Quick Study® ACADEMIC

Essays & Term PAPERS

Paper Basics

Choosing the Topic

There are essentially two major **types of topic** one can choose: **Expository and Factual** or **Interpretive**.

A. **Expository and Factual**
1. Explains or describes something. This can be an event, a person, an inanimate object, a book, a movie, etc., or any combination of these things.
2. Requires fact-finding and research.
   a. The most important word being "**fact**."
   b. Everything in such a paper must be *accurate* and *documented*.
      i. There is no room in an expository/factual paper for **opinion**.
      ii. E.g., a sentence such as "William Shakespeare's play *Hamlet* is the best play ever written in English" would be wrong. However, "Many scholars have stated that William Shakespeare's *Hamlet* is the best play ever written in English" would be permissible *if you can document this*.

B. **Interpretive** - Embodies feelings or interpretations. Herein, the sentence "William Shakespeare's play *Hamlet* is the best play ever written in the English language" would be acceptable. You must, however, then "prove" the statement. But the "proof" need not rely on the word of scholars, or experts. It can be based on your own feelings about the piece.

Picking a Subject

A. A topic should interest you and be manageable in terms of **resources** available. Resources include both the materials you can find about the topic and the time available to use these to produce the paper.

B. The topic must be **limited** and **well-defined**.
1. Avoid general topics, such as "The History of the American Car."
2. Focus on something specific, such as "How Henry Ford made the American car available to the masses."
3. It is better to do a good job on a simpler topic instead of a poor job on a complex topic. Remember, a good or poor result may have nothing to do with either the quality of your writing skills or the facts/opinions you present in the paper. Of much greater importance is whether you have *sufficiently covered* the topic you chose.

C. Make sure your teacher approves the topic.
1. This *should* be a "no-brainer," but many students do a great deal of work on a project only to have it rejected by the teacher for any number of reasons.
2. If your teacher *does* reject the project, *don't fight it!* You will have many opportunities in life to take a stand when time (and your grade) isn't as important.

D. Be prepared to change your topic as you proceed with your research. As you research a subject, you may find that your original topic presents a problem.
1. There may not be enough material available on the subject.
2. There may be *too much* material on the subject for you to do it justice in the time available.
3. In an interpretive/opinion paper, the material you uncover may cause you to change your interpretation or opinion.

E. Start early; do not procrastinate. The longer you wait before beginning a paper, the more likely it is that either the materials you need, or the time for research/writing, will be unavailable.

Style

A. Follow instructions.

***Note:** The following is a checklist of the items required in most papers. Later in the chart, we will discuss each in detail.*
1. Footnotes
2. Bibliography
3. Length of paper
4. Approach

Paper Basics continued ...

5. Table of contents
6. Title page
7. Index
8. Single-space or double-space

Approach

A. **Descriptive approach** - Write about a thing, a person, or an event, such as: "The Recent Drought in Kansas." You would detail the drought, its effects on farmers, crops, economics, etc.

B. **Explanatory approach** - Explain why or how something happened, such as: "Why the Mississippi River Flooded in 1993." You would marshal facts, scientific opinion, and statistics about weather and other causes.

C. **Argumentative approach** - Example: "AIDS Education Should be Mandatory in High School."
1. Here, you can offer opinion, anecdotal evidence, etc.
2. **Important:** As you move from **Descriptive** to **Explanatory** to **Argumentative,** the material you need to include in the paper becomes cumulative.
   a. You cannot take an *Explanatory* approach without including *Descriptive* material.
   b. You cannot take an *Argumentative* approach without including ***both** Explanatory* and *Descriptive* material.
   c. How much of each you include will be dictated by the prescribed length of the paper and the amount of material you feel necessary to prove or disprove an argument.

Research & Documentation

Efficient research requires a search strategy and ability to take notes.

There are two methods of research, **Primary** and **Secondary**.

A. **Primary Research** is the **direct** experience of *creating* information.
1. Personally interview people with expertise in the field you are writing about or with knowledge of the event.
2. Conduct experiments to prove/disprove your thesis.
3. In rare instances, *the writer* may be his/her own primary source. For example, a passenger on the *Titanic* writes about the experience.

***Note:** It is only in very rare circumstances that a teacher will allow a research paper to be based on one's own experience. (Usually, as in (a.) where the experience is one of such significance as to have greater import for others.)*

B. **Secondary Research - The most common form of research** involves finding what *others* have said on a topic.
1. This can take many forms, reading about your topic being the most obvious.
2. Other forms include viewing films/videos on a subject, listening to recordings of speeches/events, etc.
3. The most readily available source of all this information is the library, although more and more frequently students are also using the Internet.

Search Strategy

A. **Object**
1. Survey the literature and other source materials on the topic. These can include both materials in print and such other sources as CD-Roms, Internet sources, videos, and, on occasion, personal interviews.
2. Gain information about your topic.
3. Compile a working bibliography.

B. **Sources**

***Note:** Listed in the next column are the steps for finding print information in the library. In most cases, research via non-print sources can be conducted in similar fashion through most libraries. Check with your librarian.*

Search Strategy continued ...

1. General reference works such as encyclopedias, yearbooks, almanacs.
   a. Encyclopedia articles give an overview and refer to books and journal articles.
   b. Read pertinent articles in several encyclopedias.
   c. Take note of the **citations** of books and magazine articles on the topic. Make a list of those citations that will be useful.
2. Specialized reference works are found by using guides, such as Eugene P. Sheehy's *Guide to Reference Books*.
   a. Every area of knowledge has its own special reference works.
   b. Not every reference work will be in your library.
   c. Specialized guides, such as the *Readers' Guide to Periodical Literature*, the *Social Sciences Index*, the *Humanities Index* and others, depending on the nature of your topic, are good sources of bibliography.

C. **Working Bibliography**
1. **On 3x5 index cards** or by **computer**, record the author and title of each book you want to examine.
2. Arrange cards alphabetically by author and look up **call numbers** in card catalogs or on-line catalogs. **Call numbers** tell where to find books in library.

Taking Notes

A. **Process**
1. Begin as you locate and read books and articles.
2. Expand bibliography of sources with full name of author, complete title, edition statement, place of publication, publisher, date of publication, and number of volumes.
3. Record page numbers of sources from which you take notes.
   a. For articles, record full name of magazine being consulted, its volume number or "whole" number, month and issue number, inclusive page numbers of article, and author of article.
   b. Recording full information now will save time later.

B. **Accuracy is Essential**
1. Consistently follow one form of note-taking.
2. Each note consists of one item of information.
3. Write the notes in your own words. If you quote or copy a passage, do it accurately and enclose it within quotation marks.

C. **System**
1. Taking notes on **3 x 5 cards** is recommended.
   a. Some writers prefer the larger 4 x 6 cards.
   b. Record the author, title, and page number of the source of the note on each card.
      i. You may abbreviate the author and title.
      ii. Use only one side of each card.
2. Notes can also be made in **loose-leaf notebooks**. Use only one side of paper so that separate notes can be cut out and put into logical order when writing the term paper.
3. **Computers** facilitate note-taking and preparing the written paper.
   a. Different programs have different features.
   b. Always record the source of each note and always use quotation marks to indicate what you have copied.

Documentation

Background

A. Identifies your sources of information.

B. Most difficult technical aspect of term papers. Information sources are complex.

C. There are different styles of documentation.
1. One style is traditionally used for papers in the humanities.

2. Another is used in the sciences, increasingly in the social sciences, and even, now, in the humanities.
3. Always follow the style approved by your teacher.
4. Consult a style manual for full instructions.
5. Most complete: *Chicago Manual of Style (1993).*
   a. This does not, as is often assumed, dictate a specific style.
   b. It lists numerous accepted writing styles and gives a comprehensive breakdown of the elements each must contain.
6. Most often used in classrooms today: *Modern Language Association (MLA) Handbook for Writers of Research Papers (1999).*
   a. This is not to say that it is necessarily a better style than any others.
   b. Teachers prescribe a specific style for consistency.
   c. Any format that gives complete and accurate documentation is, in and of itself, acceptable, but *only* the style your teacher assigns will be acceptable on your paper.

Originality

A. Avoid plagiarism (using someone else's words and claiming them as your own). Not only is this illegal, it is pointless.
   1. If you can write as well as the source you are plagiarizing, there is no need to plagiarize.
   2. If you cannot, it will be obvious to the teacher that you are using the work of others.

B. Every quotation and all borrowed materials, *even if paraphrased*, must be documented.

What is Plagiarism & what is Research?

There is an old joke: *Stealing from one source is plagiarism. Stealing from many sources is research.* Yet, this may be closer to the truth than we think. Obviously, transcribing someone else's words is plagiarism, but what about ideas? At what point does an idea become a product of research and not just a paraphrase of a specific person's idea that must be documented? The fact is, there are no hard and fast rules, and any time you question whether to credit a source or not, it's probably best to credit it. That having been said, some good "rules of thumb" are:

A. If you come across the same fact in two or more sources, it can probably go into your paper uncredited. (e.g. Lincoln freed the slaves.)

B. If, however, you come across a fact that may be less well-known, is only contained in one source, seems to be contrary to popular opinion, or, in some cases, simply makes you say "Hey, I didn't know that!" (e.g. Lincoln's *Emancipation Proclamation* did not free all slaves, merely those in states fighting for the confederacy.), *document*.

MLA or "Traditional" Documentation?

Although there are numerous forms of documenting the sources you may use in your paper, for all practical purposes they can be separated into two major categories: The "traditional" and the Modern Language Association (MLA) style.

A. Traditional method uses *Endnotes* and *Footnotes* (see: Right) to document sources.
   1. This allows for uninterrupted writing/reading of your paper (and your thoughts), as you can simply write your material and later go back and footnote, which may aid in both the writing and reading process.
   2. *But* it does, as often, interrupt the flow as readers are sent away from the main text to either the bottom of the page or to the back of the text.

B. MLA method places documentation immediately following the line/thought being documented in parentheses.
   1. This allows the reader and the writer to read/write text continuously.
   2. It also allows the reader to determine whether there is any need to interrupt reading for "other" material (see: 4. Special Circumstances).

C. The MLA style is becoming the style of choice for most schools.

D. Special Circumstances - In addition to documenting sources, many writers (though few writing school papers) use footnotes/endnotes to add extra material that, while it may be outside of the scope of the point the writer is making in the paper, is of interest or may deepen the point of the reference. In such a circumstance, it is not uncommon for writers, even those using MLA documentation style, to footnote/endnote.

E.g. (***Note:** Items in **bold** are our explanatory notations*) Isaac Asimov thinks the title characters in Romeo and Juliet are immature children, (Asimov 182) **refers to page 182 in a book by Asimov listed in "Works Cited,"** and I agree. **This is the point you want to make. You can then go on to reinforce the point, use the point for further discussion of "immaturity" or "Romeo and Juliet," etc., or go on to another point. You might, however, wish to also note** Asimov was notorious for stating viewpoints outside the mainstream, often to "get a rise" out of his readers. **Since this is outside of your point and/or the thrust of the paper, you might footnote/endnote it instead of putting it in the body of the text.**

E. It cannot be stated often enough that the documentation, or other style assigned to you by your teacher, is not, in any way, a negation of any other accepted style. *It is for conformity and ease of reading in a situation wherein your teacher has numerous papers to view and needs to assure that they all meet certain criteria. Therefore, no matter which style may be more comfortable for you, **always** follow your teacher's assignment!*

Traditional Footnotes/Endnotes

A. **Footnotes** are placed at the bottom of the page *on which the reference is made.*
   1. Single-space the lines of a footnote.
   2. Double-space between 2 footnotes on the same page.

B. **Endnotes** are placed on a separate page at the end of the paper. Double-space all endnotes.

C. The **points** in your text that you document are marked by *superscript* (placed slightly above the word line) numbers 1,2,3, etc. These correspond to the footnote/endnote numbers.

D. The **First Reference** to a source should provide *full* bibliographic information.
   E.g. Calvin Pinchin [**author**], *Issues in Philosophy* [**title – always underlined or italicized**] (London; Macmillan Education, 1990) [**Place of publication, publisher, year of publication**] 140 [**page number cited**].

E. Subsequent references may be abbreviated.
   E.g. Pinchin [**author**] 152 [**page number**].

F. Documenting journal articles (magazines, newspapers, collections of articles, etc.).
   E.g. John W. Hardy [**author**], "Adaptive Optics," [**Name of specific article cited—in quotation marks**], *Scientific American* [**name of publication that contained article—in italics or underlined**] 270 [**volume number**] (June 1994) [**Date of publication**] : 62 [**page number cited – comes after colon**].

G. As above, subsequent references can be abbreviated (Hardy, "Adaptive Optics," 63).

Author – Date System

A. Areas of use:
   1. Sciences; favored in the Social Sciences.
   2. Gaining popularity in the Humanities.

B. Logistics:
   1. To refer to a source, use the last name of the author and the date of publication of book or article within parentheses: (McAleer 1984).
   2. To refer to a particular page, use: (McAleer 1984, 63).

C. At the *end* of the paper, on *a separate page* headed **Reference List**, the *full citation* appears: McAleer, John. [**Author, Last name first, followed by a period**] 1984. [**Date of Publication, followed by a period**] *Ralph Waldo Emerson: Days of Encounter*. [**Full title of the work, followed by a period**] Boston: Little, Brown and Company [**Place of publication (colon) and Name of Publisher**].

D. If more than one work by an author is cited, it is listed in order of *the date of publication*.

The MLA Style

A. Reference
   1. Last name of the author and appropriate page number.
      a. McAleer 613 (*Commas are not required in internal documentation*).
      b. Subsequent references to the same article/book need only cite *page number* without author name *if those references follow without any intervening other author citation.*
   2. Full citations appear at the end of the paper on a page headed **Works Cited**.
      a. This contains the same, full, bibliographic information as the **Reference List** in other styles of papers.
      b. This is *not* to be confused with a *Bibliography*, which may also be required.

Library

Use of Library

A. Best source of information for most term papers.
   1. Most libraries today have access to more than books and periodicals.
   2. Videos, audios, and, increasingly, CD-ROM materials, are also available.
   3. Many libraries now make Internet search time and materials available.

B. Understanding how to use the library is essential for successfully finding what you need, quickly and efficiently.

C. Many libraries offer *bibliographic instruction* to aid in your search. Ask the librarian to assist you.

Card Catalogs

A. Originally, these were drawers containing 3x5 index cards that held the information on where to find the materials you need. Increasingly, however, they take the form of a computerized **database**. In either *form*, their *format* remains essentially the same.

B. Contain separate breakdowns of materials under **author**, **title**, and **subject heading**. Learn to distinguish them.

C. Each card holds same information but in different order.
   1. **Author** cards have author's name on the top line.
   2. **Title** cards have the book's title on the top line.
   3. **Subject-heading** cards have subjects on the top line.
      a. Refer you to books on same subject.
      b. Learn the pertinent subject headings for your topic and use them to build your bibliography.
      c. Librarians can direct you to guides to subject headings.
      d. Many subjects are sub-divided (e.g. "Kansas-History-Chronology").
      e. Subject headings can lead you to bibliographies (e.g. "Agriculture-Kansas-Bibliography").
      f. Subject headings and their bibliographies are never arbitrary. Your research will be facilitated by learning how they are formulated.
      g. An important tool for gathering a bibliography for the advanced term paper is the *Library of Congress' **Catalog of Subject Headings**.*

D. Catalogs in database format also allow for additional paths to materials, such as "Keyword."
   1. A keyword is a distinctive word in a book's title, subtitle, or descriptive entry.
   2. You can often narrow and specify a search by focusing on more than one keyword at a time.
      a. If searching for material on airplane crashes, key words: "Airplane" or "Crash" separately will produce one list of every title on every airplane and a second list on every crash of any kind, including stock market "crashes."
      b. Combining the two words into one search will narrow the field considerably.

Classification

A. Learn the classification system of your library, and you can browse the collection. Browsing can be done in the actual library stacks (shelves) or by computer.

B. **Call number**
   Books on similar topics are classed together.

C. **Library of Congress (LOC) system**
   20 major classes, each beginning with a capital letter. E.g. books on **education** begin with **L** and then break down into subdivisions.

D. **Dewey Decimal system**
   10 major classes, beginning with a 3 digit number. E.g. all **technology** books begin with **600** and then break down into subdivisions.

Reference Works

A. **General**
   Dictionaries, encyclopedias, almanacs, and guides to particular topics. Usually provide best *overview* of a topic but can be severely limited in "in-depth" analysis.

B. **Specialized**
   1. Can be found either in book form or CD-ROM.
   2. Reference librarian can direct you.

Reasoning

Critical Thinking

Compose an effective research project

A. Argumentation with practical logic strengthens paper
B. Assert and defend argument

Assumptions

A. Belief that a writer takes for granted:
Ex. Writers are born, not made.
1. Assumes ability to write well is an inborn trait and cannot be taught
2. Obvious lack of development

B. Can refer to a general attitude or belief system that underlies an argument:
Ex. Women should not take jobs outside the home.
1. Writer ignores fact that many women are single parents and cannot afford to stay at home and not earn money
2. Assumes women can't work effectively outside home

Deduction/Induction

A. Refers to how writer structures an argument and uses evidence
B. **Deductive style**
1. Moves from general statements to specific information
2. Thesis is general; evidence is specific and narrow

C. **Inductive argument**
1. Moves from specific statements to general conclusions
2. Evidence appears first and leads reader to a reasoned thesis or conclusion

Logical Fallacies

A. Mistakes in how writer has set up an argument or some support of that argument
B. **Non-sequitur** - Statement that does not follow logically from the stated premises:
Ex. Edward was over six feet tall, so he always wore blue on Sunday.
C. **Stereotypes** - Positive and negative should be avoided
Ex. Being a woman meant she was smaller than a man. Being a woman meant she was more compassionate than a man.
D. **Circular Argument** - Assertion that is repeated and "begs the question":
Ex. Most people like gardening because it is something they enjoy.
E. **Bandwagon appeals** - Uses the desire to "go along with the crowd" as fact:
Ex. Surveys show that a majority of the people want only "family-oriented" programming on television. Therefore, this must be our goal.
F. **Ad hominem** [a.k.a appeals to the person] - Attacks a person's character or habits instead of dealing with the real issue:
Ex. Mr. Wilson has admitted to a tendency to overeat. Therefore, we cannot trust him with foreign policy.
G. **Card-stacking** - Ignores an issue's contrary evidence:
Ex. A "pro-gun" paper that cites only people who have used guns to protect themselves from danger, or an "anti-gun" paper that cites only accidental deaths caused by guns.
H. **Either - or** - Offers only two alternatives when more exist:
Ex. Either young people plan to get married and raise a family, or they resign themselves to a lonely adulthood.

Formatting the Final Copy

Following the Teacher's Instruction

A. This will most often be to format in the "traditional" or the MLA style.
B. In the items that follow, we will indicate the differences with (T) or (M). If no letter precedes an item, it is the same in both styles.

Proper Order

A. (T) Title page, abstract, outline (sometimes as "table of contents"), list of illustrations, text of paper, footnotes/endnotes, reference list, bibliography, index. Sometimes abstract, outline, index, and (if there are none) list of illustrations are omitted.
B. (M) Does not require a separate title page (see: The following column).

Title Page

A. (T) On a separate page, centered, type:
- Title
- Instructor's Name
- Your Name
- Course Title (e.g. History 101)
- Date of submission

Formatting the Final Copy (*continued*)

B. (M) One inch from top of first page, flush left, type:
- Your Name
- Instructor's Name
- Course Title/number
- Date (of submission)
- Title

1. Double-space between each entry.
2. Double-space and center title.
3. After title, double-space/flush left, begin text.

Abstracts

A. These are nothing more or less than a brief summary of the paper.
B. There are two types.
1. Descriptive: Summarizes the *form* of the paper.
2. Informative: Summarizes the *content* of the paper.

Outline/Table of Contents

A. You have already prepared your outline as you were writing/researching the paper. If you have done it correctly, it lists all your major points, sub-points, etc., in the order in which they appear in the paper.
B. To prepare a *Table of Contents*, then, all you may need to do is put the page number on which each outline item appears next to that item. Sub-items are not paginated, but are indented below major item.

List of Illustrations

Appears as a separate item from outline/table of contents, but can appear on the same page or on its own page.

Endnotes (See: Endnotes/ References/ Citations/ Bibliographies)

Bibliographies (See: Endnotes/ References/ Citations/ Bibliographies)

Index

If properly done, an index lists *all* major topics, minor citations, names, references, etc. that have appeared in the paper in alphabetical order (with "names" alphabetized last name first) and e*very page on which said reference appears*.

A. It is both exhaustive and exhausting and can often take more time to prepare than all the rest of the paper combined.
B. Fortunately, *it is rarely required on term papers*.

Pagination

A. Page numbers are usually placed in the upper right-hand corner or centered at the bottom of the page. However, as always, follow your teacher's instructions.
B. (T) Title page does not contain a written number *but is counted*. Thus, first *numbered* page is "2."
C. (M) Page one *is* numbered.
1. Always in upper right-hand corner (approx. ½ inch from top).
2. It is *highly* recommended that, after page 1, you put *your name* before each page number to avoid misplacing pages or placing someone else's page "2," say, where yours should be. E.g. [in upper right] (Jones 2, Jones 3, etc.).

D. *Text* page numbers are always *Arabic* (1,2,3, etc.).
E. Page numbers before the actual text, which can range anywhere from *Table of Contents* to (rarely) lengthy introductions, acknowledgements, prefaces, etc., use *Roman* numerals (I, II, III, etc.).

Endnotes/References/ Citations/Bibliographies

Nothing is more confusing to the student than the differences between the above. This confusion is not lessened when you consider that any of them can be part of any of the others. Bearing that in mind, we will try to explain the differences and the similarities. As with other sections, where "traditional" standards (T) differ from MLA standards (M), we will so note.

Endnotes

Are just that, notes about the text that do not appear in either the body of the text or as footnotes.
Where they differ from reference lists, works cited, or bibliographies, is that they may contain actual *commentary* on the text that either expands on, or digresses from, the text's points, but were not specifically relevant to the main point you were explicating.

Reference List (T)/ Works Cited (M)

Really the same thing under two different names.
A. A listing, in the format discussed in **DOCUMENTATION**, of the sources quoted or paraphrased in the writing of the paper. *Reminder: Every source you quote or paraphrase must be acknowledged.*

Endnotes/References/Citations/Bibliographies (cont.)

B. In most cases, when dealing with school papers, this will also suffice (if done in the proper format - see: **DOCUMENTATION**) as your *Bibliography*.

Bibliography/Works Consulted (M)

A. As noted above, this can be confined to the "works/reference" materials actually used for the paper.
B. *However*, the bibliography can *also* be a listing of books, articles, or other materials that, while not used directly for the paper, may have either served as background material [called "Works Consulted" (M)]. They can also be other materials on the subject, which you may not have actually consulted at all.
1. If you use this, the materials noted will be in addition to, and separate from, your "works/reference" list.
2. Since it would be impossible to list every source available on any subject, this list is usually called a *Selected* (or *Selective*) *Bibliography*.

C. Sometimes, you will come across a list headed *Suggested Further Reading*, or similar. This *is the same thing*.
D. Finally, in rare instances, you may be asked to provide an *annotated* bibliography.
This is formatted exactly the same as above, but is followed by a brief paragraph describing the content of the work cited. (E.g. Asimov, Isaac. *Asimov's Guide to Shakespeare*. New York: Avenel, 1970. A comprehensive look at all of Shakespeare's works with an emphasis on placing them in historical perspective.)

Bibliography

As noted previously, there are numerous styles required in numerous disciplines. This is not done to confuse you. It reflects the information needed within that particular discipline (e.g. Less emphasis on the **date of writing** of a work of literature may be needed than, say, in a guide to computer science wherein a 1995 work may be less reliable than one printed in 1998). It would be impossible to cover each and every style in a work of this size. Moreover, it is unnecessary in a work geared to the general student. The following therefore contains, in each area, only the two major forms:
The generally accepted standards that we call "traditional" and the ever-growing accepted standard of the MLA. **Where these differ, the MLA standard is preceded by** (M).

Reference Source

A. List, alphabetically by author, of all sources used in preparing and writing the paper.
B. *Every* book, journal article, etc., cited in your *Notes* must be included in the bibliography.
C. Placed at the end of the paper, just before the Index (if required).
D. Items in the bibliography are given *full* bibliographic description.
1. **Books:** Author (Last name, first). *Title*. Place of publication: Publisher, Date of publication.
2. **Articles:** Author (Last name first). "Title of Article." *Title of Publication*. Issue number. (Date of Publication.) Pages on which article appears.
a. Give *all* pages of article (e.g. 60-65, 69, 103).
b. Articles are often continued in later pages of a journal/periodical.

Bibliographic Forms: A Selection

A. In all forms, the **major** title is always *italicized* or, if you cannot italicize (using a typewriter, handwritten notes, etc.), underlined.
B. **Examples:**
Note: Items in **bold** are our emphasis. They do not appear in bold on your list(s).

- **Two or more books by the same author:**
1st Entry: Author (**Last name first**). *Title*. Place of publication: Publisher, Date of publication.
2nd Entry (**Omit repeating author name**): *Title*. Place of publication: Publisher, Date of publication.
And so on for all subsequent entries under same author.
- **Book with two or three authors:**
Author (**Last name first**) and 2nd Author (**First name first**). *Title*, etc.
Author (**Last name first**), (**comma**) 2nd Author (**First name first**) and 3rd Author (**First name first**).
Book with more than three authors:
1st Author (**Last name first**), (**comma**) et al. *Title*, etc.
"et al" means "*and others*."

Bibliography (*continued*)

- **Books with Editor(s) as Primary "Author":**
  1. Usually, these are collections of diverse material by various contributors where the editor is the prominent name on the cover/title page.
  2. Treat editor as author and list accordingly but add: ,ed. (**comma, "ed" period**) after name.
  3. Treat two – three editors as two – three authors with: , eds. (**comma, "eds" period**) after names.
  4. All other publication information remains the same.
- **Book with Author and Editor(s):**
  1. Author (**last name first**). (**period**) *Title*. (**period**) Ed. (**precedes name(s) of editor(s) followed by period**) 1st Editor's name (**first name first**) and 2nd Editor's name (**If applicable – first name first**)
  2. All other publication information remains the same. Although the Author/Title takes primary position, it is important to remember that, in this case *and all others where there may be new editorial material or a new translation* (see: **Translations**), *the Publisher/date information always refers to the specific edition/book you consulted*.

  Note: *When dealing with multiple authors or editors, they are always listed in the order in which their name(s) appear in the title, regardless of alphabetical order.*
- **Translations:**
  1. **Original** Author (**Last name first**). *Title*. Trans. (**Translator**) Name of translator (**first name first**).
  2. All other publication information is as above, *except* **it applies to the place, publisher, and date of this translation.**

     A new edition of *Don Quixote* by *Miguel de Cervantes,* translated by *Rose Sung* for *NYU Press* in *1998,* would appear as follows:

     Cervantes, Miguel de (***Note:*** *In foreign names with prefixes such as "de," "d'," etc., where the prefix is lower case, it is not treated as part of the last name*). *Don Quixote de La Mancha*. Trans. Rose Sung. New York: NYU Press, 1998.
- **Book with an Institutional/Corporate "Author":**
  Florida Educational Colloquium. *When Students Think Too Much: A Call for Reform.* Orlando: Far Right Press, 1994.

  Even if the organization is the "author," if a single editor or translator is listed, that information should go in the appropriate place.
- **Book with a Governmental Author (M)**
  1. Often, government documents (reports, commission papers, etc.) will contain numerous parts from numerous authors. It may therefore be impossible to determine one author. Thus, the correct manner is to list the *government itself* as the author, followed by the branch/organization/committee, etc. that issues it.

     E.g. United States. Cong. House. *Report on Unrest in the Cities*. (All other publication information remains the same.)
  2. If an author *is* cited, that name can go first *or* take the position of "Editor" in **Books with Author/Editor**, or "Translator," with "Ed."/"Trans." replaced with "by."
  3. Note, too, in MLA style it is quite permissible to use abbreviations (Cong.) where the meaning either becomes clear in context, or where the information has been previously stated. ***This is true of all Bibliographic/Source material references throughout papers using MLA style.***
- **Books with an Unknown Author:**
  Simply *begin* with the *Title*, and proceed accordingly.
  1. This applies only to works with *no author* listed and should not be confused with works *attributed* to *Anonymous*. When *Anonymous* is cited as the author, he/she should be treated as the author in alphabetical listings, text citations, etc.
  2. If a work is authored by *Anonymous*, but the author's true identity is known, it is permissible, *but not required*, that you add this.
     a. E.g. Anonymous (Joe Klein). *Primary Colors*. etc.
     b. Nonetheless, the work is still cited under "A," not "K."
- **Selection from an Anthology/Article in Newspaper or Magazine, etc.:**
  Author (**Last name first**). "Title of piece" **in quotes**. *Title of Book, newspaper or magazine in which piece appears* **in italics or underlined**. Publisher information (**if book**) or date of publication (**if newspaper/magazine**). Page numbers on which piece appears.
  1. If you know that the piece has originally appeared as a separate publication, then both the title of the piece and the title of the book are placed in italics. E.g. Shakespeare, William. "The Taming of the Shrew." (**Title of work cited**). *The Shakespeare Plays: A Study Guide to the Bard* (**Title of over all work in which it is contained**). Boca Raton: Quick Study® Guides, 1998. 101-115 (**Pages on which *Taming of the Shrew* appears**).
- **Book with a Title within its Title:**
  Cameron, Jeffrey. *Rekindling* A Light in August: *A Post-Structural William Faulkner*. Denver: Mile High Press, 1994.
- **Editorial in a Newspaper**
  King, Steve. "Self-Esteem is Important for Nude Models." Editorial. *Tampa Tribune* 14 Feb. 1992: A23.
  1. A23 refers to Section A, p. 23.
  2. (M) allows for abbreviation of February (Feb.).
  3. If there is no author named, begin with the title of the editorial.
- **Book Review**
  Smith, Josephine. (**Author of review**) "A Modern-Day Willard." (**Title of review**) Rev. of *Raising Rats for Fun & Profit* (**Title of book being reviewed**) by Harry William Kyle. *The Mammalian* (**Name of periodical or other source in which the review appeared**) January 1992: 27-30.

Citing Sources Other Than Those Read

Lecture/Speech

Cremer, David (**Speaker**). "Creative Penny Cups: The Road to Financial Security." (**Title of Speech**) Keynote Address. (**Description of Speech** – ***Note:*** *Can also be listed as simply Speech or Lecture*) 16th Annual North Florida Chicken Fryers Assn. Dinner. (**Event at which speech was given** – ***Note:*** *Can be simply Classroom Lecture*) Jacksonville. 31 Oct. 1993 (**Place and Date of Speech**).

Personal Interview

King, Stephen. Personal interview. 31 Aug. 1991.

Film

Looking for Richard. Dir. Al Pacino. 20th Century Fox, 1996.

A. When citing a film, the *director* (Dir.) is considered the "author."
B. You need not list the writer(s) of the screenplay *unless such information is relevant to the paper*. (e.g. In comparing Neil Simon's stage work with his film work, it would, obviously, be important to cite him. Nevertheless, you still must list the director first, followed by Scr. Neil Simon or, where applicable, Scr. Kevin Spacey, based on the play by Neil Simon.)
C. No matter how many various production companies may be involved in the film, the company *releasing* the picture is listed as the "publisher."
D. The release date is the year the film was copywritten, regardless of when it was seen.
E. If you viewed the film on video, you need not include any specific information about this *unless the material you are using is obtained from material exclusive to the video and not in the film as released to theaters*. Then, after the director's name, you would add: Director's cut. (**What sets the video apart from released film**) Fox Video (**The *Video* releasing company now becomes the** "Publisher"), 1997 (**Release date of the Video**).

Television Program:

(T) "Michael Writes a Story"(**Title of Episode**) *Thirtysomething*. (**Title of Program**) Written by Joseph Dougherty. ABC (**Network on which show aired**), 1987 (**General date of airing**).

(M) "Michael Writes a Story." *Thirtysomething*. Writ. Joseph Dougherty. Dir. D.W. Griffith (***Note:*** *MLA treats TV as Film*) ABC. WPBF, Florida (***Note:*** *MLA asks for the local station on which you viewed program*) 15 Apr. 1998 (***Note:*** *MLA asks for specific date of airing*).

Live Performance of a Play/Opera/Ballet/Concert:

Hamlet. (**Title of work**) By William Shakespeare (**Author**). Dir. Edward Wood (**Director, Conductor** (Cond.), **Choreographer** (Chor.). Perf. (**Major Performers**) Paul Shore and James Varney. Domain Theater, Miami, Fl. 17 Oct. 1998 (**Date you saw the production**).

A. If your citation is *directly* relating to an author, director, or performer, then *that name* comes first in the "author" position.

   E.g. In a paper on great playwrights; Shakespeare, William. In one on how different directors handled the same play; Wood, Edward. In a piece on, say, the different actors who have played Hamlet; Shore, Paul, etc.
B. The "performer" listing need not be individuals.

   E.g. Circle in the Square Players, Berlin Symphony Orchestra, Sadler's Wells Ballet Co., etc. The purpose of listing performers is to separate different presentations that may have the same director, conductor, choreographer, etc.

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If the publication is original to CD-ROM, treat it exactly the same as any other listing, with the exception that the title of the "book" becomes the title of the database, and, immediately after that title, you insert the words CD-ROM.

Internet/Computer Service

All author, title, original publisher, date, etc. material as above followed by: (**colon**) online, INTERNET, **or** Name of Service (**Nexis, Onlaw, N.Y. Times Online, etc.**). followed by date of access.

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