

MLA

Research Paper

Guidebook

The Outline

1"↓

Last Name Page #

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TOPIC
(Double Space)

⇒ 1" 1"←

I.

A.

B.

II.

A.

B.

C.

III.

A.

B.

1"
↑

1. Maintain margins -- one inch on all sides
2. Last name with page number in right-hand corner
3. Double space everything
4. Whenever there is an "A" there must be a "B";
whenever there is a "1", there must be a "2".

SAMPLE OUTLINE

Purpose: To show how programs written for microcomputers relate to the process of writing.

Thesis: Microcomputer programs can have a positive effect on students' writing if both the potentials and limitations of the programs are understood.

Audience: Current college and university students.

Microcomputer Programs and the Process of Writing

I. Major Steps in the Writing Process

- A. Organizing
- B. Writing the first draft
- C. Evaluating
- D. Revising

II. Writing Programs for the Microcomputer

A. Types of Programs and Their Relationship to the Writing Process

1. Thought

- a. Use in organizing
- b. Use in revising

2. Word Processors

- a. Use in writing the first draft
- b. Use in revising

3. Analytical programs: grammar, style, spelling

- a. Use in evaluating
- b. Use in revising

B. Positive and Negative Aspects of Computer Writing Programs

1. Positive features

- a. Less time spent on repetitive or mechanical writing tasks
- b. Greater flexibility and versatility in writing process
- c. Increased revision strategies
- d. Specific learning possibilities

2. Negative features

- a. The increased time spent on learning software programs and computers
- b. The availability of hardware and software
- c. The unrealistic expectations of users
 - 1) A cure-all for writing problems
 - 2) A way to avoid learning correct grammar/syntax/spelling
 - 3) A method to reduce time spent on writing proficiently
 - 4) A simple process to learn and execute

C. Future Possibilities of Computer Programs for Writing

- 1. Rapid change
- 2. Improved programs
- 3. Increased use and availability
- 4. More realistic assessment of value - critical work

To contact OWL, please visit our contact information page at <http://owl.english.purdue.edu/lab/contact.html> to find the right person to call or email.

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Sample Outline for a Persuasive Paper

- I. Introduction**
 - a. Attention Grabber for Your Issue
 - b. The Importance of Your Issue
 - c. Strong Thesis Statement About Your Position

- II. Information supporting your thesis**
 - a. Supporting Information
 - b. Supporting Information
 - c. Supporting Information

- III. Disproved Counter Arguments against your thesis**
 - a. Counter Argument
 - b. Counter Argument
 - c. Counter Argument

- IV. Conclusion**
 - a. Reworded Restatement of Your Thesis
 - b. Final Thought for Going Beyond Your Thesis (Choose One):
 - i. New Insight or Perspective on the Topic
 - ii. Consequences or Implications of the Topic
 - iii. Possible Solutions to the Problem(s)
 - iv. Predict the Future of the Topic
 - v. Raise Additional Questions About the Topic



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Quoting, Paraphrasing, and Summarizing

Brought to you by the Purdue University Online Writing Lab at
<http://owl.english.purdue.edu>

Also, see our handout on paraphrasing at
http://owl.english.purdue.edu/handouts/research/r_paraphr.html.

This handout is intended to help you become more comfortable with the uses of and distinctions among quotations, paraphrases, and summaries. The first part of the handout compares and contrasts the terms, while the second part offers a short excerpt that you can use to practice these skills.

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

- **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
- **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broad segment of the source and condensing it slightly.
- **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized information to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases, and summaries?

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Paraphrase: Write it in Your Own Words

Brought to you by the Purdue University Online Writing Lab at
<http://owl.english.purdue.edu>

Learn to borrow from a source without plagiarizing. For more information on paraphrasing, as well as other ways to integrate sources into your paper, see the Purdue OWL handout [Quoting Paraphrasing, and Summarizing at http://owl.english.purdue.edu/handouts/research/r_quotprsum.html](http://owl.english.purdue.edu/handouts/research/r_quotprsum.html). For more information about writing research papers, see our workshop on this subject at <http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>. Purdue students will want to make sure that they are familiar with Purdue's official academic dishonesty policy (<http://www.purdue.edu/odos/administration/integrity.htm>) as well as any additional policies that their instructor has implemented. Another good resource for understanding plagiarism is the WPA Statement on Plagiarism (<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>).

A paraphrase is...

- your own rendition of essential information and ideas expressed by someone else, presented in a new form.
- one legitimate way (when accompanied by accurate documentation) to borrow from a source.
- a more detailed restatement than a summary, which focuses concisely on a single main idea.

Paraphrasing is a valuable skill because...

- it is better than quoting information from an undistinguished passage.
- it helps you control the temptation to quote too much.
- the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

6 Steps to Effective Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Some examples to compare

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:



WRITING A REPORT: PARAPHRASING



◆ Unless you are using a direct quotation, avoid copying research information from sources "word for word." Restate, or paraphrase, the information. When you are paraphrasing, pick out the main points and restate them more briefly in your own words.

A. Read the encyclopedia sentence about a common garden pest. Underline key words and phrases you would include if you paraphrased the information.

APHID (Ay´ Fihd) is a tiny, soft-bodied insect that sucks the juices of plants, often severely damaging gardens, orchards, and farm crops.

B. On the following lines, paraphrase the sentence about aphids.

C. The following sentences are written in overly formal language. Paraphrase each item, restating it in simple everyday language. The first one has been done for you.

1. We employed the services of a youthful engineer to take charge of our landscaping necessities.

We hired a boy to mow the lawn and trim the bushes.

2. Please deposit your refuse in the circular object meant for receiving the miscellaneous accumulation of paper materials remaining after a day of academic pursuit.

3. Those who have the authority to make such requests have asked that all pursuers of knowledge who attend this institution arrive at their scheduled meeting-places promptly at the time that has been previously assigned.

Name _____ Date _____ Period _____

Workbook Activity
Chapter 13, Lesson 4 **58**

Taking Notes

Directions Read the paragraph. Take notes on the paragraph. Write your notes on the lines.

Wolfgang Amadeus Mozart is one of the world's most important composers. He lived during the eighteenth century in Austria. He was born in 1756 and died in 1791. Mozart composed some of the most famous operas, including *The Magic Flute*, *The Marriage of Figaro*, and *Don Giovanni*. Mozart was a child prodigy. At a very young age, he performed on the piano all over Europe. A movie titled *Amadeus* about his life won the Academy Award for best picture in 1984.

Blank lined area for taking notes on the paragraph.

Directions Now paraphrase your notes in a paragraph of your own about Mozart. Write your paraphrased notes on the lines.

Blank lined area for paraphrasing notes.

ESSAY OUTLINE FORM

Main (Controlling) Idea of the essay:

Three main points of argument (1)(2)(3)

INTRODUCTION: [Introduction should start on a general level with lead-in statements and gradually focus in on the specific topic of the essay. In the introduction, the reader should find the main idea of the essay expressed in the thesis sentence. Also in the introduction, the reader should be able to tell what specific points about the main idea will be discussed and in what order they will be developed. The lead in statements *could* (1) make a striking assertion, (2) use a split anecdote (a story that is begun in the introduction and is finished in the conclusion), (3) use an interesting detail, statistic, or quotation, or (4) ask a provocative question. The introduction should make the reader want to continue reading.]

Lead-in statements:

Thesis (which includes points of argument):

BODY: [Each topic sentence should be a major point of argument which supports the thesis statement. Primary support sentences are general statements which support the topic sentence. The secondary support sentences (or concrete illustrations), which support the primary support sentences, provide specific details, quotes, statistics, or real-life examples.]

Body Paragraph 1 (develops first point of argument):

Topic sentence

Primary Support:

Secondary Support:

Primary Support:

Secondary Support:

Primary Support:

Secondary Support:

Body Paragraph 2 (develops second point of argument):

Topic sentence:

Primary Support:

Secondary Support:

Primary Support:

Secondary Support:

Primary Support:

Secondary Support:

Body Paragraph 3 (develops third point of argument):

Topic sentence:

Primary Support:

Secondary Support:

Primary Support:

Secondary Support:

Primary Support:

Secondary Support:

CONCLUSION: [The concluding paragraph should include a general summary statement which recaps the thesis, a sentence which restates the major points of argument, and a wrap-up statement. The conclusion could also contain the end of a split anecdote which would finish the story begun in the introduction. The wrap-up statement could contain insights of the essay writer, encourage the reader to take action, emphasize the importance of one of the points of argument, or create a solid sense of finality.]

General summary statement which recaps thesis:

Recap major points of argument:

Wrap-up statement (consequences and insights):

Handouts

Some Sample Thesis Statements:
the good,
the bad,
and the misguided

BAD: Drug abuse is a big problem.

BETTER: Heroin, long regarded as a street drug, is fast becoming the drug of choice among middle class urban professionals.

BAD: Herman Melville is the author of Moby Dick.

BETTER: An increasing amount of historical evidence suggests that William Shakespeare is not the original author of many of his most famous works.

BAD: The death penalty is wrong.

BETTER: No civilized society can condone the death penalty if the moral question, "Should the state punish an act by participating in that act?" is raised.

BAD: The so-called "right to bear arms" is a bunch of crap.

BETTER: While revered as truth by many Americans for decades, the Constitutional "right to bear arms" has in fact been misinterpreted.

BAD: Many people write personal letters on the typewriter or word processor.

BETTER: While many regard type-written personal letters as the end of common courtesy as we know it, they actually preserve the ancient art of letter writing.

BAD: There is a lot of symbolism in The Scarlet Letter.

BETTER: Hawthorne's use of symbolism in The Scarlet Letter falters and ultimately breaks down with the introduction of the character Pearl.

As you can see, a thesis statement does not have to be popular to be workable. It's not a good idea to try to prove something with which you fundamentally disagree, but it can be done. The thing to remember is that a thesis statement should **TAKE A POSITION**

Ways to Start An Introduction

1. **Open with an unusual detail:** The majority of gun related deaths in America are committed with rifles and not handguns.
2. **Open with a strong statement:** Guns don't kill people; People kill people.
3. **Open with a quotation:** A wise man once said "The right to bear arms in America is as important as the right to free speech."
4. **Open with an anecdote:** There once was a girl named Sally. She came from a poor family, but she worked hard in school and received a full scholarship to attend Harvard University. Sadly, Sally was stuck down by a stray bullet one day before she was supposed to graduate from high school.
5. **Open with a statistic or fact:** Eighty-five percent of all homicides committed in America this year involved unregistered handguns.
6. **Open with a rhetorical question:** Why exactly do Americans need the right to carry guns in our modern world?
7. **Open with an exaggerated or outrageous statement (just not too outrageous):** The whole world looks to America to solve the problem of gun-related homicides.

WRITING CONCLUSIONS

A conclusion provides a thoughtful end to a piece of writing; unfortunately, many conclusions in college-level papers are little more than summaries of what has already been said.

Here are a few tips to make conclusions more interesting. You may wish to check with your professor about specific recommendations in your field of study; many fields have specific formats for conclusions and other parts of essays, research reports, and experiments. The points below are most applicable to papers in the humanities:

Avoid:

- Ending with a rephrased thesis statement that contains no substantive changes.
- Introducing a new idea or subtopic (although you may end with a provocative question; see below).
- Focusing on a minor point in the essay.
- Concluding with a sentence tacked on to your final point.
- Apologizing for your view by saying such things as "I may not be an expert" or "At least this is my opinion."
- Attempting to make up for an incomplete structure. (If you say you will discuss four books, attempt a complete discussion of two books, do not try to cover the remaining texts in a concluding paragraph. In such a situation, it's best to limit your paper to topics you can realistically cover.)

Conclude an essay with one or more of the following:

include a brief summary of the paper's main points.
ask a provocative question.
use a quotation.
evoke a vivid image.
call for some sort of action.
end with a warning.
universalize (compare to other situations).
suggest results or consequences.
try to refer back to the introductory paragraph, either with key words or parallel concepts and images.

Handouts

Parenthetical Documentation

MLA has replaced the use of footnotes with citations called parenthetical citations. Instead of using the footnote superscript numbers, the writer needs to place all information within the body of the paper. Once a citation is made in the body of the paper and includes the author's name and page number from the source, it must have a matching citation on the Works Cited page at the end of the paper.

What must be documented?

- All material that is quoted directly or paraphrased from another source and is not the writer's own composition **MUST** be documented with parenthetical documentation.
- The sentences below illustrate how to cite authors in the text or body of the paper that the student has written.
- *Author's name in text from a paraphrase*
Benton has said that the Titanic sunk on April 15, 1912 (28).
- *Author's name in reference from a paraphrase*
The sinking of the Titanic has been called one of the greatest disasters of all time (Benton 28).
- *Authors' names in text from a paraphrase*
Others, like Lord and Padfield (310), stated that the titanic really was not unsinkable as first believed.
- *Authors' names in reference from a paraphrase*
Others stated that the Titanic really was not unsinkable as first believed to be true (Lord and Padfield 310).
- *Author's name in text from a direct quotation*
It may be true as Sheldon maintains, that "Poe's ghost stories are among the most famous in the world" (9).
- *Author's name in reference from a direct quotation*
It may be true that "Poe's ghost stories are among the most famous in the world" (Sheldon 9).

Basic Parenthetical Citation Guide

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One Author Print Source:
(Jones 15).

Two Author Print Source:
(Smith and Jones 17).

Three Author Print Source:
(Smith, Jones, and Lee 23).

More Than Three Authors:
(Smith et al. 119).

More Than One Source Used in a Citation:
(Smith 15; Jones 25).

More Than One Work by the Same Author:

(Smith, English 222).

(Smith, History 123).

For books entitled English is Fun and History is Fun both written by a man named Smith.

Print Source with No Author:

(Rules 19). For a book entitled Rules in Writing a Research Paper
or

("English" 13). For an article entitled "English Class is Fun."

Multi-volume Work:

(Phillips 4: 363-365). For volume 4 of a series written by a woman named Phillips.

Internet Source with Author:

(Thompson). For a website article written by a man named Thompson.

Internet Source with No Author:

("Timeline"). For a website article entitled "A Timeline of History" with no author.

MLA Citation Style Guide

BOOKS

One Author

English, Carol. *The Cliffs Won't Do: Read the Book*. Philadelphia: McGraw-Hill, 1997.

Multiple Citations by the Same Author

Small, Christ. *Please, Help Me Carry My Keys!* Topeka: Rand, 1993.

---. *Don't Measure a Chemist by Her Size*. New York: Feminist, 1993.

Two or Three Authors

Drucker, Darla, and Jones, Amy. *How to Survive Your Wedding*. New York: Simon and Schuster, 1997.

Corporate Author

Wissahickon Home Economics Department. *Cooking with Spice*. New York: Scribners, 1993.

Editor

Valenza, Joyce, ed. *Bagels and Books: An Anthology*. Brooklyn: Random, 1991.

Work in an Anthology

Smith, James. "The Physics of Sushi." *The Fabulous Physics Paper*. Ed. Samuel Klein. Rome: Cambridge UP, 1954. 46-59.

Editor Other Than the First

Peters, Michael. *Everything You Always Wanted to Know about Keeping Your Classroom Neat and Clean*. 4th ed. Philadelphia: Lysol, 1995.

JOURNALS AND PERIODICALS

Article in a Journal with Continuous Pagination

Skater, Andrew. "Rollerblading on a Secondary Level." *Secondary Education* 54(1900): 113-25.

Article from a Monthly or Bimonthly Periodical

Ramsey, Pamela. "Where's My Smiley Face?" *MacWorld* Sept. 1997: 86-94.

Article from a Weekly or Biweekly Periodical

Henry, Mary Ann. "Announcing Bus Changes with Flair." *Time* 4 July 1991: 71-76.

REFERENCE BOOKS

Signed Article

Copaset, Sandra. "Zen and the Art of Wearing Blue Khaki." *Encyclopedia Americana*. 1996 ed.

Unsigned Article

"Best Beards of All Time." *Encyclopedia of Anatomy and Hair*. 15th ed. 1993.

NEWSPAPERS

Signed Article

Goldberg, Grace. "The Inside Track: Alumni Life." *Trojan Times* 10 Oct. 1991: 17.

Unsigned Article

"Striking a Pose with Sally Miles." *New York Times* 15 Oct. 1997, sec 1, 35.

OTHER SOURCES

FACTS ON FILE

"Berger's Greatest Speeches." *Facts On File World News Digest* 3 Sept. 1998: 535.

SIRS (PRINT NOTEBOOKS)

McLaughlin, Janet. "AP History--The McLaughlin Group." *Forbes* June 1993: 21-23. History. Ed. by Eleanor Goldstein.

Vol. 5. Boca Raton, FL: Social Issues Resources Series, 1995. Art. 35.

FILMS AND RADIO AND TELEVISION PROGRAMS

"Starring the Other Peggy Lee." *Slightly Off Broadway--The Series*. Prod. Sheldon Wang. PBS. WNET, New York.

6 Aug. 1995.

Making Creative Bookcovers. Dir. Tom Martin. Videocassettes. Clemens, 1997.

PERSONAL OR TELEPHONE INTERVIEW

Craig, John. Personal interview. 23 Sept. 1994.

CITING WORKS WITHIN TEXT

Cite author's name and page number/source in parentheses at the end of a sentence before the period: *Lowfat cream cheese can save you 300 grams of fat per year (Valenza 35)*.

If the author's name is used in your sentence, you may just refer to page numbers: Copaset argues that "yellow simply does not interact well with khaki" (45).

If referring to the whole work rather than a specific section, omit any reference in parentheses. Berger's main thesis is that by using motifs, organic unity is easier to achieve.

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Documenting Sources from the World

Sources on the World Wide Web that students and scholars use in their research include scholarly projects, reference databases, the texts of books, articles in periodicals, and professional and personal sites. Entries in a works-cited list for such sources contain as many items from the list below as are relevant and available.

In parenthetical references in the text, works on the World Wide Web are cited just like printed works. For any type of source, you must include information in your text that directs readers to the correct entry in the works-cited list (see the *MLA Handbook*, sec. 5.2). Web documents generally do not have fixed page numbers or any kind of section numbering. If your source lacks numbering, you have to omit numbers from your parenthetical references. If your source includes fixed page numbers or section numbering (such as numbering of paragraphs), cite the relevant numbers. Give the appropriate abbreviation before the numbers: "(Moulthrop, pars. 19-20)." (*Pars.* is the abbreviation for *paragraphs*. Common abbreviations are listed in the *MLA Handbook*, sec. 6.4.) For a document on the Web, the page numbers of a printout should normally not be cited, because the pagination may vary in different printouts. Following this list are sample entries for some common kinds of Web sources.

Name of the author, editor, compiler, or translator of the source (if available and relevant), reversed for alphabetizing and followed by an abbreviation, such as *ed.*, if appropriate

Title of a poem, short story, article, or similar short work within a scholarly project, database, or periodical (in quotation marks); or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks), followed by the description *Online posting*

Title of a book (underlined)

Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as *Ed.*

Publication information for any print version of the source

Title of the scholarly project, database, periodical, or professional or personal site (underlined); or, for a professional or personal site with no title, a description such as *Home page*

Name of the editor of the scholarly project or database (if available)

Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number

Date of electronic publication, of the latest update, or of posting

For a work from a subscription service, the name of the service and—if a library is the subscriber—the name and city (and state abbreviation, if necessary) of the library

For a posting to a discussion list or forum, the name of the list or forum

The number range or total number of pages, paragraphs, or other sections, if they are numbered

Name of any institution or organization sponsoring or associated with the Web site

Date when the researcher accessed the source

Electronic address, or URL, of the source (in angle brackets); or, for a subscription service, the URL of the service's main page (if known) or the keyword assigned by the service

Adapted from: Modern Language Association of America. Available at <http://www.mla.org>

Sample Documentation from the World Wide Web

Scholarly Project

Victorian Women Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997

<<http://www.indiana.edu/~letrs/vwwp/>>.

Professional Site

Portuguese Language Page. U of Chicago. 1 May 1997 <<http://humanities.uchicago.edu/romance/port/>>.

Personal Site

Lancashire, Ian. Home page. 1 May 1997 <<http://www.chass.utoronto.ca:8080/~ian/index.html>>.

Book

Nesbit, E[dith]. Ballads and Lyrics of Socialism. London, 1908. Victorian Women Writers Project.

Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997 <<http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html>>.

Poem

Nesbit, E[dith]. "Marching Song." Ballads and Lyrics of Socialism. London, 1908. Victorian Women

Writers Project. Ed. Perry Willett. Apr. 1997. Indiana U. 26 Apr. 1997 <<http://www.indiana.edu/~letrs/vwwp/nesbit/ballsoc.html#p9>>.

Article in a Reference Database

"Fresco." Britannica Online. Vers. 97.1.1. Mar. 1997. Encyclopaedia Britannica. 29 Mar. 1997

<<http://www.eb.com:180>>.

Article in a Journal

Flannagan, Roy. "Reflections on Milton and Ariosto." Early Modern Literary Studies 2.3 (1996):

16 pars. 22 Feb. 1997 <<http://unixg.ubc.ca:7001/0/e-sources/emls/02-3/flanmilt.html>>.

Article in a Magazine

Landsburg, Steven E. "Who Shall Inherit the Earth?" Slate 1 May 1997. 2 May 1997

<<http://www.slate.com/Economics/97-05-01/Economics.asp>>.

Work from a Subscription Service

Koretz, Gene. "Economic Trends: Uh-Oh, Warm Water." Business Week 21 July 1997: 22. Electric Lib.

Sam Barlow High School Lib., Gresham, OR. 17 Oct. 1997 <<http://www.elibrary.com/>>.

"Table Tennis." Compton's Encyclopedia Online. Vers. 2.0. 1997. America Online. 4 July 1998.

Keyword: Compton's.

Posting to a Discussion List

Merrian, Joanne. "Spinoff: Monsterpiece Theatre." Online posting. 30 Apr. 1994. Shaksper: The Global

Electronic Shakespeare Conference. 27 Aug. 1997

<http://www.arts.ubc.ca/english/iemls/shak/MONSTERP_SPINOFF.txt>.

Works Cited

Doe, Jane Q. "Title of an Article." Title of a Magazine 12 Aug. 1999: 23.

Doe, John R. "Title of an Article." Title of a Scholarly Journal 18 (1987): 112-28.

Lastname, Firstname. Title of a Sample Book. City: Publisher, year.

Maner, Martin. "Women and Eighteenth-Century Literature." 14 Apr. 1999. Wright State University. 9 Aug. 1999
<<http://www.wright.edu/~martin.maner/18cwom99.html>>.

[Designed for Word 97.]

A Few Helpful Hints For Writing

1. The paper must contain **UNITY**. All of the sentences in a paragraph must be related.
2. The paper must contain **COHERENCE**. All of the sentences must be logically and clearly related to one another and their total effect is the clear development of the paragraph topic and overall thesis.
3. Use **COMPLETE SENTENCES**.
 - *DO NOT use fragments.
 - *DO NOT use run-ons.
 - * Avoid overused expressions like: got, good, things, very, stuff, a lot.
 - * Avoid slang: gonna, like, gotta, cuz, shouda, coulda.
4. Use **CONSISTANT VERB TENSE**. Do not change your verb tense.
5. **WRITE OBJECTIVELY**. Do not use first or second person. Write only in third person unless specifically instructed to do otherwise.

First Person: I, my, mine, me, we our, ours, us.
Second Person: you, your, yours.
Third Person: he, his, him, she, her, hers, it, its, they, their, theirs, them.
6. **DO NOT** use contractions in formal writing: can't, won't, wouldn't, etc.
7. **DO NOT** use signs or contractions or "text talk": @, &, b/c, Sept, LCCC.

Report Writing Guidelines

1. How to Organize the Report

- Organize your report parts in the following order:
- Title page
- Outline
- Body of the Report (the report itself)
- Appendixes (if any)
- Works Cited (list of sources used to prepare the report)

2. How to Prepare the Works Cited Page

- Center the words "Works Cited" at the top of the page.
- Start the first line of each entry on the left margin. Indent the second and subsequent lines five (5) spaces.
- Works Cited entries are not numbered. Write all entries in alphabetical order by the first letter of the entry. Double space within and between entries.
- If there is no author listed, begin the entry with the title of the work.
- If no date is available, use the abbreviation n.d.
- If no place of publication can be located, use the abbreviation n.p.
- For more specifics, consult the MLA Handbook, most recent edition.

3. How to Punctuate Different Types of Works

When to Underline

Underline the titles of long, written works, publications published as a single work, movies, television and radio series, and works of music and art. Underline the names of individual air, sea, space, and land craft.

When to Use Quotation Marks

Use quotation marks around the titles of short written works, episodes in a series, songs, parts of a long musical composition, and the title of a work that is mentioned as part of a collection.

4. How to Write the Outline

- Write the outline in phrases -- not full sentences.
- Follow each number or letter in the outline with a period.
- Capitalize the first letter of each phrase
- Indentation is a means of showing importance -- headings on the same margin are of equal importance.
- Each heading should be a noun or noun equivalent
- A single division is incorrect. Nothing divides into only one part.

5. How to Number Each Page

Number each page in the upper right-hand corner -- Last name followed by the page number, 1/2" down from the top of the page and ending at the 1" right margin. Your works cited page will be the final page of your report.

Written Report Evaluation

The written report is non-scoreable if it does not meet the minimum requirements of 1500 words, 5 varied sources, outline, parenthetical citations and works cited. See the checklist of requirements on page 13.

STANDARD: The student must demonstrate knowledge and understanding of the subject.

Mark each item below:

S = Successful
N = Not yet successful

FOCUS:

- _____ Demonstrates awareness of audience/task
- _____ Establishes clear purpose/thesis
- _____ Uses consistent point of view
- _____ Information/ideas are clearly expressed

CONTENT:

- _____ Has specific, illustrative content
- _____ Information/details are relevant to focus
- _____ Ideas are adequately developed
- _____ Uses an adequate number and variety of reliable sources

ORGANIZATION:

- _____ Uses an effective introduction/conclusion
- _____ Paragraphing is unified
- _____ Logical sequence of ideas is evident
- _____ Transitions are clear between paragraphs

STYLE:

- _____ Uses precise language
- _____ Uses effective word choice
- _____ Uses formal tone/voice
- _____ Varies sentence structure

CONVENTIONS:

- _____ Few grammatical errors
- _____ Written in complete sentences
- _____ Follows MLA format for parenthetical citations
- _____ Follows MLA format for works cited

A presentation is considered successful with excellence if 18 or more of the items are rated "successful."

A presentation is considered successful if 14 or more of the items are rated "successful."

A presentation is considered not yet successful if less than 14 items are rated "successful."

OVERALL WRITTEN EVALUATION

TOTAL SUCCESSFUL _____

TOTAL NOT YET SUCCESSFUL _____

Circle one:

_____ SUCCESSFUL WITH EXCELLENCE
(18 - 20 rated successful)

_____ SUCCESSFUL
(14 - 17 rated successful)

_____ NOT YET SUCCESSFUL
(0 - 13 rated successful)

_____ Student _____

_____ Adviser _____

_____ Date _____