a quote (to make it flow a little easier in your writing) should include brackets around it. (See the quote below for an example.)

Finally, if an ellipsis and/or brackets do not suit your purpose, you can paraphrase or summarize.

No matter which method you use, though, you must cite your source.

Original Text from Source:
Following a strict protocol from day to day is necessary to keep the students from taking control of the classroom. Most teachers know that when they get 25-30 teenagers into one room, chaos can result if proper measures are not taken. The advanced organizer shows the students exactly what they need to complete and how much time they have to complete each task.

Works Cited Citation for Source:

a) Quote (including the original text, word for word):
Courtnay Hornof explains that “the advanced organizer shows the students [what needs to be completed...]” (2).

b) Paraphrase (saying the same thing completely in your own words):
Teachers, according to Courtnay Hornof, use systematic approaches to illustrate what needs to be done and keep control in their hands (2).

c) Summary (condensed version of original completely in your own words):
Some teachers use a specific method in their classroom to keep control (Hornof 2).

*Important – If you are using exact words, you must include quotation marks around the entire quote.
1) Start with what you know.
2) Look, listen, feel, taste, and touch.
3) Don’t accept anything as absolute truth (Is Santa Claus real?? What exactly does real look like or feel like???)
4) Ask thoughtful questions. These types of questions do not have simple yes or no answers.
5) Research without the intention of finding sources for your paper.
6) Have conversations with friends, family, classmates, and strangers. Ask them what they know and think about the subject you are dealing with.
7) Have conversations with other authors. (Think about your thoughts concerning the subject matter of the articles you are reading. Ask the authors questions as you read. Respond to what the authors are saying. Do not just accept what the authors are saying. What types of arguments can you make against what you are reading?)
8) Write your thoughts as you read (something that reminds you of something else – perhaps an idea, concept, or experience that comes to mind).

Addressing the Counter Argument

To better distinguish yourself as a credible writer, it is very important for you to address those who may oppose what you have to say. This may come in several forms, two of which I include here:

1) A source may be considered a counter-argument if the author directly opposes what you have to say, and they are a credible source.
2) A source may be considered a counter-argument if they do not fully develop their ideas, and they are a credible source as you will see in the sample paragraph below.

In order to bring about social change, it is necessary to incorporate entertainment education within the soap opera stratum. By doing so, people will be more likely to make the necessary lifestyle changes, or they will become better educated in what exists and the possibilities that might arise. Some critics argue, though, that the retention rate of select television programs may not be as high as other sources of information (Dutta-Bergman; Jones). This is a reasonable concern, yet if information is presented to viewers through television, it is plausible to assume that they may have never been exposed to the information otherwise; thus that benefit alone should be enough. However, Mohan J. Dutta-Bergman claims that because “television is entertainment-oriented [...] the health conscious consumer looking for health information is less likely to learn the information from television” (278). A couple of major concerns arise with this assertion: first, who is the “health conscious consumer”? Second, television seems to reach more of the general public than any other source (media related or otherwise). These observations alone imply that television can be used effectively to convey health related information. Because television can reach so many people, entertainment education is the path that health organizations have chosen to take.
When introducing a quote, summary, or paraphrase using a signal phrase, you will need to establish the source’s credibility. You can do this by including your sources occupation, credentials, or area of expertise. (This can be done in the signal phrase or before your signal phrase. Examples 1-7 below do this effectively within the signal phrase.) You also want to use effective verbiage; some possible verbs you can use include notes, demonstrates, mentions, asserts, claims, states, suggests, writes, and so on. You can access more words at http://www2.bakersfieldcollege.edu/dmitchell/Semesters/2010%20Spring/Exercises/Using%20Signal%20Phrases-Handout.pdf.

1. Marine biologist Wayne Shepard has noted that "..." (153).
2. Psychiatrist Susan Rich offers this argument: "[must be complete sentence]" (112).
3. Rich continues, pointing out that "..." (115).
4. Conductors of the KCC survey also found that "..." ("First Generation").
5. Noted expert in the field, Bonnie Hunt asserts, "..." (21).
7. CBS News correspondent Katie Couric offers a plausible counterargument: "[must be complete sentence]" ("Against").
8. In fact, as Wilentz demonstrates ...
9. It is about a young man who wants to take flight as many African Americans already have (Lester 23).
10. Booth also mentions that the “notions of human greatness were [...] reduced to the question of fame or ‘national luminosity’.”
11. When discussing the significance of odors, Largey and Watson suggest, “an untrustworthy person may be described as a ‘stinker’” (1021-1022).
12. Mohan J. Dutta Bergman argues that because “television is entertainment-oriented [...] the health conscious consumer looking for health information is less likely to learn the information from television” (278).
13. As a matter of fact, since 1974 when journalist S. I. Hayakawa recognized television as “a powerful instrument of social change,” many script-writers and health and social organizations have realized the potential of audience outreach by using soap operas to raise awareness of social and health issues.
14. According to the Kaiser Family Foundation, “in the United States and around the world, public health organizations are increasingly turning to entertainment media – from soap operas to sitcoms to reality shows – as a way to reach the public with health messages” (par. 1).
15. Missy Dehn Kubitschek asserts that “Troy virtually re-creates the destructive relationship between his father and himself” and of course, that duplication is seen very vividly within the conversations between Cory and his father (186).
16. Some television characters have a huge impact on viewers’ behaviors. In fact, when the character, Fonzie, got a library card on an episode of Happy Days, the “nationwide demand for library cards increased about 500 percent” (qtd. in Hornof 15).
In general, you may use the following checklist when compiling information to create your Works Cited page.
- Name of authors, editors, compilers, or translators.
- Title of work including chapter, book title, internet page, internet site, name of journal
- City of publication, publisher, date of publication, last date updated (for internet sites)
- Version number of source including volume number, issue number, page numbers, and paragraph numbers (if included).
- Name of subscription source
- Name of institution sponsoring site, date you accessed the site, and URL of internet page you used – not just the site (with internet sources)

Italicize titles of the following:
- Books
- Plays
- Pamphlets
- Newspapers
- Magazines
- Journals
- Websites
- Online Databases
- Movies
- Albums
- Radio Broadcasts
- Television Series
- Painting & Sculptures
- Ships, Aircraft, & Spacecraft
- Musicals & Operas

Place the following titles in quotations marks:
- Journal Article
- Magazine Article
- Encyclopedia Article
- Essay in a Book
- Story
- Poem
- Chapter
- Page on a Website
- Episode of a TV Series

You should capitalize the first letter of the following types of words in titles and citations.
- Nouns
- Verbs
- Adjectives
- Pronouns
- Adverbs
- Subordinating Conjunctions

You should not capitalize the first letter of the following types of words in titles and citations unless they are the first word in the title or citation.
- Articles
- Prepositions
- Coordinating Conjunctions

If you are creating a citation and cannot find page numbers, publisher information, dates, or places of publication, include the following notations where the those items would be located in the citation: N.p. (no publisher), N.d. (no date), N. pag. (no page numbers), and N.p. (no place of publication). Only capitalize the “n” if it comes after a period.

If you would like to quote something that your source quoted in his or her paper, your parenthetical citation will look like this: (qtd. in Fruitloop 226).

When creating citations for your sources, you should omit titles in names like Dr. and Professor but include distinguishing factors like Jr. or Sr.

When including months in citations, you will need to abbreviate them as follows:
- January = Jan.
- February = Feb.
- March = Mar.
- April = Apr.
- October = Oct.
- November = Nov.
- May = May
- June = June
- July = July

**Mediums of Publication**
- Print = used when information is found in books, magazines, and newspapers
- Web = used when information is accessed on the internet
- Television = used when information is viewed on TV
- Radio = used when information is heard on a radio broadcast
- DVD = used when information is viewed on a DVD
- Lecture, Address, Speech, or Reading = used when information is presented by a speaker

When you want to include complex terminology and abbreviations in your paper, you should mention the complete term first with the abbreviation following in parentheses. From then on, you may refer to the term using the abbreviation only. (See examples in sample paper on pgs. 12 & 17 of this guide.)
Entertainment Education Avenue: The Soaps

In the advent of *Desperate Housewives*, a primetime television drama on ABC, soap operas (soaps) have once again been brought to the forefront of television influence among the masses. Frumpy, conservative housewives have influenced the way housewives dress and only type of influence soap operas have on viewers. As a matter of fact, ABC has launched an entire campaign, *A Better Community*, to make its viewers more aware of the various issues that face our communities. The focus of this campaign is “compassion, volunteerism, learning, environmentalism” (“Better”). Learning, a very broad category, includes what has been referred to as “entertainment education” (“Entertainment”). The goal of “entertainment education” is simple: raise awareness among viewers by interweaving important issues into television program storylines. This has proven to be very effective in many countries.

In order to bring about social change, it is necessary to incorporate entertainment education within the soap opera stratum. By doing so, people will be more likely to make the necessary lifestyle changes, or they will become better educated in what exists and the possibilities that might arise. Some critics argue, though, that the retention rate of select television programs may not be as high as other sources of information (Dutta-Bergman, Jones). This is a reasonable concern, yet if information is presented to viewers through television, it is plausible to assume that they may have never been exposed to the information otherwise; thus...
that benefit alone should be enough. However, Mohan J. Dutta-Bergman claims that because “television is entertainment-oriented […] the health conscious consumer looking for health information is less likely to learn the information from television” (278). A couple of major concerns arise with this assertion: first, who is the “health conscious consumer”? Second, television seems to reach more of the general public than any other source (media related or otherwise). These observations alone imply that television can be effectively to convey health related information. Because entertainment education is the path that health organizations have chosen to take.

A soap opera is a kind of sandwich . . . Between thick slices of advertising, spread twelve minutes of dialogue, add predicament, villainy, and female suffering in equal measure, throw in a dash of nobility, sprinkle with tears, season with organ music, cover with a rich announcer sauce, and serve five times a week. (16)
Both of these definitions of soap operas have one thing in common; that is, a soap opera should be viewable on various occasions throughout a five-day week. It is important to note the dates of each of these definitions, though. The first definition was coined in 1995 whereas the recipe was created in 1973 more than twenty years before the first. The evolution that occurs between those dates is significant.

Just as the definition of the soap opera has evolved, so have the topics incorporated into the storylines. Soap operas were originally considered “a cost-efficient media vehicle to deliver housewives to household product advertisers […]” (Jones 13). After studies showed that the advertising campaigns were a success, Proctor and Gamble hired Irna Phillips to create the first radio soap opera which debuted in 1930. The Guiding Light, the first soap opera to be broadcast on television in 1952, was based on the popular radio show. After The Guiding Light made the jump to television in 1952, the last radio soap opera ended in 1960. After radio soaps ended, television soaps began to increase from fifteen minutes in length to thirty, and by 1973, they transitioned into the hour-long format that they currently maintain (Jones).

Notice in this whole section how I explain how my source inclusions are relevant to the text of my paper.

Alan Gansberg, an author, created an outline of stages the soap opera genre has passed through at a symposium in 1989. Beginning with a focus on moral advice and narrative, soap operas were transformed into focusing on allowing viewers to develop relationships with central characters. Since 1989, the soap opera focus has almost come full circle. Health issues were first addressed in soaps in Gansberg’s fourth stage during the mid-sixties. On the soap opera, The Guiding Light, for example, Bert Bauer developed uterine cancer. In 1971, however, All My Children’s Erica Cane “had television’s first legal abortion” (Jones 16). Since 1971, glamour and sex took a significant position in soap operas, but by the early 1980s, the focus shifted back to health and social issues as part of Gansberg’s

Notice that my margins are 1-inch on all four sides.

This is a correctly incorporated parenthetical citation. The signal phrase does not include the author’s name; therefore, his or her name is placed in the parenthetical citation with the page number where the quote came from.
stages end with the 1980s, though the focus has not shifted from where his study ended. As a matter of fact, since 1974 when journalist S. I. Hayakawa recognized television as “a powerful instrument of social change,” many script-writers and health and social organizations have realized the potential of audience outreach by using soap operas to raise awareness of social and health issues. According to the Kaiser Family Foundation, “in the United States and around the world, public health organizations are increasingly turning to entertainment media – from soap operas to sitcoms to reality shows – as a way to reach the public with health messages” (1). One of the first documented cases of fixed educational messaging being incorporated into a television program came with the sitcom, *Happy Days*, in the early 1970s, when Fonzie goes to the library to meet girls and “ends up getting a library card” (“Entertainment” 1). After this episode aired, the “nationwide demand for library cards increased about 500 percent” (1). If the goal of educational entertainment is to make the public aware of various health and social issues, then the increase in library card demand should be proof enough that informational messages can affect viewers’ perceptions.

If Gansberg were to add another stage to his soap opera history model, the stage’s focus would be health and social edutainment as a mode in educating the masses. Edutainment, another term for educational entertainment, has “increased markedly” in the last decade (“Entertainment” 1). This is, in part, because of the need to convey important information about issues in the health industry. Writers and producers often incorporate these issues into storylines, yet an assortment of organizations work with the soap opera creators to educate them on important issues. In the past, there has been a large concern about the misrepresentation of these issues, so some of the organizations that work with television show creators create fact sheets for these shows in addition to consulting on script-writing.
In the mid-1990s, *General Hospital* ran a story-line about the HIV and AIDS virus. The characters who were involved were Stone Cates and Robin Scorpio. Stone and Robin were dating and decided to take their relationship to the next level by having sex. Stone later became sick with what he thought was the flu, but he later tested positive for the HIV virus. Afraid to tell Robin, he ran off to a hotel where Robin eventually found him. He told Robin that he was HIV positive. Both went to get tested at General Hospital, at which point Stone’s HIV had already progressed into full-blown AIDS. Robin’s initial test was negative, but she later tested positive for HIV. AIDS claimed Stone’s life in 1995, but Robin’s character continued the journey. After Stone’s death, Robin worked with the hospital to raise awareness by participating in the Annual Nurse’s Ball, an event that aimed to bringing about compassion for those with the disease.

Though the Nurse’s Ball has not been held since 2001, it still made its mark in soap history. For six years we were graced with humorous and pleasant performances while raising awareness about the HIV/AIDS virus. The recent return of Robin Scorpio to the fictional town of Port Charles has renewed that interest in the awareness campaign initially started by General Hospital in 1994. Soon, as commercials advertise on ABC, Robin will battle with the decision of whether or not she should risk having sex with Patrick Drake as a sexual relationship would put Patrick at risk for contracting the HIV virus. The ten-year run of this HIV/AIDS storyline has brought about much awareness concerning the virus as well as discussion about testing, using condoms, taking responsibility, disclosing information, and the HIV/AIDS continuum from initial infection to death.

HIV/AIDS is not the only issue that the soap opera, *General Hospital* has explored. In fact, recently, storylines have been dedicated to raising awareness on at least two other major issues: gay/lesbian defamation and organ donation and transplantation. The organization, Gay &
Lesbian Alliance Against Defamation (GLAAD), worked in conjunction with General Hospital to create a storyline where the character, Lucas Jones, had to face “coming out of the closet” to his parents and a horrific occurrence of gay bashing. With some issues explored on soap operas, a supplemental public service announcement (PSA) is added to offer additional information to viewers. The GLAAD organization sponsored a PSA to be added near the conclusion of the Lucas storyline which aired after the second occurrence of gay-bashing within the storyline. The final topic explored recently on General Hospital is still in progress, yet a PSA has already aired to explain to viewers the importance of organ donation while also offering an organizational contact for more information. General Hospital is not the only soap opera to incorporate these issues into its storylines or the supplemental PSAs, but there have been far too many to address.

As I mentioned earlier, some critics argue that the retention rate of some television programs may not be as high as other sources of information (Dutta-Bergman, Jones). One supporting fact to back up this claim was taken from a survey conducted on ER, a primetime television show, where viewers were surveyed to determine the retention rate after one to two months from the time the issue initially aired. In one vignette that aired on April 10, 1997, a character who was a victim of date rape inquired about emergency contraception (Brodie et al. 194). The vignette lasted three minutes while the portion that mentioned the emergency contraception only lasted twenty seconds. According to this survey, viewers’ “awareness of emergency contraception increased seventeen percentage points in the week after the episode aired,” yet two months after the episode aired, awareness had “decreased to pre-episode levels” (Brodie et al. 195). Another survey conducted by the same group of professionals concerning HPV (Human Papilloma Virus) brought about nearly the same retention results. Awareness is raised, but it decreases over time. Interestingly, all of the surveys conducted that have brought
Works Cited


I would like to extend an invitation here for you to identify the types of sources cited on this page. Simply cross-reference these citations with those in your citation guide on the following pages. What types of sources are listed here???
**Book with One Author**

- Author is cited last name first, comma, and then first name and is followed by a period.
- Title (italicized and followed by a period)
- City of Publication (followed by a colon)
- Publisher’s Name (followed by a comma)
- Year of Publication (followed by a period)
- Medium of Publication (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
Ellison begins his epic novel by offering five simple words: “I am an invisible man” (3).

**Book with Two or Three Authors**

- 1st author is cited last name first, comma, and then first name and is followed by a comma. Then, you will include the other two authors by placing their first names first. If there are more than two authors, you will need to separate each author using a comma. Finally, place a period after the last author’s name.
  - Example: Doe, John, Fisher Perry, and Fruitloop Williams.
- Title of Book (italicized and followed by a period)
- City of Publication (followed by a colon)
- Publisher’s Name (followed by a comma)
- Year of Publication (followed by a period)
- Medium of Publication (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
In the story, “A Doll for Jane,” readers are taught that happiness is created through the acquisition of material goods (Kismaric and Heiferman 19).

**Book with More Than Three Authors**

- 1st author is cited last name first, comma, and then first name and is followed by a comma. After the comma, you will place the term “et al” followed by a period.
- Title of Book (italicized and followed by a period)
- City of Publication (followed by a colon)
- Publisher’s Name (followed by a comma)
- Year of Publication (followed by a period)
- Medium of Publication (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
According to Jane Doe, a prominent researcher from the University of Kankakee, “Pepé Le Pew is a character who represents the male psyche” (243).
Chapter or Article from a Compilation, Anthology, or Collection of Writings

- Authors’ Names (followed by a period)
  1st author is cited last name first, comma, and then first name.
- Title of Article or Chapter (in quotation marks and followed by a period – inside the quote marks)
- Title of Book (italicized and followed by a period)
- Editor(s) Names as seen below (followed by a period)
  Eds. John Doe and Phil Campolini. (If there is only one editor, the Eds. will be Ed.)
- City of Publication (followed by a colon)
- Publisher’s Name (followed by a comma)
- Year of Publication (followed by a period)
- Page Numbers of Article (followed by a period)
- Medium of Publication (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
We live in a state of unrest as Americans, argue Creola, Goodybar, and LaFish, and in order to achieve a more perfect union as the U.S. Constitution clearly states is our goal, we must focus more on our similarities and less on diversity (24).

Magazine Article

- Authors’ Names (followed by a period)
  1st author is cited last name first, comma, and then first name.
- Title of Article (in quotation marks and followed by a period – inside the quote marks)
- Title of Magazine (italicized, no period)
- Date of Article (followed by a colon)
- Page Number(s) of Article (followed by a period)
- Medium of Publication (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
Whiskers Hornof explains that cats communicate in a language quite similar to humans; in fact, he argues, every sound that they make is unique (8).

Newspaper Article

- Authors’ Names (followed by a period)
  1st author is cited last name first, comma, and then first name.
- Title of Article (in quotation marks and followed by a period – inside the quote marks)
- Title of Newspaper (italicized, no period)
- Date of Article (followed by a colon)
- Page Number of Article (followed by a period)
  For articles that are more than 1 page, add a + sign.
- Medium of Publication (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
Shadey Hornof, a veterinarian with 25 years experience, shows her readers that dogs cannot survive without the human touch (17).
Interview

- Name of Interviewee (followed by a period)
  Last name first, comma, and then first name.
- The words “Personal Interview” (followed by a period)
  The word “Telephone” can be substituted for phone interviews.
- Date of Interview (followed by a period)

Sample Works Cited Citations:

Sample In-Text (Parenthetical) Citation:
Dr. Jade Hornof states, “nutrition is the key to curing any illness.”

Website

- Author’s Name (followed by a period)
  Author is cited last name first, comma, and then first name.
- Title of Article or Page (in quotation marks and followed by a period – inside the quote marks)
- Title of the Site (italicized and followed by a period)
- Name of Publisher or Sponsor associated with the Site (followed by comma)
- Date of Publication or Last Date Updated (followed by a period)
- Medium of Publication (followed by a period)
- Date of Access (when required by instructor)
- Website Address (when required by instructor – inside angle brackets and followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
Marine Biologist, Sad Gilmore, claims, “life originated twenty miles below sea level” (par. 5).

YouTube Video or Work Cited Only on the Web

- Name of the Author, Compiler, Director, Editor, Narrator, Performer, or Translator of the Work (last name first, comma, and then first name and followed by a period)
- Title of Work (italicized if work is independent, in quotation marks if work is part of a larger work – period after title but before last quotation mark if quotation marks are used)
- Title of Website (italicized and followed by a period)
- Version or Edition Used (followed by a period)
- Publisher or Sponsor of the Site (followed by a comma – if not available, put N.p.)
- Date of Publication (followed by a period – if not available, put N.d.)
- Medium of Publication (followed by a period)
- Date of Access (followed by a period)

Note: If a title is not listed, you will need to include the genre label. Genre labels include: Introduction, Foreword, Afterword, Preface, Home Page, Interview, Online Posting, Map, Chart, Cartoon, Comic Strip, and Advertisement. This should not be italicized or placed in quotation marks, but it should be followed by a period. (For YouTube Videos, you will use Online Posting if there is no title.)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
The White Sox have a great chance this year according to sports commentator, Sandy Feet.
**Lecture, Speech, Address, or Reading**
- Speaker’s Name (followed by a period)
  Last name first, comma, and then first name.
- Title of Presentation (in quotation marks and followed by a period – inside the quote marks)
- Meeting (followed by a period)
- Sponsoring Organization (followed by a period)
- Location (name of location followed by a comma, and then city followed by a period)
- Date (followed by a period)
- Medium of Publication (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
When discussing the intricacies of plagiarism, Courtney Hornof suggests that “students usually do not know that putting what they read in their own words without proper citations is a form of plagiarism.”

**Documentary, Film (Movie), or Video Recording**
- Name of Documentary, Film (Movie), or Video Recording (italicized and followed by a period)
- The abbreviation, Dir. (Director), followed by the director’s name (first and last name) (followed by a period)
- The abbreviation, Prod. (Producer), followed by the producer’s name (first and last name) (followed by a period)
- The abbreviation, Perf. (Performers), followed by the main performers’ names (first and last names) (separated by commas if there are more than two and followed by a period)
- Distributor’s Name (followed by a comma)
- The year the documentary was produced (followed by a period)
- Medium of Publication (followed by a period)

NOTE: If you are citing a specific contribution of someone involved in making the documentary, his or her name should be listed first in the citation (last name followed by a comma then the first name followed by a comma, and then the abbreviation of the person’s title) as seen in the second example below.

Sample Works Cited Citations:

Sample In-Text (Parenthetical) Citation:
In the documentary, *Sicko*, Michael Moore explains that if the American health care system is going to work, we need to come together as a nation in order to make the changes that are necessary.

**Email Message**
- Authors’ Names (followed by a period)
  1st Author is cited last name first, comma, and then first name.
- Title of Message – usually found in subject line (in quotation marks and followed by a period – inside the quote marks)
- Description of Message (Message to … followed by a period)
- Date of Message (followed by a period)
- Medium of Delivery (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
When confronting the problem of waste, it is necessary to recycle all paper, aluminum, and plastic (Happyman).
Television or Radio Broadcast

- Title of Episode or Segment (in quotation marks and followed by a period – inside the quote marks)
- Title of Program or Series (italicized and followed by a period)
- Name of the Network (if available – followed by a period)
- Call Letters (followed by a comma)
- City of the Local Station (followed by a comma)
- Broadcast Date (followed by a period)
- Medium or Reception (Television, Radio, etc. – followed by a period)

NOTE: If you are citing a specific contribution of someone, his or her name should be listed first in the citation (last name followed by a comma) then the first name followed by a comma, and then the abbreviation of the person’s title) as seen in the second example below. Also, to read more about call letters, please visit http://www.museum.tv/eotvsection.php?entrycode=callsigns.

Sample Works Cited Citations:

Sample In-Text (Parenthetical) Citations:
1. The character, Ross, demonstrates the sensitivity that most women seek in a relationship, especially in scenes with his on-screen girlfriend, Rachel (Schwimmer).
2. The show, *Friends*, shows viewers the true value of great friendships, especially when showing flashbacks of each character’s past (“One”).

Article from an E-Journal

- Author’s Name (followed by a period)
  Author is cited last name first, comma, and then first name.
- Title of Article (in quotation marks and followed by a period – inside the quote marks)
- Title of the Journal (italicized)
- Volume Number (followed by period)
- Issue Number
- Year of Publication (in parentheses and followed by a colon – outside of the parentheses)
- Page Numbers (followed by a period)
- Name of Subscription Source (italicized and followed by a period)
- Medium of Publication (followed by a period)
- Date of Access (followed by a period)

Sample Works Cited Citation:

Sample In-Text (Parenthetical) Citation:
Soap operas were originally considered “a cost-efficient media vehicle to deliver housewives to household product advertisers [...]” (Jones 13).
**Edition Other Than the First**

- Follow the guidelines for one author, 2-3 authors, or 3 or more authors. Add the edition after the title of the book but before the city of publication. Place a period after the abbreviation, “ed.” Don’t forget the medium of publication at the end! 😊

**Sample Works Cited Citation:**

**Sample In-Text (Parenthetical) Citation:**
Bressler contends, “literary criticism is not usually considered a discipline in and of itself [...]” (4).

---

**A Work of Visual Art (Painting, Lithograph, Sculpture, or Similar Work)**

- Artist’s Name (last name first, comma, and then first name and followed by a period)
- Title of Work (italicized and followed by a period)
- Year of Composition (followed by a period)
- Medium of Composition (followed by a period)
- Name of Institution that Houses Work or Name of Collection (followed by a comma)
- City Where Institution or Collection is Housed (followed by a period)

Some mediums of composition include: Lithograph on paper, Bronze, Oil on canvas, and Photograph.

Note: If citing a reproduction of a work of art, you may need additional information. For example, you may see a reproduction in a slide show or on a website. If you do, you will need to include that information as well. Please see your instructor if you have any questions.

**Sample Works Cited Citation:**

**Sample In-Text (Parenthetical) Citation:**
Brian Walker’s *Tiger* is only one painting from a collection that reveals his unique awareness of the abstract.

---

**Article from an E-Newspaper**

- Author’s Name (followed by a period)
  - Author is cited last name first, comma, and then first name.
- Title of Article (in quotation marks and followed by a period – inside the quote marks)
- Title of the Newspaper (italicized)
- Date of Article (followed by a period)
- Page Number of Article (followed by a period)
  - For articles that are more than 1 page, add a + sign.
- Name of Subscription Source (italicized and followed by a period)
- Medium of Publication (followed by a period)
- Date of Access (followed by a period)

**Sample Works Cited Citation:**

**Sample In-Text (Parenthetical) Citation:**
Journalist, Fruitloop Williamson, writes, “as the number of students increases at Kankakee Community College, local organizations are creating resources that will make transitioning back into the workforce easier (6).