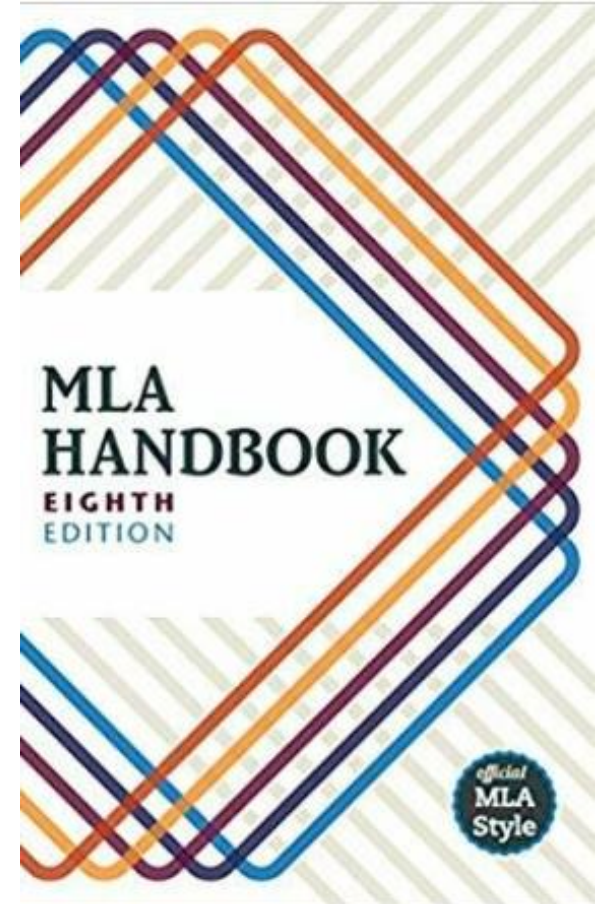


MLA Style 8th Edition

MSUB Writing Center in the ASC

What is MLA?

- The MLA (Modern Language Association) Style provides formatting guidelines and resources for writing and incorporating sources in the humanities, including such disciplines as literature, languages, and writing.



Think, Select, Organize

- Think: answer the who, what, how, where and when about your source
 - Assess for Currency, Relevance, Authority, Accuracy, and Purpose (CRAAP)
- Select: make sure you select the correct information about your sources to use when creating citations
- Organize: create your documentation – it serves as a roadmap to allow your reader to replicate your research process

Format

- The MLA Style Resource site provides guidelines on paper format:
- Margins: One inch at the top, bottom, and both sides of the text (except for the running head)
- Text formatting: double-spaced throughout and in a clear, readable font
- Heading: At the top of the first page, flush with the left margin, type your name, your instructor's name(s), course number and date on separate, double-spaced lines
- Running head: Number all pages consecutively in the upper right-hand corner of the page. Type your last name, followed by a space before the page number.

MLA Sample Paper

- Title is centered and follows MLA guidelines for capitalization
- No specified guidelines around use of section headings.
 - Sometime included to improve readability
 - Purdue OWL suggests numbered headings or unnumbered headings following a five-level format

Running head → Charlton 1

Catherine Charlton

Ms. Crooks ← Header

History 2272

25 October 2019

Title → “Coal Is in My Blood”: Public and Private Representations of Community Identity in Springhill,
Nova Scotia

Introduction ← Unnumbered level one section heading

There’s a hard luck mining town in Nova Scotia, whose glory is sad with fame,
It’s been hit by explosions, fires and bumps, everyone’s heard of Springhill’s name. . . .
—Maurice Ruddick¹

At 8:06 p.m. on Thursday, October 23, 1958, the small coal-mining town of Springhill, Nova Scotia, convulsed. Buildings shook, telephones went dead, and seventy-three miles away seismographs at Dalhousie University registered the movement as a small earthquake (Lerner

Style Guidelines

- MLA advocates for an adherence to stylistically “scholarly” prose (91).
 - There is a lot of flexibility for the writer
 - Consistency and readability are important
- Follow your discipline or instructor’s academic writing guidelines
- For specific style questions (such as the conventions of capitalization, titles, naming of authors, etc.), see the MLA handbook section, “Details of MLA Style”

In-Text Citations



Overview

- In-text citations draw readers to the works referenced in the text of your writing through use of signal phrases and parenthetical references
- “The in-text citation should direct the reader unambiguously to the entry in your works-cited list for the source—and, if possible, to a passage in the source—while creating the least possible interruption in your text” (MLA 54).

Quotes, Paraphrases, Summaries: What & How

- Quoting is transcribing the author's exact words directly from the source.
 - Quote sparingly, selecting strong passages that lend support and authority to your assertions.
- Paraphrasing is fully rewording the authors ideas in your own words.
 - Express the author's ideas fairly and accurately; use your own wording to incorporate the ideas into the flow of your writing
- Summarizing is reducing the author's point down to the essentials.
 - Summaries save space by distilling detailed text into one or two sentences in your own words.

(Kennedy et al. 656-658)

Direct Quotes

- Signal phrase containing author, “quoted material of less than four lines” (number).
According to Naomi Baron, reading is “just half of literacy. The other half is writing” (194).
- Signal phrase, “quoted material of less than four lines” (author number).
Reading is “just half of literacy. The other half is writing” (Baron 194).

Direct Quotes Continued

- When a quote runs more than four lines in the text of your paper, indent it one half-inch from the left-hand margin. Maintain spacing and font size.
- Use a colon at the end of the signal phrase or other punctuation that makes sense to integrate the quoted material. Parenthetical reference comes after the period.

The forms of writing that accompany reading

can fill various roles. The simplest is to make parts of a text prominent (by underlining, highlighting, or adding asterisks, lines, or squiggles). More-reflective responses are notes written in the margins or in an external location—a notebook or computer file. (Baron 194)

Paraphrases & Summaries

- Paraphrases and summaries need in-text citations.
 - For paraphrases, include the author's name and the page number; use signal phrases and parenthetical references to bracket the paraphrased idea.
 - Summaries may not be linked to a specific page number.
- The author's last name should go either in the signal phrase

While reading may be at the core of literacy, Naomi Baron argues that literacy can be complete only when reading is accompanied by writing (194).

- Or in the parenthetical reference

While reading may be at the core of literacy, literacy can be complete only when reading is accompanied by writing (Baron 194).

Sources without Page Numbers

- Use an alternate section numbering system, if explicit and fixed:
 - Paragraphs: par./pars.
 - Sections: sec./secs.
 - Chapters: ch./chs.
 - Audio/visual material (time-based): number of hours, minutes and seconds separated by colons
- For sources with no explicit numbering system, cite them using the first word that appears in the works cited entry

Coauthors

- One or two authors: list the last names of all authors (if two, connected by *and*)
(Dorris and Erdrich 23)
- Three or more authors: list the first author's last name followed by *et al.*
(Burdick *et al.* 42)

Organization as Author

- Organizations may be used as an author.
 - Common abbreviations may be used in the text of your writing. Spell out whole words in the works cited entry.

In 1988, a federal report observed that the “current high level of attention to child care is directly attributable to the new workforce trends” (United States, Dept. of Labor 147).

Unknown Author

- If the author of a work is unknown, move to the next available element of the works cited section
 - Generally, this is the title
- If the title is longer than a noun phrase, abbreviate it to one or two words
 - Full title: "You Say You Want a Revolution? Hypertext and the Laws of Media"
 - Abbreviated title: "You"

- When you wish to show that a paraphrased idea is attributable to more than one source, list them alphabetically in the same parenthetical reference, separated by a semicolon.

While reading may be at the core of literacy, literacy can be complete only when reading is accompanied by writing (Baron 194; Jacobs 55).

Two or More Works in the Same Reference



Works Cited

Format

- Works Cited centered and capitalized
- Double-spaced
- Consistent font and pagination with the rest of the document
- Works arranged in alphabetical order by the first word of the works cited entry

Running head → Charlton 12

First line flush with left margin



Works Cited

Hanging indent →

- "The Ballad of Springhill." *Disaster Songs in Canada*, 2012, disastersongs.ca/the-ballad-of-springhill/.
- Beach, Horace D., and Rex A. Lucas. *Individual and Group Behavior in a Coal Mine Disaster*. National Academy of Sciences / National Research Council, 1960.
- Brown, Roger David. *Blood on the Coal: The Story of the Springhill Mining Disasters*. Lancelot Press, 1990.
- Burden, Arnold, and Andrew Safer. *The Dramatic Life of a Country Doctor: Fifty Years of Disasters and Diagnoses*. Nimbus Publishing, 2011.
- Burnie, Gerry. "Springhill Nova Scotia Mine Disaster—Oct. 23, 1958." *In Praise of Canadian History*, 23 Oct. 2013, interestingcanadianhistory.wordpress.com/2013/10/23/springhill-nova-scotia-mine-disaster-oct-23-1958/.
- "Death's Toll Nearly 100." *The Chronicle-Herald* (Halifax), 25 Oct. 1958, p. 1. Microfilm.
- "Did Springhill Miners See the Bump Coming? A Look at the Science behind the 1958 Mining Disaster." *Cape Breton Post*, 22 Oct. 2018, www.capebretonpost.com/news/provincial/did-springhill-miners-see-the-bump-coming-a-look-at-the-science-behind-the-1958-mining-disaster-252565/.

Works Cited: The Core Elements

- Elements should appear in the order presented.
- Elements irrelevant to the source should be omitted.
- Punctuation between elements should appear as presented.
 - The last element to appear is followed by a period.

- 1 Author.
- 2 Title of Source.
- 3 Title of Container,
- 4 Other Contributors,
- 5 Version,
- 6 Number,
- 7 Publisher,
- 8 Publication Date,
- 9 Location.

Example 1: A Whole Book

- Author: Modern Language Association
- Title of source: MLA Handbook
- Version: Eighth edition
- Publisher: The Modern Language Association of America
- Publication Date: 2016
- Location: New York

Works Cited Entry for a Whole Book

Modern Language Association. *MLA Handbook*,
8th ed., The Modern Language Association of
America, 2016, New York.

Example 2: A Journal Article

- Authors: Stephanie D. Sears and Dawn Lee Tu
- Title: The Esther Madriz Diversity Scholars: A Case Study of Critical Consciousness Development within a Living-Learning Community
- Container: Journal of College & University Student Housing
- Number (Volume & Issue#): volume 43, number 3
- Date: May 2017
- Location p. 54-67, *Academic Search Complete*,
<http://proxybl.lib.montana.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=125043619&site=ehost-live>

Works Cited Entry for a Journal Article

Sears, Stephanie D. and Dawn Lee Tu. "The Esther Madriz Scholars: A Case Study of Critical consciousness Development within a Living-Learning Community." *Journal of College & University Student Housing*, vol. 43, no. 3, May 2017, pp. 54-67, *Academic Search Complete*, <http://proxybl.lib.montana.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=125043619&site=ehost-live>

Resources

- MLA Handbook, 8th Edition
- A writer's handbook such as *The Bedford Guide for College Writers* (latest edition)
- Purdue OWL MLA Guide: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
- Excelsior OWL MLA Guide: <https://owl.excelsior.edu/citation-and-documentation/mla-style/>
- MLA Style Center: <https://style.mla.org/>

Presentation References

Kennedy et al. *The Bedford Guide for College Writers*, 11th ed., Bedford/St. Martin's, 2017, New York.

Modern Language Association. *MLA Handbook*, 8th ed., The Modern Language Association of America, 2016, New York.

Purdue OWL. "MLA General Format." *MLA Formatting and Style Guide*, 2020,
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

"Sample Papers in MLA Style." *The MLA Style Center: Writing Resources from the Modern Language Association*, 2020, <https://style.mla.org/sample-papers/>

"The Core Elements." *MLA Citations (8th Ed.)*, 24 Oct. 2019,
https://morningside.libguides.com/MLA8/works_cited