IVCC Stylebook

Illinois Valley Community College
www.ivcc.edu/stylebook
www.ivcc.edu/writingcenter
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Introduction to the *IVCC Stylebook*

Welcome to the *IVCC Stylebook*. This guide will supplement what you are learning in your courses and help you produce well-written essays. The *IVCC Stylebook* serves a few main functions:

- To clarify the shared grading criteria for IVCC’s English department
- To give a basic overview of the three documentation styles used in IVCC classes
- To give a basic overview of how to use sources in an essay

This book is intended to help students write clear and accurate essays. At times, the instructor may have expectations different from the guidelines written here. If so, follow the guidelines of the assignment. The *IVCC Stylebook* is not intended to be a definitive or comprehensive grammar or documentation guide. Students who have questions about ideas that are not addressed here are encouraged to consult other resources:

- **Your instructor.** Your instructor can answer specific questions about an assignment or guide you to the best resources for the subject area.
- **Your textbook.** Many English textbooks have grammar sections and short guides to documentation.
- **The Writing Center.** A tutor in the Writing Center may be able to help you. The Writing Center also has many other resources, such as grammar handbooks and documentation style manuals. The Writing Center is located in D-201. Call 815.224.0637 or visit [http://www.ivcc.edu/writingcenter](http://www.ivcc.edu/writingcenter).
- **Jacobs Library.** Librarians are a knowledgeable resource for finding, using, and documenting sources. Jacobs Library is located in A-201. Call 815.224.0306 or visit [www.ivcc.edu/library](http://www.ivcc.edu/library).
- **A handbook.** The Writing Center recommends *A Pocket Style Manual* by Diana Hacker and Nancy Sommers.

Please feel free to print, copy, and use the *IVCC Stylebook* for educational, non-commercial purposes, giving credit to the Illinois Valley Community College Writing Center. The *IVCC Stylebook* should not be modified or adapted without written permission from the IVCC Writing Center, [writingcenter@ivcc.edu](mailto:writingcenter@ivcc.edu). The *IVCC Stylebook* is published and maintained by the IVCC English Faculty and the Writing Center staff, and was last updated on August 17, 2020.

**Introduction to the Grading Standards**

All English courses at IVCC are taught from a course outline that lists the learning outcomes, specific competencies, and expectations for the course. The outlines for the composition courses can be found at [http://www.ivcc.edu/catalog](http://www.ivcc.edu/catalog).

To evaluate written work in these courses, the English department has adopted a set of uniform grading standards. These standards designate that essays in composition classes should
demonstrate at least a basic level of competence in college-level writing and be an appropriate foundation for writing in academic and professional environments.

**Grading Criteria for Writing Assignments**

These criteria define the categories essential to the success of an essay. Essays are evaluated based on these elements, each of which must fulfill a specific function to support the overall effectiveness of the essay. Depending on the assignment, certain criteria may be weighted more than others, and the instructor's assignment may establish additional, more specific criteria.

- **Thesis.** The thesis is the central idea of the essay that is appropriate for the assignment, gives the essay a controlling sense of purpose, and establishes a sustained and consistent focus. The thesis statement concisely expresses the main idea and previews the supporting ideas.
- **Audience.** The content and style are tailored for the intended audience.
- **Organization.**
  - **Essay.** An essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.
  - **Body Paragraph Structure.** A body paragraph includes a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.
  - **Introduction and Conclusion.** An introduction captures the reader’s attention, transitions to the topic by giving context or background information, and presents the thesis statement. A conclusion reemphasizes the essay’s thesis and main ideas and provides a sense of closure.
- **Support.**
  - **Development of Ideas.** A well-developed essay supports the thesis with ample evidence; uses a variety of specific examples, quotations, or other details; and explains the evidence to show its connections to the thesis.
  - **Level of Thought.** The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.
- **Expression.**
  - **Use of Standard Written English.** The essay is written in Standard English without errors in sentence boundaries, spelling, punctuation, mechanics, and grammar.
  - **Style.** The student writes in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.
- **Use and Documentation of Sources.** The essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer’s own ideas, and cites and documents correctly according to the standards of the discipline.
- **Format.** The essay is formatted according to the standards of the discipline.

The essay meets assignment requirements.
Assessment of the Grading Criteria

Essays may earn grades ranging from A to F based on the instructor's grading scale. The quality of each of the twelve elements above determines the letter grade, as described below. Not every essay will fit a single grade's description completely. Instructors may also include process assignments and drafts in their assessment of the final grade.

A Paper (Excellent)
To earn an A, a paper must meet all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length).
2. The paper supports its thesis with a thorough development of ideas entirely tailored to the intended audience.
3. The thesis and ideas in the paper are consistently original and insightful and demonstrate a sophistication and complexity of thought.
4. The organization of the paper is consistently logical and coherent, and the paper exhibits a mastery of basic paper components (introduction, conclusion, and body paragraph structure).
5. If sources are required, the paper accurately uses and correctly documents credible source material to add insight, sophistication, and complexity to the paper’s ideas.
6. The paper demonstrates a high level of understanding and skill in the use of Standard English, style, and format.

B Paper (Good)
To earn a B, a paper must meet all of the criteria below:

1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length).
2. The paper supports its thesis with a substantial development of ideas consistently tailored to the intended audience.
3. The thesis and ideas in the paper effectively combine original and insightful observations with commonly accepted ideas (generated by class discussion, for example).
4. The organization of the paper is mostly logical and coherent, and the paper exhibits a strong ability to incorporate basic paper components (introduction, conclusion, and body paragraph structure).
5. If sources are required, the paper accurately uses and correctly documents credible source material to supplement its ideas.
6. The paper demonstrates understanding and skill in the use of Standard English, style, and format, with, at most, only a few errors, rather than any pattern of consistent error.

C Paper (Satisfactory)
To earn a C, a paper must meet all of the criteria below:
1. The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length).
2. The paper supports its thesis with an adequate development of ideas that are consistently appropriate for the intended audience.
3. The thesis and ideas in the paper are generally clear and logical, perhaps relying primarily on commonly accepted ideas (generated by class discussion, for example).
4. The organization of the paper is generally logical and coherent, and the paper indicates competence in basic paper components (introduction, conclusion, and body paragraph structure).
5. If sources are required, the paper uses the minimum required amount of credible source material and documents it, with only occasional errors.
6. The paper demonstrates competence in the use of Standard English, style, and format, with occasional errors.

**D Paper (Deficient)**
To earn a D, a paper will exhibit one or more of the weaknesses below:

1. The paper only partially fulfills one or more of the basic requirements of the assignment (for example, topic, purpose, length).
2. The paper’s development of ideas is insufficient to support its thesis adequately, or the ideas are not consistently appropriate for the intended audience.
3. The thesis and ideas in the paper are not consistently clear or logical, or they may rely entirely on commonly accepted ideas (generated by class discussion, for instance).
4. The organization of the paper is not consistently logical and coherent, or the paper indicates awareness of but not competence in basic paper components (introduction, conclusion, and body paragraph structure).
5. If sources are required, the paper uses sources but does not meet the minimum source requirements, uses source material inaccurately, or uses sources that are not credible; though documentation may be in place, the paper contains frequent documentation errors.
6. The paper contains consistent errors in use of Standard English, style, or format.

**F Paper (Failing)**
To earn an F, a paper will exhibit one or more of the weaknesses below:

1. The paper fails to fulfill one or more of the basic requirements of the assignment (for example, topic, purpose, length).
2. The paper largely fails to develop ideas to support its thesis, or the ideas are consistently inappropriate for the intended audience.
3. The thesis and ideas in the paper are consistently unclear, illogical, or incomplete.
4. The organization of the paper is consistently illogical or incoherent, or the paper indicates lack of awareness and lack of competence in basic paper components (introduction, conclusion, and body paragraph structure).

5. If sources are required, the paper fails to use sources, does not meet the minimum source requirements, uses source material inaccurately, uses sources that are not credible, consistently fails to document source material fully or correctly, or includes plagiarized source material.

6. The paper contains pervasive errors in use of Standard English, style, or format.

Sample Rubric
Instructors may choose to use a rubric to assess how well an essay meets the requirements described above. The rubric included here is a sample, as instructors may modify it to reflect specific assignments.
<table>
<thead>
<tr>
<th>Grading Criteria For Writing Assignments Illinois</th>
<th>Valley Community College English Department</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>The thesis is the central idea of the essay that is appropriate for the assignment, gives the essay a controlling sense of purpose, and establishes a sustained and consistent focus. The thesis statement concisely expresses the main idea and previews the supporting ideas.</td>
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<tr>
<td><strong>Audience</strong></td>
<td>The content and style are tailored for the intended audience.</td>
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<tr>
<td><strong>Essay</strong></td>
<td>An essay demonstrates a logical progression of ideas, provides clear and smooth transitions among ideas, and uses structure appropriate to an academic essay.</td>
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<td><strong>Body Paragraphs</strong></td>
<td>A body paragraph includes a main idea expressed in a topic sentence strongly tied to the stated thesis, unified supporting details, and clear connections among ideas.</td>
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<td><strong>Introduction and Conclusion</strong></td>
<td>An introduction captures the reader’s attention, transitions to the topic by giving context or background information, and presents the thesis statement. A conclusion reemphasizes the essay’s thesis and main ideas and provides a sense of closure.</td>
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<td><strong>Development of Ideas</strong></td>
<td>A well-developed essay supports the thesis with ample evidence; uses a variety of specific examples, quotations, or other details; and explains the evidence to show its connections to the thesis.</td>
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<td><strong>Level of Thought</strong></td>
<td>The essay presents clear, sophisticated, insightful ideas that recognize the complexity of the topic without inaccuracies or errors in reasoning.</td>
</tr>
<tr>
<td><strong>Use of Standard Written English</strong></td>
<td>The essay is written in Standard English without errors in sentence boundaries, spelling, punctuation, mechanics, and grammar.</td>
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<td><strong>Style</strong></td>
<td>The essay is written in a consistent, academic tone, using varied sentence structure and accurate and precise word choice.</td>
</tr>
<tr>
<td><strong>Use and Documentation of Sources</strong></td>
<td>The essay accurately quotes and paraphrases credible sources, effectively balances source material with the writer's own ideas, and cites and documents correctly according to the standards of the discipline.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>The essay is formatted according to the standards of the discipline.</td>
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<td></td>
<td>The essay meets assignment requirements.</td>
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</table>
### Assessment of the Grading Criteria for Writing Assignments

<table>
<thead>
<tr>
<th>A Paper (Excellent)</th>
<th>B Paper (Good)</th>
<th>C Paper (Satisfactory)</th>
<th>D Paper (Deficient)</th>
<th>F Paper (Failing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To earn an A, a paper must meet all of the criteria below:</td>
<td>To earn a B, a paper must meet all of the criteria below:</td>
<td>To earn a C, a paper must meet all of the criteria below:</td>
<td>To earn a D, a paper will exhibit one or more of the weaknesses below:</td>
<td>To earn an F, a paper will exhibit one or more of the weaknesses below:</td>
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<td><strong>Assignment</strong></td>
<td><strong>Development</strong></td>
<td><strong>Level of Thought</strong></td>
<td><strong>Organization</strong></td>
<td><strong>Use of Sources</strong></td>
</tr>
<tr>
<td>The paper fulfills all the basic requirements of the assignment (for example, topic, purpose, length).</td>
<td>The paper supports its thesis with a thorough development of ideas entirely tailored to the intended audience.</td>
<td>The thesis and ideas in the paper are consistently original and insightful and demonstrate a sophistication and complexity of thought.</td>
<td>The organization of the paper is consistently logical and coherent, and the paper exhibits a mastery of basic paper components (introduction, conclusion, and body paragraph structure).</td>
<td>If sources are required, the paper accurately uses and correctly documents credible source material to add insight, sophistication, and complexity to the paper’s ideas.</td>
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<td><strong>Expression</strong></td>
<td><strong>Use of Sources</strong></td>
<td><strong>Organization</strong></td>
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<td>The paper demonstrates a high level of understanding and skill in the use of Standard English, style, and format.</td>
<td>The paper demonstrates understanding and skill in the use of Standard English, style, and format, with, at most, only a few errors, rather than any pattern of consistent error.</td>
<td>The paper demonstrates competence in the use of Standard English, style, and format, with occasional errors.</td>
<td>The paper contains consistent errors in use of Standard English, style, or format.</td>
<td>The paper contains pervasive errors in use of Standard English, style, or format.</td>
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## Grading Rubric For Writing Assignments

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**Comments**
**Documenting Sources**
The central reason to include secondary sources in an essay is to support your ideas. Without sources, the essay shows only your interpretation of the topic. With the added support, you show that other scholars share your perspective. You bolster your argument by demonstrating that it is accepted in the field.

Another reason to include research is to show you have interacted with the scholarly community surrounding your topic. It is relatively simple to write your personal opinions or experiences about a subject. However, in an academic environment, you want to show that you have knowledge of what is being said in the relevant journals and publications and that you have ideas to add to the conversation. You may agree or disagree with other critics as you engage in dialogue with them.

Documenting a full range of information about each of the sources in a source list is a vital step to supporting your ideas and engaging with the academic community. Others in the field can use your citation and documentation information to access the same sources you used to further their research and evaluate your ideas.

Sometimes an essay will use both primary and secondary sources. A primary source was written or created at the time being studied. For example, if a writer were researching Helen Keller, letters or journals written by her would be primary sources. In literary analysis, the piece of literature itself is the primary source. Secondary sources are written about the primary sources, usually at a later date. Biographies of Helen Keller and critical articles about literature are examples of secondary sources. Both primary and secondary sources are listed on the same source list.

**Overview of Creating a Source List**
Documenting the sources on a Works Cited page, References list, or Bibliography allows the reader to see easily where the information came from and even to retrieve the same information if the reader wishes. In scholarly writing situations, readers often want to obtain the sources used in an essay to check the context of the information or further explore the topic. Documenting your sources before you write your paper will help you cite your sources within the text. Once you have created your list of sources, you will be able to see more easily and more quickly how your in-text citation should look. As you work to document your sources, always keep in mind that your central goal is to give readers all the information they would need to access the same source in the same way you did. Following these steps is a good start to achieving this goal.

**Identify the appropriate citation style.** MLA, APA, and Chicago are the most common styles asked for at IVCC. Check your assignment and ask your instructor if you are not sure which style you should use.
MLA (Modern Language Association) is the most common style for English, literature, and the fine arts. In these language-focused disciplines, readers are concerned with who said the information and where the exact language can be found, so MLA asks for full names of authors and page numbers of the cited information. However, articles in these fields are considered useful for a long time after they are written, so MLA does not require dates when referring to a source in a sentence or citation. An article of literary criticism, for example, may still be considered the authoritative source fifty years after its publication.

APA (American Psychological Association) is the most common style for the social sciences and health professions. In these disciplines, research is considered objective, so authors are identified by last name and first initials only. Information is also evaluated on its currency, so dates are included in in-text citations. Readers want to know if the writer is using the most up-to-date research.

Chicago (The Chicago Manual of Style) is the most common style for many disciplines in the humanities, most notably, history. In these disciplines, readers are concerned with who said the information and where the exact language can be found, so Chicago asks for names of authors and page numbers of the cited information at the minimum. A notable feature of this style is the use of footnotes rather than parenthetical citations.

Follow these basic rules: Identify the type of source. This is the most vital step. If you misidentify the type of source, you may use the wrong formula and include the wrong information, resulting in an incorrect citation. Ask yourself, "What type of source is this?" Some common types are books, individual articles or chapters from edited books, articles from library databases, or works from Web sites.

It is important to note whether you retrieved the document in a print publication form or through the Web. We retrieve much of our information from Web sources today. Often, there are separate formulas for print sources and Web sources, so be sure to choose the one that matches the way you retrieved the source. Choose the citation formula that matches that type of source.

In MLA style, all sources use the same template for citation formulas. However, other documentation styles have different formulas for different types of sources. Once you have identified the type of source, look in the IVCC Stylebook or other source to find the correct formula that matches that type of source as closely as you can. For example, an article from Studies in Short Fiction that you retrieved from Proquest would be cited in different formats for different citation styles. There are handouts of the various citation formulas for the three styles in the IVCC Stylebook.

Follow the template or formula, inserting the information from your source into the appropriate place in the template or formula. Make sure to retain the correct formatting of the individual pieces.
This step sometimes requires some searching, as not all types of sources place the needed information in the same locations. In the *IVCC Stylebook*, on the first page for each style, there is further information for where to find the needed information.

In general, notice these aspects of the formula. Do any titles need to be italicized? Do any need to be in quotation marks? How should the titles be capitalized? Are there any necessary abbreviations? The way the information is printed on the source is not necessarily how it look in the citation. For example, the printout from a database may have the title of the article written in all capital letters, but no style asks for that type of formatting. Format each element as the style requires, even if it is not that way on your document.

**Helpful Tips**

- **Consult a book.** Use your textbook or consult the ones in the Writing Center. The Writing Center and the library have all three manuals. Also consider purchasing a handbook that has not only short guides to the citation styles, but also information about grammar and punctuation. The Writing Center recommends Diana Hacker's *Pocket Style Manual*.

- **Consider trying NoodleTools.** NoodleTools is a guided citation generator provided free to IVCC students by Jacobs Library. Consult with your instructor before using this tool, and keep in mind that it is ultimately the student's responsibility to make sure that citations are correct. To access NoodleTools from off-campus, you'll need your 14-digit student ID. The Jacobs Library Web site ([www.ivcc.edu/library](http://www.ivcc.edu/library)) offers the NoodleTools program and a tutorial.

- **Ask your instructor.** If you need to cite a source that these instructions or the manual do not give clear guidance on, ask your instructor for further information.

**Overview of Citing Sources**

Citing sources in the text, no matter the documentation style, allows the reader to refer quickly and easily to the list of sources and see the full information about the source. Each citation should be "keyed" directly to an entry on the list of sources so that the reader can see immediately to which source the citation is referring. It should take no more than a few seconds for the reader to notice a citation, flip to the list of sources, and see which source matches. As discussed later in the *IVCC Stylebook*, using sources without citing them results in plagiarism, a serious academic offense.

**Readability**

The citation itself has only a small amount of information so that it does not impede readability. If the citations had too much information, the essay would be hard to read. Citations should be kept as short as possible because the full information is at the back of the essay. For example, if you use the author's name in the sentence, do not include it in the citation. Also to maintain readability, place citations at the end of a sentence or at a place in the sentence where there is a pause, such as just before a comma, unless you have more than one citation in a sentence.
Examples
In MLA format, an in-text citation might look like (Zinsser 14). That indicates the writer took the quotation or paraphrase from page 14 of a work by Zinsser. When the reader sees this citation, she or he should be able to flip to the Works Cited page, run a finger down the left-hand side, and find the name Zinsser in alphabetical order. That entry will give the remaining publication information, such as the title and date of publication. In APA, the citation will look like (Zinsser, 1998, p. 14), but the process works the same. Footnotes in Chicago will also match up quickly to entries on the Bibliography. The citation should always match the item at the left-hand side of the list. The reader should not have to read within the list looking for the matching entry.

When a source has an author (either a person or an organization), making sure the citation and entry on the source list match is easy. However, even when a source has no author, that match must still be clear. For sources with no author or corporate author, in MLA and APA, the title will be the first element of the entry on the source list. Therefore, use the complete title, if it is brief, or the first important word or words of the title in the citation. For example, take an essay that uses an anonymous editorial titled "When Don't Smoke Means Do" from the New York Times website. In MLA style, the citation could be ("When Don't Smoke") because that is a shortened version of the title. In APA, the citation could be ("When Don't Smoke," 2006). Notice the quotation marks, which indicate that the words "When Don't Smoke" is part of a title. Because the source is online, it has no page numbers. In Chicago, this source would be listed by the periodical title, New York Times, so that title would appear first in the footnote.

Helpful Tips
Ultimately, every source you cite in the essay should have a matching entry on the list of sources, and every source on that list must be cited in the essay. There should be no extra sources in either place.

In MLA and APA styles, there are only two possibilities for correct in-text citations: the last name of the author(s) or the title (shortened if necessary) if there is no author. Each of these would be succeeded by the page number if the source includes page numbers.

See the relevant pages to learn about citing sources more specifically in MLA (p. 31), APA (p. 49), or Chicago style (p. 69).

Helpful Hints as You Research
As you research, keeping in mind these ideas will help you use and cite your sources as you write your essay.

General
• As you research, check to make sure each source is from a credible publication. This step will save you time later; if your sources lack credibility, you will have to continue to research at a later time, which will put you behind.
• Documenting your sources as you research may save you time later. Creating those source list entries when you still have the source open will let you check that you have all the information you need to document the source and prevent you from having to go back and gather the information later. Also, citing sources in the text is easier if you have your source list prepared.

• Plan to gather more sources than are actually required for the assignment. Chances are, some of the sources will not yield helpful information, and some will repeat information you already have.

Books
• Go to the title page of the book to find the author's name, the title of the book, the place of publication, and the publisher. Often, on a book's cover, this information can be difficult to decipher due to font choices or placement of the type. The title page is usually a cleaner, clearer listing of the pertinent information.

• Most often, the copyright page of a book will be on the other side of the title page, so simply flip the page to find the most recent copyright date.

Databases
• Keep in mind that the library databases and the Web are not the same. We have access to the library databases through paid subscriptions, whereas anyone can access most Web sources for free. Keep track of whether you are gathering sources from the databases or the Web, as each will be documented differently.

• Choose the printer-friendly format of the article when printing. Avoid going to "File," and then "Print," as the printed page will have menus and other clutter. Instead, find the button within the database that gives you a printer-friendly version (this is different in each database).

• For some articles, you will have the choice between an *.html document, which is a single block of uninterrupted text, and a *.pdf document, which is like an image of each individual page of a document, just as you would see it in its print publication form. Either is acceptable, but if you have a choice, consider using the *.pdf version. It will print more cleanly, include the accompanying images, and retain the original page numbers. Having those page numbers will assist you later when you create your in-text citations.

• When printing a *.pdf document, print the citation page as well. The pages of the article itself may be missing vital information such as the volume and issue numbers of the journal.

• Keep track of which database you got the article from. Sometimes this information will print along with the article, and sometimes it will not.

Web
• Choose the printer-friendly format of the Web page when printing. Avoid going to "File," and then "Print," as the printed page may have menus, advertisements, and other clutter. Instead, when possible, look for a link within the Web page that gives you a
printer-friendly version. This option will not always be available, but often it is. Look at both the top and bottom of the page for these options.

• When a printer-friendly version is not available, do look at a print preview before printing the page. You can then check to make sure the text will not be cut off the edge of the page, obscured by an ad, or printed in a hard-to-read color. In most browsers, you can choose “File,” and then “Print Preview.” If you see your text will be hard to read, you might try copying the text and pasting into a word processing program before printing. If you choose to do this, make sure you have collected all the citations you will need to use later.

• Gather all the information you might need for when you cite your source later. This information may include the author, title of the article, any information about previous publications, name of the Web site, publisher of the Web site, date of electronic posting, date of access, and full Web address.
Citations:

MLA Works Cited

APA References

Chicago Bibliography
CITING FROM A DATABASE

MLA Works Cited

APA Reference

Chicago Bibliography
Helpful Hints for Citing from the Web

Citations:

MLA Works Cited

APA References

Chicago Bibliography
Overview of MLA Style: What is MLA Style?
What is referred to as MLA style is a collection of rules and guidelines compiled by the Modern Language Association. It is designed to help writers clearly and consistently document sources used in their writing. First produced in 1951, the *MLA Handbook* is now in its 8th edition, and it is the preferred style guide in many fields. In particular, English and literature most often rely upon MLA style. In the *IVCC Stylebook*, the guidelines described align with the official publication:


Common Terms
As you explore the pages about this style, you will see these terms used. This is a quick glossary:

- **The Works Cited** is an alphabetized list of all of the sources you used. With each source, you list the information a person would need to get that source.
- **In-text citations** tell the reader, directly after the use of a source, where the material came from. They most often appear in parentheses at the end of the sentence in which the source was used. Sometimes in-text citations are referred to as "parenthetical citations."
- **A quotation** is a passage of language copied directly by the writer from another source. It is enclosed in quotation marks and cited with an in-text citation.
- **A paraphrase** is a passage of language in the writer's own words that expresses an idea from another source. It is not enclosed in quotation marks, but it is cited with an in-text citation.

Formatting an Essay in MLA Style
- **Heading.** On the first page, in the upper left-hand corner, place your name, your instructor’s name, the course, and the date on separate double-spaced lines. Write the date in the Day Month Year format, as in 14 May 2016.
- **Title of your essay.** Center the title. Do not underline or bold the title. It should be double spaced from the text of the paper. No extra spaces are needed.
- **Titles of other works.** If you mention titles of other works in your essay, see the page titled “Formatting Titles of Texts in MLA Style” (p. 38) to format them correctly.
- **Page numbers.** Number all pages in the upper right corner of the page preceded by your last name. In Microsoft Word, click on the Insert menu. Click on Page Number and then Top of Page. Choose the top right position (Plain Number 3). Type your name and a space in front of the number. You may need to change the font of the name and page number by clicking on the Home tab. Click the red X at the top right of the screen to exit.
- **Margins.** Use 1-inch margins. Do not align the right margin. In Microsoft Word, check your margins by choosing Margins in the Page Layout menu. The default margins in Word are usually correct, so you may not have to change anything.
• **Line spacing.** Double-space the entire document. There should be no extra spaces between lines. In the paragraph ribbon, change the line spacing to “double” and click the box that says, “Don’t add extra space between paragraphs of the same style.”
• **Indenting.** Indent the first line of each paragraph one half-inch by pressing the Tab key once.
• **Font.** Use Times New Roman 12-point font.
• **Works Cited.** Include a Works Cited page that lists the works you quote or paraphrase, if your assignment requires that you use sources.
• **Title page.** Title pages are not required for essays or research papers unless requested by your instructor. Follow her or his instructions.
Justice, Revenge, and Fire in Agamemnon

In the trilogy, The Oresteia, Aeschylus explores the themes of justice and revenge. Agamemnon, the first play of the trilogy explores Clytemnestra’s dual motives for Agamemnon's murder in relation to the themes of justice and revenge. On one hand, murdering Agamemnon is an act of justice bringing light of truth to the darkness of her husband's act of sacrificing their daughter Iphigeneia. However, Agamemnon’s murder can also be viewed as an act of violent revenge that creates an unending circle of retributinal murders in the house of Atreus. In Agamemnon, Aeschylus uses the symbol of fire to explore the two different views of Clytemnestra’s motives and actions.

Today, it is hard to imagine a justice system similar to the system underway in Greek society when Aeschylus wrote his plays. The system of justice in a Greek society allows one to view Clytemnestra's murder as a form of true justice bringing light to a dark matter, rather than a cold, ruthless murder. The old Greek tradition demanded that a family member seek retribution for the murder of his/her kin by killing the person responsible for the murder. In writing The Oresteia, Aeschylus gives Clytemnestra justifiable motive to murder her husband. Agamemnon sacrifices their daughter Iphigeneia to the God Artemis so that he and his men can continue on to conquer Troy. The Greek justice system allowed retribution in the form of murder, and Clytemnestra may have solely been following the tradition of Greek justice by killing Agamemnon. Agamemnon murdered her daughter,
Formatting a Works Cited page in MLA style

The Works Cited page lists all of the sources you used in your paper and is placed at the end of the paper on a new numbered page. The sources listed on that page and the ones you cite within the text must align exactly.

- **Placement.** Place the Works Cited page at the end of the paper on a new numbered page. An easy way to do this is to add a page break at the end of the text on the last page of your essay. Place your cursor at the end of your last sentence and click CTRL + Enter.
- **Title.** Label the page Works Cited, centered in plain text.
- **Header.** Your header should continue onto the Works Cited page; it includes your last name and page number.
- **Spacing.** Make sure to double space throughout.
- **Order.** List the sources in alphabetical order by the authors’ last names. Ignore “A,” “And,” and “The” when alphabetizing by title if an author is not listed.
- **Indentation.** Do not indent the first line in the citation; however, you must indent any additional lines one half-inch. One way to do this is with a hanging indent. Place your cursor in front of the line to be indented and under the Home Menu, click the arrow next to the word Paragraph. Under Special, choose Hanging, and click OK. A second method is to place your cursor at the end of the first line and press Enter. Then, place your cursor at the beginning of the second line and press Tab.
Works Cited


Note these important formatting aspects:
- The page is labeled Works Cited.
- Every line is evenly double-spaced with no single spacing or extra spaces.
- The second and third lines of entries are indented.
- The entries are alphabetized.
- The overall formatting is the same as the rest of the essay. The margins are 1” and the page number continues.
Works Cited Entries in MLA Style
According to the guidelines given in the eighth edition of the *MLA Handbook*, all Works Cited entries follow the same basic formula, regardless of the specific type of source. The formula consists of “core elements” writers will include in any entry. The numbered lists below show the order the core elements should be presented in a Works Cited entry. Notice and use the punctuation indicated after each core element. Omit any element that is unknown. Some Works Cited entries will use only the first list (container 1). If the first container is nested (or “contained”) within a larger source, such as a journal article retrieved from a database, add the information concerning the second container after the location of the first container.

**Container Templates**

*Container 1*
1. Author
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

*Container 2*
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

For more information about any of the core elements, see pp. 26-31 of the *IVCC Stylebook* or the *MLA Handbook*, eighth edition. The new formula for Works Cited entries allows for more flexibility than previous versions of MLA style. Therefore, it’s possible to have more than one correct version of a Works Cited entry for the same source. Writers are encouraged to document the facts as they observe them.

**Examples of Common Works Cited Entries**

**Book**
E-Book

Film

Gale Sources
Visit their home page at [www.ivcc.edu/library](http://www.ivcc.edu/library) and click on “Citing Your Sources” for more information.

Journal Article in Print

Journal Article Retrieved from Database

Live Performance

Magazine Article

Newspaper Article

Published Interview

Unpublished Interview
Moore, Barbara. Interview. By Jeffrey Lodeson. 4 Nov. 2015.
Webpage (Page within Website) Author Given

Webpage (Page within Website), No Author Given

Website

Work in Anthology

Streaming Video

Works Cited Entries Core Elements
Click the number of the core element for more information on it.

Core elements
1. **Author.**
2. **Title of source.**
3. **Title of container,**
4. **Other contributors,**
5. **Version,**
6. **Number,**
7. **Publisher,**
8. **Publication date,**
9. **Location.**

1. **Author**
   - Begin the entry with the author’s last name, followed by a comma and the rest of the name.

   - When a source has **two authors,** include them in the order presented in the work. Reverse the first name as described above, follow it with a comma and *and,* and give the second name in normal order.

   - When a source has **three or more authors,** reverse the first name as described above and follow it with a comma and et al.

   - Author refers to the **person or group** primarily responsible for producing the work, so an **editor(s) or corporate author** may be listed first in the entry. When a work is **published by an organization that is also its author,** begin the entry with the title, skipping the author element, and list the organization only as publisher.
   - When a work is published **without an author,** do not list the author as “anonymous.” Instead, skip the author element and begin the entry with the work’s title.

“Preeclampsia.” *Mayo Clinic,* 2016,
www.mayoclinic.org/diseases_conditions/preeclampsia/basics/definition/con-20031644.

2. **Title of Source**
   - Use standard capitalization for titles and subtitles. A title is placed in quotation marks if the source is part of a larger work. A title is italicized if the source is self-contained and independent. For example:
• Use quotation marks for a short story/essay/poem from an anthology/collection; episodes of television series; song titles; articles from journals; and a posting/article from a Web site.
• Use italics for book/anthology titles; periodicals (journals, magazines, newspapers); and Web sites. When a work that is normally independent (such as a novel or play) appears in a collection, the work's title remains in italics.


• When a source is *untitled*, provide a generic description of it, neither italicized nor enclosed in quotation marks, in place of a title. Capitalize the first word of the description and any proper nouns.


3. **Title of Container**
• When the source being documented forms a part of a larger whole, the larger whole can be thought of as a container that holds the source. For example, a short story may be contained in an anthology, or a streaming video may be contained in a website. The container is crucial to the identification of the source. The title of the container is normally italicized and is followed by a comma. Examples of containers include an anthology/collection; a periodical (journal, magazine, newspaper); a television series; and a Web site. The examples below show works with one container. **All Works Cited entries will use the following **“container 1” template:**

**Container 1 Template**
1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.


A container can, however, be nested in a larger container, meaning that some Works Cited entries will also use the “container two” template given below. A blog, for example, may form part of a network of similar blogs. The complete back issues of a journal may be stored on a digital platform such as *JSTOR*. A book of short stories may be read on *Google Books*. Documenting containers is important. It is usually best to account for all the containers that enclose your source.

When you encounter a second container, add core elements 3-9 (from “Title of container” to “Location”) to the end of the entry for each additional container. Follow this template, omitting any unknown information:

**Container 2 Template**
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

In the following examples, the container titles are bolded.


4. Other Contributors
   - People other than the author may be credited in the source as contributors. If their participation is important to your research or to the identification of the work, name the other contributors in the Works Cited entry. Precede each name (or group of names, if they performed the same function) with a description of the role. If a source has many contributors, include the ones most relevant to your project (for example, an actor who plays a key character in a film). A source contained in a collection may have a contributor who did not play a role in the entire collection. For example, an anthology
may include many poems translated by many people. Identify such a contributor after the title of the source rather than after that of the collection. Following are common descriptions for other contributors:

- adapted by
- directed by
- edited by
- illustrated by
- introduction by
- narrated by
- performance by
- translated by

Roles not listed here should be expressed as a noun followed by a comma.


**5. Version**

- If the source carries a notation indicating that it is a version of a work released in more than one form, identify the version in your entry. Books are commonly issued in versions called editions. These may be labeled *revised edition* or numbered (*second edition*, etc.). Versions of books are sometimes given other descriptions as well (*expanded, updated*, etc.). Work in other media may also appear in versions, such as a director’s cut of a film or unabridged versions of performances.

- When citing versions in the Works Cited, write ordinal numbers with Arabic numerals (2nd, 4th) and abbreviate revised (*rev.*) and edition (*ed.*) descriptions. Names of unique versions (*Norton Critical Edition, Authorized King James Version*) are proper nouns and are capitalized like titles, not abbreviated.


**6. Number**

- The source you are documenting may be part of a numbered sequence. If you consult one volume of a *multivolume set*, indicate the volume number. *Journal articles* are typically numbered, perhaps using both volume and issue numbers (abbreviated *vol.*
and no.). If your source uses a unique numbering system, such as seasons/episodes, include the numbers in your entry, preceded by a term that identifies the kind of division to which it refers.


7. Publisher
   - The publisher is the organization primarily responsible for producing the source or making it available to the public. A publisher’s name may be omitted for the following kinds of publications:
     - A periodical (journal, magazine, newspaper)
     - A work published by its author or editor
     - A Web site whose title is essentially the same as the name of its publisher
     - A Web site not involved in producing the works it makes available (such as *YouTube*)


8. Publication Date
   - Write the full date as you find it in the source using day month year format (e.g. 24 May 2019). Names of months with more than four letters should be abbreviated. When a source carries more than one date, cite the date that is most meaningful or relevant to your use of the source. Issues of *periodicals* vary in their publication schedules: issues may appear every year, season, month, week, or day. For books published in *editions*, cite the date of the edition you used.


9. Location
   - How to specify location depends on the medium of publication. For *printed works*, indicate the page or page range (preceded by *p.* for a single page and *pp.* for a page range). Indicate an online work by its URL (unless your instructor specifies otherwise).
When possible, use stable URLs (also called permalinks). Copy URLs in full from your browser, but omit http:// or https://. Digital object indicators (DOIs) are preferable to URLs when available. Record the location of a performance, lecture, or other live presentation by naming the venue and its city (but omit the city if it’s part of the venue’s name).


**Citing Sources in the Text**

When you use the ideas or words of another person in your paper, you must document the source within the text of the paper as well as on the Works Cited page. Whether you quote or paraphrase a source, you must include a citation that 1) clearly points to the source on the Works Cited page and 2) identifies the location of the borrowed information. Because the citation must point clearly to an entry on the Works Cited, it can be helpful to create the Works Cited page first; the in-text citation for each source usually matches the first element of its Works Cited entry plus the page number, if available.

An in-text citation most commonly includes the author’s last name and the page number from the passage you cite, such as (Clark 146). Some exceptions exist. A citation is usually placed at the end of a sentence or after the quotation where there is a pause in the sentence (such as before a comma or semicolon). When citing at the end of the sentence, the end period comes after the parentheses.

Keep in mind the function of in-text citations: they direct the reader to the full source information at the end of the paper. Thus, there should be clear correspondence between the parenthetical citation and the entry on the Works Cited page. In other words, as readers move through the essay, they come across a citation, stop, and flip to the Works Cited page. They should be able to run their fingers down the left-hand side of the page and immediately find the Works Cited entry in alphabetical order. If the in-text citation is (Clark 146), the reader can turn to the Works Cited page and find Clark as the first element of an entry in alphabetical order.

**Author not named in sentence:** Include the author’s last name and page number in parentheses after the quotation or paraphrase.

Another critic argues, “*The Awakening* should be read in the broader context of the contemporaneous New Woman fiction movement in England” (Rich 72).
**Author named in sentence:** If you mention the author’s name in the sentence, do not mention it again in the citation.

For example, Charlotte Rich argues, “*The Awakening* should be read in the broader context of the contemporaneous New Woman fiction movement in England” (72).

1. **For two authors**, name both authors.

   It has been noted that Chopin’s novella is rich with imagery (Smith and Hughes 89).

   Smith and Hughes note that Chopin’s novella is rich with imagery (89).

2. **For three or more authors**, include only the first author’s name followed by "et al." ("Et al.” is Latin for “and others.”)

   It has been noted that Chopin’s novella is rich with imagery (Sanders et al. 89).

3. **If you cite two different works by the same author**, name the title or a shortened version of the title in the parenthetical citation. Rich suggests that Chopin would have read English magazines for women (“Reconsidering” 74). In a later article, Rich revises her statement by arguing that Chopin had actually submitted her stories to English magazines (“Publishing” 75).

4. **A source without page numbers**: If a source does not have page numbers, do not include a page number in the parenthetical citation. First, be sure to check if a .pdf version is available. If .pdf files have page numbers in the text of the document, use them; however, do not use the page numbers that your printer or browser places on the page when printing. In the example below, notice that no parenthetical citation is needed because the author is named in the sentence, and the source has no page numbers.

   Rich argues that “*The Awakening* should be read in the broader context of the contemporaneous New Woman fiction movement in England.”

5. **A corporate author**: A work may be cited in text by a corporate author such as an institution, association, or government agency. When a corporate author is named in a parenthetical citation, abbreviate terms that are commonly abbreviated, such as Department (*Dept*). Omit The before corporate names. When an entry starts with a government agency as the author, begin the entry with the name of the government, followed by a comma and the name of the agency.

   The current minimum wage is set at just over eight dollars per hour (United States, Dept. of Labor).

6. **A source without an author or organization**: Include the title of the work and abbreviate it if longer than a noun phrase. Properly format the title. If possible, give the first noun and any preceding adjectives. Exclude *a, an, and the*. 
People in this era shared a great sense of social responsibility (“Victorian England”).

7. **A quote in the source from a person other than the author:** This is called an indirect quotation. To cite an indirect quotation, give the name of the original source in the sentence, abbreviate "quoted in" as "qtd. in," and then include the name and page number of the source where you found the quotation. In other words, clarify the source your source is quoting in the lead-up to the borrowed material. You should **always** cite your own source in the parenthetical citation.

In a Victorian advice manual, Marion Harland stated that by the age of twenty-five, a woman's "bloom has gone and her buoyant spirits are depressed by the dread of permanent invalidism" (qtd. in Stacy 161).

8. **If the quotation is more than four typed lines of text, include it as a block quotation** by setting the quotation off from the text. First, introduce the quotation as you normally would. Begin the quotation on a new line and indent the whole quotation one half-inch from the left margin. Double-space the quotation. A block quotation does not have quotation marks around it. Also, the punctuation is placed at the end of the quotation, not outside the parenthetical citation. The next line of the paragraph should begin back at the left margin. See the next page for a sample block quote.

9. **Citing literary works:** See Citing Literary Works in the Text for special rules governing citing prose, plays, and poetry.

**Simplifying Citations**
For readability, you should keep citations as short as possible. For example, if you name the author in the sentence, do not repeat the name in the citation. Likewise, if you are citing from just one source throughout a paragraph, you may give a single parenthetical reference after the last borrowing. The page numbers given in the citation should match the order the borrowings are presented in the paragraph. Separate the page numbers with a comma. If it may be ambiguous how the page numbers match the borrowings, citations should be separated. The author or title should always be made clear, either when introducing the first borrowing or in a single parenthetical reference at the end of the paragraph.

**Examples of Simplified Citations**
The authors expose the dangers in making assumptions about children. First, they claim that “these ideas about children say less about them than they do about what adults imagine children are like” (Nodelman and Reimer 86). While uncovering these uncomfortable truths about adults, these assumptions also “define childhood almost exclusively by its limitations” (88).

This important critical theory underwent many changes during this era: “Firstly, feminism became more eclectic.” Changes such as this “seem characteristic of feminist criticism” (Barry
According to Frost, philosophy moved from conceiving of the “universe as a home of many spirits” to a more scientific study of nature (27). In time, philosophers began to observe the universe “as a result of moving bodies,” leading to “the statement of certain laws of the universe” (28).
In the Victorian period, a time of increasing industrialization and urbanization, roles of all members of society were changing rapidly. Many men began to leave the house to work and more children were in school due to compulsory education laws. Contrary to many people’s beliefs, women did work at this time. In fact, the working-class population of women was large and diverse:

The precise size of the female working population is impossible to know since the Census returns almost certainly underestimated it; the numbers of women factory workers may well have been more or less accurate, domestic servants probably rather less so, but thousands of milliners and seamstresses, washerwomen, framework knitters, nailers, straw-plaiters and women workers in the score or more of “sweated” trades where they worked in their own homes, sometimes whole-time, sometimes part-time, must have escaped the Census, especially when it was feared that penalties might follow from a full declaration of income. (Burnett 31)

While working-class women worked outside the home and rural women still had farm work, middle- and upper-class women found themselves at home with little to contribute to the family’s income. Thus, roles changed as women were expected to become “the primary emotional and physical caretakers of their families” (Stacy 25). Even as much as women were supposed to find this new role wholly fulfilling, not all did. Some women did begin to work outside the home for political causes such as promoting women’s suffrage or ending child labor.
Citing Literary Works in the Text

For PROSE, cite the author’s name and page number.

At the end of Kate Chopin's "The Story of an Hour," Mrs. Mallard drops dead upon learning that her husband is alive. In the final irony of the story, doctors report that she has died of a "joy that kills" (25).

It may be helpful to also include other identifying information, such as chapter number, for works widely available in many editions, like this (Conrad 24; ch. 2).

If you cite more than four typed lines of text, use block quotes by setting the quote off from the text. First, introduce the quote; block quotations are usually introduced with a complete sentence and a colon. Begin the quote on a new line and indent the entire quote one half-inch from the margin. Double-space the quote. Notice that the quote does not have quotation marks around it. Also, note that the punctuation is placed before the parenthetical citation, not after it. The next line of the paragraph should begin back at the left margin. To see an example of a block quote in MLA style, see the previous page titled “Sample Block Quotation in MLA Style.”

For POETRY, use the line numbers. For the first reference, place "lines" in the citation. After the first time, just list the numbers. If you quote two or three lines, use slashes to designate the end of a line; place a space before and after the slash. Do not manually count lines numbers if none are given; instead, cite page number (or other division such as “canto 12”). If a stanza break occurs in the quotation, mark it with two forward slashes (//). Reproduce unusual spacing and indentation as accurately as possible. If your quote ends in a dash, comma, or semicolon, you may omit that punctuation mark.

Hughes looks forward to a time when "Nobody'll dare / say to me / 'Eat in the kitchen'' (lines 1113). Later in the poem, Hughes writes, "Tomorrow, / I’ll be at the table / When company comes" (8-10).

If you cite more than three lines of POETRY, use block quote format by starting each verse on a new line, indenting a half-inch from the margin, placing the punctuation at the end of the quote, and including the line numbers in parentheses. After the quote, continue the paragraph at the left margin.
Langston Hughes explains his resilience against racism:

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong. (2-7)

Notice that the quotation is double-spaced and does not have quotation marks around it. The next line of the paragraph will begin back at the left margin, as shown here. Also, note that the punctuation is placed at the end of the quote, not outside the parentheses.

**For DRAMA**, you must differentiate between a prose play and a verse play. In a prose play, the dialogue will be written in typical sentences. In a verse play (such as ancient Greek works or plays by Shakespeare), the dialogue will be written in separate lines as in a poem.

**For a prose play**, cite the author's name and page number as you would for any prose work. It may be helpful to also include other identifying information, such as act number, for works widely available in many editions, like this (Miller 9; act 1).

**For a verse play**, cite by division (act, scene, canto, book, part) and line, separating the numbers with periods. If a verse play uses line numbers only, see above for citing lines from poetry.

Hamlet contemplates his own mortality: "What is a man, / If his chief good and market of his time / Be but to sleep and feed" (4.4.33-5).

**When citing DIALOGUE between two or more characters, use block quotation format.** Indent one half-inch, and begin each section of dialogue with the character's name. Capitalize the letters in the character's name, place a period after it, and start the quotation. Indent all his or her dialogue an additional amount, as shown. When the dialogue shifts to another character, start a new line indented half an inch.
Hamlet and his mother try to sort this out:

HAMLET. No, by the rood, not so:

You are the queen, your husband's brother's wife:

And--would it were not so!--you are my mother.

QUEEN. Nay, then, I'll set those to you that can speak. (3.4.14-17)

Whenever you OMIT a word, phrase, sentence, or more from a quoted passage, mark the omission with ellipses points (three spaced periods with a space before and after each). The resulting passage should be grammatically correct. See section 1.3.5 of the MLA Handbook for more on using ellipses points.

Foer writes, “We had all sorts of maps . . . and tools” (302).

If you must CLARIFY a quotation or make it work grammatically with your longer sentence, anything you insert should appear within the quotation in square brackets.

Atwood writes, “Frowning, she [Rita] tears out three tokens and hands them to me” (16).

Formatting Titles of Texts in MLA Style
General Rules
These rules apply to titles in the text, in parenthetical citations, and in Works Cited page entries. A title appears the same way no matter where in a document it appears. No titles are underlined. Titles never get both quotation marks and italics. Every time you mention the title of a work, even in the title of your own essay, you must apply the proper formatting.

Formatting Titles
In general, a title is placed in quotation marks if the source is part of a larger work. A title is italicized if the source is self-contained and independent. Properly format the titles of works you mention in the title of your own essay (see example in “Capitalizing Titles” section below).

- Use quotation marks for a short story/essay/poem from an anthology/collection; episodes of television series; song titles; articles from journals; and a posting/article from a Web site.
- Use italics for book/anthology titles; periodicals (journals, magazines, newspapers); and Web sites. When a work that is normally independent (such as a novel or play) appears in a collection, the work's title remains in italics.

On Writing: A Memoir of the Craft (book)

“House Mothers and Haunted Daughters: Shirley Jackson and Female Gothic” (journal article)
Capitalizing Titles
Capitalize the first letter of the major words of titles and subtitles. Minor words, such as articles, prepositions, and coordinating conjunctions, are not capitalized unless they are the first word of a title or subtitle.

“Why Boys Don’t Play with Dolls” (a short essay found in an anthology)

In the Heat of the Night (a film)

Freedom, Fugitive Slaves, and Free Blacks: A Historical Study of Twelve Years a Slave (a student essay about the novel Twelve Years a Slave)
Overview of APA Style: What is APA Style?
According to the Web site of the American Psychological Association (2010), "APA Style was first developed 80 years ago by a group of social scientists who wished to establish sound standards of communication. Since that time, it has been adopted by leaders in many fields and has been used by writers around the world." The APA manual is now in its 7th edition, and it is the preferred style guide in the social sciences (such as psychology and sociology) in the health professions, and in education. In the *IVCC Stylebook*, the guidelines described align with the official publication:


Purdue University’s Online Writing Lab offers an excellent tutorial that provides an introduction to the style. Access it at [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

**Common terms**
As you explore the pages about this style, you will see these terms used. This is a quick glossary:

The **References list** is an alphabetized list of all of the sources you used. With each source, you list the information a person would need to locate that source.

**In-text citations** tell the reader, directly after the use of a source in the text of the paper, when the material was published and where the material came from. They most often appear in parentheses at the end of the sentence in which the source was used. Sometimes in-text citations are referred to as "parenthetical citations."

A **quotation** is a passage of language you copy directly from another source. It is enclosed in quotation marks and cited with an in-text citation.

A **paraphrase** is a passage of language in your own words that expresses an idea from another source. It is not enclosed in quotation marks, but it is cited with an in-text citation.

**Formatting an Essay in APA Style**

**Follow your instructor’s directions for formatting the title page. If none are given, include the standard elements below:**
- the title of the paper
- the name of each author of the paper
- the affiliation for each author (typically the school being attended)
- the course number and name for which the paper is being written (use the format used by the school or institution (e.g. HIS 2001).
- the course instructor’s name and title (ask for the instructor’s preferred form is possible;
e.g. some instructors may prefer “Dr.,” “Ms,” “Professor,” “Mr.” or a different title).

- the assignment’s due date written in the format most common in your country (3 January 2020).
- a page number (which appears on the following pages).

Student essays no longer feature running heads. If your instructor asks you to omit the title page, then include your name, the class, the instructor, and the date on the top, left-hand side of the first page on double-spaced lines. Center your title on the following double-spaced line, and begin your essay on the next double-spaced line. See the example on the reverse side of this sheet.

**Formatting page numbers in Word.** Use the Header tool to add page numbers in Word.

1. On the first page, double-click near the top of the page. This will bring up the Header toolbar.
2. Choose Page Numbers, then Top of Page, then Page Number 3 to insert the page number.
3. Click the red X in the Header toolbar to close the header.

**Font.** A variety of fonts is acceptable, as long as it used consistently in the paper. Times New Roman 12-point font is standard in many subjects. Follow any guidelines given by your instructor.

**Margins.** Use 1-inch margins. Do not align the right margin. To set the margins in Word, choose Margins in the Page Layout menu.

**Line Spacing.** Double-space the entire document.

**Indenting.** Indent the first line of each paragraph ½” by pressing the Tab key once.

**References.** Include a References page if you cited sources in the paper.

**Section Headings.** In general, distinct sections of academic papers should begin with level one headings (Centered, Boldface, Uppercase and Lowercase Headings). Level one headings match the formatting of the title given on the first essay page example. Many papers will contain sections like Method, Results, and Discussion. Capitalize all words except articles (a, an, the), conjunctions (and, but, or, etc.) and prepositions (in, on, to, etc.) unless they are the first word of a title or subtitle. See APA manual or OWL at Purdue for further information on section headings.

See example title page, first page, and section headings on the next page.

Source for images and some wording:
Branching Paths: A Novel Teacher Evaluation Model for Faculty Development

James P. Bavis and Ahn G. Nu
Department of English, Purdue University
ENGL 101: Course Name
Dr. Richard Teeth
Jan. 30, 2020

Authors’ names appear two lines below the title. They should be written as follows: First name, middle initial(s), last name.

Authors’ affiliations follow immediately after their names. For student papers, these should usually be the department containing the course for which the paper is being written.

Follow authors’ affiliations with the number and name of the course, the instructor’s name and title, and the assignment’s due date.

The paper's title should be centered, bold, and written in title case. It should be three or four lines below the top margin of the page. In this sample paper, we’ve put three blank lines above the title.

Figure 1: APA Title Page

Branching Paths: A Novel Teacher Evaluation Model for Faculty Development

According to Threlfall (2017, p. 91), “Faculty evaluation and development cannot be considered separately... evaluation without development is punitive, and development without evaluation is guesswork.” As the practices that constitute modern programmatic faculty development have evolved from their humble beginnings to become a commonplace feature of university life (Lewis, 1906), a variety of tactics to evaluate the proficiency of teaching faculty for...

Figure 2: APA First Essay Page

Source for image (2020, August 7):
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.htm
Creating a References List in APA Style

The References page lists all of the sources you used in your paper and is placed at the end of the paper on a new numbered page. The sources listed on this page and the ones you cite within the text must align exactly.

Formatting

• **Placement.** Place the References page at the end of the paper on a new numbered page. An easy way to do this is to add a page break at the end of the text on the last page of your essay. Place your cursor at the end of your last sentence and click CTRL + Enter.

  **Put the word Reference in bold.**

• **Title.** Label this page References, centered in plain text.

• **Spacing.** Make sure to double space throughout.

• **Order.** List the sources in alphabetical order by the authors' last names. Ignore "A," "And," "The" when alphabetizing by title if an author is not listed.

• **Indentation.** Do not indent the first line in the citation; however, you must indent any additional lines five spaces in the citation. One way to do this is with a hanging indent. Place your cursor in front of the line to be indented and under the Home Menu, click the arrow next to the word Paragraph. Under Special, choose Hanging, and make sure that it is .5. A second method is to place your cursor at the end of the first line and press Enter. Then, place your cursor at the beginning of the second line and press Tab.

These guidelines will help you write the different elements of Reference page entries correctly. Note that not all of these elements are necessary for all types of sources, and the elements will not necessarily appear in this order in different citations.

Note: If you use NoodleTools, another citation generator, or citation information in an online database, you are responsible for making sure that your references page and references page entries follow APA guidelines.

Authors

All authors' names are written last name, comma, first initial, and then a period.

    Balente, J.

If there is more than one author, include a comma and an ampersand (&) between the names.

    Balente, J., & Everett, G.

If there is no author listed, you may use a group or organization as the author.

    Centers for Disease Control.

If there is no author at all, move the title to first position.
**Dates of Publication**
Dates of publication should be placed in parentheses after the author. For most sources, just a year is sufficient, but for newspaper and magazine articles, days and months should be listed after a comma following the year.

(2019).

(2019, May 6).

**Titles**
For the titles of articles and chapters, write in plain text and capitalize only the first word of the title, first word of the subtitles, and any proper nouns.

Victorian working women: Sweated labor.

For titles of periodicals, like journals, magazines, and newspapers, place the title in italics and capitalize all important words. Do not capitalize a conjunction (like "and," "but," and "or") or an article (like "the," "a," or "an") unless it is the first word of a title or subtitle.

*International Herald Tribune*

*Journal of Experimental Child Psychology*

For titles of books, write in italics and capitalize only the first word of the title, first word of the subtitles, and any proper nouns.

*The fasting girl: A true Victorian medical mystery.*

**Editors**
If the editor or editors are listed in addition to an author, use the abbreviation (Ed.) or (Eds.) in parentheses after the last editor's name.

T. R. Smith (Ed.).

**Volume and Issue Numbers**
Volume and issue numbers are required for journal article. List them with numeral only, no abbreviations. Volume numbers should be italicized and issue numbers are placed in parentheses. An article from volume 53, issue 7 of a journal would be

53(7),

**Page Numbers**
Page numbers are written with numerals only, no abbreviations, on the reference list.

67-72.
Places
Places of publication for books are listed city, state: using the two-letter state abbreviation. List the first place given on the title page.

   Boston, MA:
   Urbana, IL:

Publishers
Write the name of the publisher given on the title page. You may shorten the publisher, for example, using "Knopf" for Alfred A. Knopf, Inc.

   Knopf.
   McGraw-Hill.

DOI
For journal articles, write the DOI (Digital Object Identifier) with the prefix doi:

   doi: 10.1037/0278-6133.27.3.379

Retrieval Dates
For Web sources, a retrieval date is required. Write the word Retrieved followed by the date as Month Day, Year.

   Retrieved March 10, 2010

Web Addresses
To write a Web address, or URL, include the http://. If you need to break the address to fit it on more than one line, do so after a punctuation mark, such as a slash or a period. Do not add a period at the end. Do not allow your computer to turn the address into a hyperlink in blue underlined type. Right-click on the address to remove the link.

   http://oncourseworkshop.com/Management016.htm

Common Reference List Formulas in APA Style
The following document lists the most commonly used formulas for citing sources in APA style. If you wish to cite a source not covered in these documents, consult the handbook in the Writing Center or Jacobs Library, or call 815.224.0637 during Writing Center hours.

References


Note these important formatting aspects:
- The page is labeled References
- Every line is evenly double spaced with no single spacing or extra spaces
- Second and third lines of entries are indented
- The entries are alphabetized
- The overall formatting is the same as the rest of the essay.
- The margins are 1” and the page number continues.
APA Reference Page Entries
Each entry on the References page must follow APA guidelines for the type of source being listed. The examples below show entries for common types of sources, based on the Publication Manual of the American Psychological Association (7th ed.). For additional examples and types of sources, consult the manual copy in the Writing Center or in Jacobs Library. Note: Though not shown on this page, entries will be double-spaced on the finished References page (see the previous sample page for an example of proper formatting).

JOURNAL ARTICLES
For both print and online journal articles, APA requires a digital object identifier number (DOI) if one is available. Typically, the DOI is on the first page of an article or in the citation information provided in an online database. If no number is labeled as the DOI, look for a number that begins with 10, followed by a decimal and a string of numbers and letters separated by a slash (example: 10.1016/j.dci.2009.12.010). If you find a DOI, include it in the entry, but do not include a web address, database name, or date you found the article.

Some articles or databases may not provide a DOI. For a print article without a DOI, simply omit the DOI in your entry. For an online article without a DOI, provide the home page web address of the journal, not the web address of the article or database and not the date you found the article.

In an entry for any journal article, the first title is the individual article title, while the title in italics is the whole journal title. The first number, in italics, after the journal title refers to the volume number, while the second number (in parentheses) refers to the issue number of the journal, followed by the page numbers of the article.

Journal Article with DOI (Print or Online)

Journal Article without DOI (Print)

Journal Article without DOI (Online)

Note: If a journal article (or any source) has more than one author (up to nineteen), include all the authors, as in the example above. For more than nineteen authors, include the first nineteen, three ellipsis points to replace additional authors, and the final author, as in the example below.
Blaheta, R. A., Michaelis, M., Natsheh, I., Hasenberg, C., Weich, E., Relja, B., ... Cinatl, J.

**MAGAZINE AND NEWSPAPER ARTICLES**
The entries below are for online articles. Use the Web address of the home page of the newspaper or magazine, not the Web address of the article or the database and not the date you found the article. If you have a print article, simply omit the Web address. If page numbers are not available, simply omit them.

**Magazine Article**

**Newspaper Article**


Note: If a newspaper article (or any source) has no author, move the title to the author position, before the date, as in the example above.

**WEBSITES**

**Entire Website**

**Part of a Website**


Note: Some websites (and other sources) are authored by a group (an association, organization, government agency, corporation, etc.), rather than by an individual author. In these cases, use the group name in the entry, as shown in two of the website examples above. In addition, note that if no date of publication is available for a website (or any source), use the abbreviation n.d., as shown above.
BOOKS

Entire Book

Book Chapter

Electronic Book (e-Book)

Entry in an Online Reference Book

Citing Sources in the Text in APA Style

When you use the ideas or words of another in your paper, you must document the source within the text of the paper and on the References page. For quotations and paraphrases, include an in-text citation that 1) clearly points to the source on the References page and 2) identifies the location of the borrowed information. The guidelines below are based on the Publication Manual of the American Psychological Association (7thed.). For additional information, you may consult the manual copy in the IVCC Writing Center or in Jacobs Library. Note: Though not shown in this handout, all lines in an APA paper are double-spaced (see the Writing Center handout “APA Paper Format”).

Citing a Quotation or Paraphrase
When you quote or paraphrase from a source, include the author’s last name, date of publication, and page number with the abbreviation p. (use pp. if the quotation or paraphrase is from multiple pages in the source).

One statistic that shows the need for a living wage law is that “for the first time on record, a person working full-time at the minimum wage cannot pay market rate rent on a one-bedroom apartment anywhere in the United States” (MacLean, 2007, p. 220).

What distinguishes a child with AD/HD from a child without AD/HD might not be the behaviors themselves, but the degree to which they are exhibited (Tuchman, 1996, p. 5).

If you mention the author’s name in the sentence, place the date directly after and include only the page number in the parentheses.
Bird (2004) suggests that “to respect an authority is to recognize the way in which its directives should structure agents’ deliberations about what to do” (p. 213).

According to MacLean (2007), the example of the former Soviet Union shows that, when workers are not paid well, their productivity decreases (p. 220).

Citing a Long Quotation
If a quotation is 40 words or longer, include it as a block quotation. Start the quotation on a new line, indent as you would for a new paragraph, and include author, year, and page number. Following the quotation, continue your paragraph at the beginning of the next line. To see a block quotation in APA style, see the page titled “Sample Block Quotation in APA Style.”

Citing an Indirect Quotation or Paraphrase
Sometimes one of your sources may quote or paraphrase another source. For example, your source (an article written by Kleppner) quotes or paraphrases from another source (a book by Stanislov). If you include the quotation or paraphrase from Stanislov in your paper, you must cite both Kleppner and Stanislov in the in-text citation. However, list only Kleppner on your References page.

Stanislov argues for a proactive approach to adolescent anxiety (as cited in Kleppner, 2008, p. 75).

NOTE: If possible, you should locate the original source being quoted or paraphrased so that you can cite it directly in your paper and list it on the References page with your other sources.

Citing Source Material without Page Numbers
Some sources, especially online, do not provide page numbers. If your source doesn’t provide page numbers, omit the number reference in the citation. NOTE: If your source doesn’t appear to have page numbers, look for a link to a .pdf version of the source, which typically does include page numbers. However, do not use the page numbers that your printer or browser places on the pages when printing.

Citing Sources with Multiple Authors
For two authors, include both author names in each citation.

Thornton and Brown (2009) emphasize the “potential for growth in the demand for health services research (HSR) and health services researchers” (p. 2242).

NOTE: If you include more than one author in the parentheses, rather than in the sentence, use an ampersand (&) before the last author listed—(Thornton & Brown, 2009, p. 2242).

For three or more authors, name only the first author and “et al.” in every citation, including the first.

Halla et al. (2010) point out that “new incentives created by the welfare state are in conflict with existing social norms” (p. 57).
Citing Sources with a Group as Author
Some websites (and other sources) are authored by a group (an association, organization, government agency, corporation, etc.), rather than by an individual author. In these cases, use the group name in your citation.

The Bureau of Labor Statistics (2019) indicates that over a third of sociologists are teachers.

Citing Sources without an Individual or Group Author
If your source does not include an individual author or group author, use the title (or a shortened version of the title) in your citation. Titles of articles, chapters, and parts of websites are enclosed in quotation marks.

Teens with depression find it difficult to concentrate on schoolwork or extracurricular activities (“Teens and Depression,” 2001)

NOTE: Always check the entire source before determining the source has no author. Especially for online sources, sometimes the author's name can be found at the bottom of the page, in small print, or on a home page.

Citing Personal Communication
Personal communication includes e-mails, personal interviews, telephone conversations, and discussion board postings. The citation should include an indication that the source is personal communication, the source’s name, and as exact a date as possible.

In practice, massage therapy often combines traditional massage, holistic healthcare, and nontraditional treatments, such as aromatherapy (C.H. Willis, personal communication, January 14, 2009).

NOTE: The in-text citation information for personal communication is particularly important because personal communication is cited only in the text. Personal communication sources are not listed on the References page.

Research Participants
No in-text citation or reference list entry is required for quotations from research participants. The writer should simply indicate the source of the quote in the text.
**Formatting Titles of Texts in APA Style**

For the titles of articles and chapters, write in plain text and capitalize only the first word of the title, first word of the subtitles, and any proper nouns.

Victorian working women: Sweated labor.

For titles of periodicals, like journals, magazines, and newspapers, place the title in italics and capitalize all important words. Do not capitalize a conjunction (like "and," "but," and "or") or an article (like "the," "a," or "an") unless it is the first word of a title or subtitle.

*International Herald Tribune*

*Journal of Experimental Child Psychology*

For titles of books, write in italics and capitalize only the first word of the title, first word of the subtitles, and any proper nouns.

*The fasting girl: A true Victorian medical mystery.*
BEAUTY AND FRAILTY

In the Victorian period, a time of increasing industrialization and urbanization, roles of all members of society were changing rapidly. Many men began to leave the house to work and more children were in school due to compulsory education laws. Contrary to many people’s beliefs, women did work at this time. In fact, the working-class population of women was large and diverse:

The precise size of the female working population is impossible to know since the Census returns almost certainly underestimated it; the numbers of women factory workers may well have been more or less accurate, domestic servants probably rather less so, but thousands of milliners and seamstresses, washerwomen, framework knitters, nailers, straw-plaiters and women workers in the score or more of “sweated” trades where they worked in their own homes, sometimes whole-time, sometimes part-time, must have escaped the Census investigators, especially when it was feared that penalties might follow from a full declaration of income. (Burnett, 1974, p. 17)

While working-class women worked outside the home and rural women still had farm work, middle- and upper-class women found themselves at home with little to contribute to the family’s income. Thus, roles changed as women were expected to become “the primary emotional and physical caretakers of their families” (Stacy, 2002, p.25). Even as much as women were supposed to find this new role wholly fulfilling, not all did. Some women did begin to work outside the home for political causes such as promoting women’s suffrage or ending child labor.
Overview of Chicago Style: What is Chicago Style?
What is referred to as Chicago style began as a list of rules written by a proofreader at the University of Chicago. Sometimes the style is referred to as Turabian after Kate Turabian, longtime secretary and editor at the University of Chicago. The Chicago Manual of Style is now in its 17th edition, and it is the preferred style guide in many fields. In particular, the history discipline most often relies upon Chicago style. In the *IVCC Stylebook*, the guidelines described align with the official publication:


Common terms
As you explore the pages about this style, you will see these terms used. This is a quick glossary:

- **Footnote.** Footnotes tell the reader, directly after the use of a source, where the material came from. They have two parts: a superscript number in the text and a longer note at the bottom of the page.
- **Bibliography.** The bibliography lists in alphabetical order all of the sources used in the essay. For each source, the important publication information is included so that a reader could obtain that source.
- A **quotation** is a passage of language copied directly by the writer from another source. It is enclosed in quotation marks and cited with a footnote.
- A **paraphrase** is a passage of language in the writer's own words that expresses an idea from another source. It is not enclosed in quotation marks, but it is cited with a footnote.

Formatting an Essay in Chicago Style
- **Title page.** On the first page, center the title about one-third of the way down the page. Do not underline or bold the title. If it is more than one line, it should be double spaced. About halfway down the page, center your name. About two-thirds of the way down the page, place the course number, your instructor’s name, and the date on separate double-spaced lines. Write the date in the Month Day, Year format, as in May 14, 2015.
- **Page numbers.** Number all pages except the title page in the upper-right corner of the page preceded by your last name. The first page of text should be labeled page 2. In Word, click on the Insert menu. Click on Page Number. Choose Top of Page, then the top right position (Plain Number 3). Type your last name and a space in front of the number. To remove the page number from the title page, under the Header and Footer Tools menu, click the box labeled Different First Page. Click the red X at the top right of the screen to exit.
- **Margins.** Use one-inch margins. Do not align the right margin. In Word, check your margins by choosing Margins in the Page Layout menu. The default margins in Word are correct, so you may not have to change anything.
• **Line spacing.** Double-space the entire document. There should be no extra spaces in the document. Single-spaced lines appear only in notes and the bibliography.

• **Indenting.** Indent the first line of each paragraph one half-inch by pressing the Tab key once.

• **Footnotes.** Include footnotes when you quote or paraphrase, if your assignment requires that you use sources.

• **Bibliography.** Include a Bibliography page that lists the works you quote or paraphrase, if your assignment requires that you use sources.

• **Titles of other works.** Titles are either italicized or placed in quotation marks. The rules are the same as in MLA style, as described on the page titled “Formatting Titles of Text in MLA Style” (p. 38)
Many social critics have disliked 21st-century American society as obsessed with thinness. Citing models like Kate Moss and actresses like Keira Knightley, these commentators denounce the value placed on thinness and wonder about the effect these images have on the younger generation. “Today’s models,” one writer remarks, “grow more minimal by the day.” Through this fixation on sickly beauty is seen as a modern-day phenomenon, it is not wholly new. The ideal Victorian woman, for example, was more plump and curvaceous, but 19th-century society valued other unhealthy traits in a woman’s appearance. Examining Victorian society’s attraction to illness and frailty shows that valuing women for an unhealthy appearance is not a new trend.

Women’s Changing Role in Victorian Society

In a time of increasing industrialization and urbanization, roles of all members of society were changing rapidly. Many men now left the home to work, and more children were in school due to compulsory education laws. While rural women still had farm work and working-class women worked outside home, middle- and upper-class women found themselves at home with little to contribute to the family’s income. Thus, roles changed as women were expected to become “the primary emotional and physical caretakers of their families.” Artists of the day, such as Mary Cassatt, show this idealized picture of motherhood. Even as much as women were supposed to find this new role wholly fulfilling, not all did. Some women did begin to work outside the home for political causes such as promoting women’s suffrage or ending child labor. This first wave of feminism provided an outlet for some frustrated women. The common illnesses and complaints of the day show that many other women focused their unhappiness inward, to the point of making themselves ill, or appear ill. Disorders such as dyspepsia, hysteria, brain fever, and “the vapors” were applied mostly to women, or, in some cases, exclusively to

Creating a Bibliography in Chicago Style

The bibliography lists all of the sources you used in your paper and is placed at the end of the paper on a new numbered page. The sources listed on this page and the ones you cite within the text must align exactly.

Exception: Personal communications, such as letters, social media messages, or email conversations, are usually run in the text without a note. They are rarely listed in the bibliography, and can be mentioned in your writing instead. You can refer to the medium of communication if relevant. If your professor requires a note for such sources, see the sample note entry in the section on “Common Notes and Bibliography Formulas in Chicago Style” (p. 63)

Formatting

- **Placement.** Place the bibliography at the end of the paper on a new numbered page. An easy way to do this is to add a page break at the end of the text on the last page of your essay. Place your cursor at the end of your last sentence and click CTRL + Enter.
- **Title.** Label the page Bibliography, centered in plain text.
- **Spacing.** Each individual entry is single spaced, but there should be a double space between entries.
- **Order.** List the sources in alphabetical order by the authors' last names. Ignore "A," "And," and "The" when alphabetizing by title if an author is not listed.
- **Indentation.** Do not indent the first line in the citation; however, you must indent any additional lines one half-inch. One way to do this is with a hanging indent. In Word, place your cursor in front of the line to be indented and under the Home menu, click the arrow next to the word Paragraph. Under Special, choose Hanging, and make sure that it is By .5. A second method is to place your cursor at the end of the first line and press Enter. Then, place your cursor at the beginning of the second line and press Tab.

These guidelines will help you write the different elements of bibliography entries correctly. Note that not all of these elements are necessary for all types of sources, and the elements will not necessarily appear in this order in different citations.

**Authors**

If there is one author, write the name last name first, a comma, and then the first name and middle initials, as they appear on the source. Follow with a period.

Thompson, Hunter S.

If there is more than one author, list the first person last name first, add a comma, and then list the second person normally. Any name that appears after the first name is always written first name first.

Gilbert, Sandra M., and Susan Gubar.
If no author is listed, use the name of the editor(s), compiler(s), or translator(s), using the abbreviation ed., eds., comp., comps, or trans., after the name(s). Notice that a comma should follow the period after the title.

Egan, Jennifer, ed.
If no author or editor etc. is listed, start with the title of the periodical (such as the journal or newspaper) or Web site first. Never use "Anonymous" as the author.

See CMS 14.76 for works with ten or more authors.

Editions
If you use an edition other than the first, indicate this by abbreviating the number followed by "ed."

6th ed.

Titles
Capitalize the first letter of all important words. Unless it is the first word, do not capitalize a conjunction (such as "and," "but," and "or") or article (such as "the," "a," or "an"). In the bibliography, add a period to the end of an article or book title if it does not already have end punctuation.

Titles should be formatted in either italics or quotation marks, depending on the type of source. No titles are formatted in both quotation marks and italics. Chicago uses the same rules as MLA, which are described on the page titled “Formatting Titles of Texts in MLA Style” (p. 38).

“Collectivism in Twentieth-Century Japanese Art”

Editors
If the editor or editors are listed in addition to an author, write "Edited by" and then list them first name first, followed by a period.

Edited by Ann Charters.
If the editor or editors is to be listed first because there is no author, list the names as you would for authors, followed by the abbreviation "ed." or "eds."

Stanford, Judith A., ed.

Volume and issue numbers
In source citations, volume numbers are given in Arabic numerals. If the volume number is immediately followed by a page number, the abbreviation vol. is omitted and a colon separates the volume number from the page number with no intervening space.

Social Networks 14:213-29
Volume and issue numbers are required for journal articles. List the volume with numerals only, followed by a comma, then the abbreviation "no." followed by the issue number.

53, no.7

If parenthetical information is also included, follow this format (space after colon):

Critical Inquiry 1, no. 3 (Winter 1975): 479-96.

Dates
Dates are written Month Day, Year.

February 5, 2016

Page numbers
Page numbers are written with numerals only, no abbreviations. They are usually required in notes, but excluded from the bibliography.

67-72.

E-books and other e-formats often do not feature fixed page numbers. In such cases, it is often best to cite a chapter number, paragraph number, section heading, or other milepost in lieu of a page number.

Begley, Updike, chap. 9

Databases
Database services are referred to by their name (in lieu of a URL, which often disallows people without a subscription from viewing content).

EBSCOhost

Places
When citing a book, list the first place of publication given on the title page. No state is usually necessary, but if the location of the city is not clear, use a comma and then the two-letter abbreviation for the state.

New York:

Urbana, IL:

Publishers
Write the name of the publisher given on the title page. You may shorten the publisher, for example, using "Knopf" for Alfred A. Knopf, Inc.
Web Addresses
Use the full Web address that leads directly to the document you referenced. Include the http://
and add a period at the end. If you need to break the address to divide it between two lines, do
so at a punctuation mark such as a period or slash. Do not allow your word processing program
to turn the address into a hyperlink (blue underlined type). Right-click on the address to remove
the link. When possible, use a DOI or permalink instead of a long URL.

http://archive.emilydickinson.org/

Date of Access
For a source that does not list a date of publication or revision, include an access date before the
URL or database information.

www.yale.edu/about-yale/yale-facts.
Bibliography


Note these important formatting aspects:

- The page is labeled Bibliography.
- Each individual entry is single-spaced.
- There is a double space between entries.
- Second and third lines of entries are indented.
- If a URL must be broken at the end of a line, it is done at a punctuation mark.
- The entries are alphabetized.
- The overall formatting is the same as the rest of the essay. The margins are 1 inch and the page number continues.
Creating Footnotes in Chicago Style
For every quotation or paraphrase you include in your paper, you need a footnote to show where the information came from. Footnotes are placed at the end of a sentence or the end of a clause and after most punctuation marks. The number should be in superscript.

Dyspepsia, a common plight in the 19th century, was seen by many as a "physical commentary on the stresses of the age."5

Many people noted "modern man's abuse of his body," and they argued dyspepsia was the inevitable result of such excesses.8

Shortening Footnotes
The first footnote should give the full information about the source. However, subsequent notes can be shortened. Shortened notes typically include

- the author's last name, followed by a comma
- the main title of the work, shortened to about four words (properly formatted in quotations marks or italics)
- the page number, followed by a period.

Thus, the first note below would be a full note, and the second would be shortened.


The short form is appropriate only when it refers to the last item cited; where this is not the case, or where the previous note cites more than one source, the fuller form of the shortened citation must be repeated.

Multiple Notes for the Same Source
Chicago style now discourages the use of ibid., idem, op. cite., and loc. cit. in favor of shortened citations; to avoid repetition, the title of a work just cited may be omitted.


Inserting Notes in Microsoft Word
To insert a footnote in Word, place your cursor where the footnote's superscript number will go, and under the References tab, choose Insert Footnote. This will place the superscript number at that place and open a space at the bottom of the page to type the note. Word offers other useful features when working with footnotes.

- By hovering your mouse cursor over the superscript number, you can see the note written below.
• Under the References menu, you can use the Next Footnote button to move quickly from note to note.
• If you insert or delete footnotes, Word will automatically renumber for you, both in the superscript numbers and in the footnotes below.

Common Notes and Bibliography Formulas in Chicago Style
The following document lists the most commonly used formulas for citing sources in Chicago style. Each of these formulas includes the format for a footnote (N) and a bibliographic entry (B). If you wish to cite a source not covered in this document, consult the manual in the Writing Center or Jacobs Library, or call 815.224.0637 during Writing Center hours. Another excellent source for clarifying notes and bibliography formulas is the Q and A section at the Chicago Web site (https://www.chicagomanualofstyle.org/qanda/latest.html).

Chicago-Style Bibliography and Notes Formulas
The Chicago Manual of Style presents two basic documentation systems, the humanities style (notes and bibliography) and the author-date system. The humanities style is preferred by many in literature, history, and the arts. This style presents bibliographic information in notes and, often, a bibliography. It accommodates a variety of sources.

Below are some common examples of materials cited. Each example is given in humanities style (a note [N], followed by a bibliographic entry [B]). For numerous specific examples, see chapters 14 and 15 of The Chicago Manual of Style, 17th edition.

Pages 64-69 of the IVCC Stylebook are adapted from the Chicago Style Quick Guide (https://www.chicagomanualofstyle.org/tools_citationguide.html).

Book
One author
N:


B:

Two authors
N:


B:
Four or more authors
N:
B:

Editor, translator, or compiler instead of author
N:
B:

Chapter or other part of a book
In a note, cite specific pages. In the bibliography, include the page range for the chapter or part.
N:
B:

Chapter of an edited volume originally published elsewhere (as in primary sources)
N:
B:
**Book published electronically**
If a book is available in more than one format, you should cite the version you consulted. If an access date is required, include it parenthetically at the end of the citation, as in the first example. When citing the online version of a book, add the URL as the last part of the citation.


The citation for a book published in a downloadable format must indicate which format was consulted. It is often helpful to specify the name of the application or device used to read the book. This information should be the last part of a full citation using the formula for books.


**Journal article**
In a note, cite specific page numbers. In the bibliography, include the page range for the whole article. For articles consulted online, include a DOI (preferred), URL, or the name of the database.

Journal articles often list many authors, especially in the sciences. If there are four or more authors, list up to ten in the bibliography; in a note, list only the first, followed by et al. (“and others”). For more than ten authors, list the first seven in the bibliography, followed by et al.

**Article in a print journal**


**Article in an online journal**
If an access date is required by your publisher or discipline, include it before the URL or database information. In a note, enclose it in commas. In the bibliography, use periods to set it off.
N:

B:

Newspaper or popular magazine article
Articles from newspapers or news sites, magazines, blogs, and the like are cited similarly. Page numbers, if any, can be cited in a note, but are omitted from a bibliography entry. If you consulted the article online, include a URL or the name of the database.

N:

B:

Book review
N:

B:

Web site It is often sufficient simply to describe web pages and other website content in the text (“As of May 1, 2017, Yale’s home page listed . . .”). If a more formal citation is needed, it may be styled like the examples below. For a source that does not list a date of publication or revision, include an access date (see example below).
Citations of blog posts can be relegated to text or notes.

N:


Social media content

Citations of content shared through social media can usually be limited to the text (as in the first example below). A note may be added if a more formal citation is needed. In rare cases, a bibliography entry may also be appropriate. In place of a title, quote up to the first 160 characters of the post. Comments are cited in reference to the original post.

**Text**

Conan O’Brien’s tweet was characteristically deadpan: “In honor of Earth Day, I’m recycling my tweets” (@ConanOBrien, April 22, 2015).

N:


Indirect quotes

An indirect quote is needed when you have a source that includes a quote from someone else that you want to use in your essay. The Chicago manual prefers that you look up the original source of that quote. To cite from a secondary source (“quoted in”) is generally to be discouraged. If an original source is unavailable, list both the original and the secondary sources.

N:

Interviews
Interviews are best cited in text or notes. Citations should include the names of both the interviewer and the interviewee; brief identifying information, if appropriate; the place and date of the interview; and the location of any available transcript of recording of the interview. The note form is below.

N:

References to conversations between the author and an interviewee (whether face-to-face, by phone, email, etc.) are usually run in the text or given in a note. Mention the medium if it seems relevant.

Text examples
In a conversation with the author on November 18, 2017, lobbyist Jessica Meiner claimed…

An Instagram post from Sheriff Dollard and shared with the author showed that…

N:

1. Liliana Smith, Facebook message to author, April 30, 2016.

Personal communications
Personal communications, including email, text messages, and direct messages sent through social media, are usually cited in the text or in a note only; they are rarely included in a bibliography.

N:

1. Sam Gomez, Facebook message to author, August 1, 2017.
Integrating Quotations in the Text in Chicago Style
Quotations in Chicago Style can be integrated into sentences in the same way as MLA or APA style. Refer to the *IVCC Stylebook* pages on integrating and punctuating quotations (p. 77 and p. 80) for help, but remember to use footnotes or endnotes instead of in-text citations!

Block Quote Format
Quoted material of more than one hundred words or more than one paragraph, even if very brief, is best set off as a block quotation. Block quotations, which are not enclosed in quotation marks, always start on a new line. They are further distinguished from the surrounding text by being indented or set in smaller type of different font. Your professor may share a preference for formatting; if not, simply indent the entire quote one half-inch from the left margin, as shown below. Notice that the paragraph continues (aligned left) below the block quote; see the sample block quote on the next page.
**Block Quotes in Chicago Style**

**Block quote format**
Quoted material of more than one hundred words or more than one paragraph, even if very brief, is best set off as a block quotation. Block quotations, which are not enclosed in quotation marks, always start on a new line. They are further distinguished from the surrounding text by being indented or set in smaller type of different font. Your professor may share a preference for formatting; if not, simply indent the entire quote one half-inch from the left margin, as shown below. Notice that the paragraph continues (aligned left) below the block quote:

A deadly fire at the Triangle Shirtwaist Factory led to a revolution of the nation’s labor laws:

> The building had only one fire escape, which collapsed during the rescue effort. Long tables and bulky machines trapped many of the victims. Panicked workers were crushed as they struggled with doors that were locked by managers to prevent theft, or doors that opened the wrong way. Only a few buckets of water were on hand to douse the flames. Outside, firefighters’ ladders were too short to reach the top floors and ineffective safety nets ripped like paper.

> The catastrophe sent shockwaves through the city, beginning in the communities of immigrant workers on Manhattan’s Lower East Side, where families struggled to identify their lost in makeshift morgues. Family grief turned to citizen anger as the causes of the fire – including the abhorrent working conditions at the time – were exposed.¹

This catastrophe shook New York City and the nation, which experienced no deadlier event until September 11, 2001…

Formatting Titles in Chicago Style
Titles of works are capitalized headline style, with important words being capitalized. Titles of larger works (e.g. books and journals) are italicized, while titles of smaller works (like chapters and articles) are enclosed in quotation marks. Website titles get no special formatting. These are close to the rules that MLA style uses; see some examples on the Formatting Titles of Texts in MLA Style page (p. 38).
Using Sources Well
In a research project, the assignment often states how many sources to use. The number of sources, though, is not the only concern of the writer. A writer should try to use the sources well by selecting the best sources, choosing helpful quotations or paraphrases, and placing them in the essay appropriately.

Credible Sources
The first step to using sources well is to choose them carefully. Use the most credible sources you can find.

Present Your Information Fairly
Another central goal when using sources in your essay is to present the information as the author intended it. You must avoid taking information out of context or modifying a source to better fit what you want it to say. For example, if a source presents one argument in favor of an idea but is overall against the idea, you cannot present only the favorable idea and imply that the author was overall in favor. The way you use a source's ideas must conform to the author's intention.

How Much Source Information to Use
Overall, your essay should feel like it is composed of your argument in your voice. There should not be so much source information that it begins to feel like quotes and paraphrases from others that have been strung together. Your goal should be that most of the content is yours—your ideas, your paraphrases of an author’s ideas, your analysis, and your conclusions. Aim to not let source information overwhelm your own writing.

There is no strict rule about how much source information an essay should use, although your assignment likely specifies a number of sources. All assignments are different, but in any writing situation, the writer should be careful about using too much source information. One way to ensure that your essay is not overwhelmed by sources is to limit the number of long quotations (or "block" quotations) you use. Another key idea is to avoid relying too much on one source throughout the essay. Depending a great deal on one source makes your essay seem like it is parroting the ideas of another author rather than presenting an original argument. In all, choose your source information wisely, space it out in the essay, and emphasize your own thoughts.

Where to Use Source Information
When thinking about where to integrate your sources, aim to work your information into your own writing smoothly. The whole essay should read like one piece of work with one coherent argument. The source information should not interrupt the progression of ideas or the flow of the language.
As you are crafting a paragraph, think about using quotations to demonstrate a point you are making. Your paragraph has a main idea to prove. You will present this main idea in your own words in the topic sentence and refer back to it in the conclusion sentence, so avoid using source information in either of those places. Use your own language to structure the paragraph. Next, introduce the first detail and defend it with whatever kind of support is appropriate. You may then use a quotation or paraphrase from a source to add support and develop the idea more. If you use a paraphrase, your expression of the idea should be clear, but sometimes a direct quotation from a source needs further analysis to be clear to the reader. This pattern of presenting a detail and developing it may be repeated several times in a paragraph before the conclusion sentence. Thus, a very basic pattern for a paragraph with source may look like this:

- Topic sentence
- Introduction of detail
- Development of detail (with statistics, primary source quotations, description, etc)
- Introduction of a quotation or paraphrase from a secondary source
- Explanation of the source material
- Conclusion sentence

All of the items in the list should be unified in supporting the idea in the topic sentence. You could modify this pattern any number of ways. Ultimately, though, your goal is to maintain control of the paragraph while using sources to further bolster your ideas.

**Use a Balance of Quotations and Paraphrases**

Whether to choose a quotation or a paraphrase sometimes depends on the assignment. For example, in literary analysis, a writer will often rely more on quotations from the primary text because the exact wording is important to the interpretation of the work.

Paraphrasing when you are using secondary sources can help to ensure your voice is dominant in your essay. Paraphrasing is especially appropriate when the idea presented in the source is useful, but the wording is not striking. When you paraphrase the source, you have the opportunity to make the idea understandable to the reader and ensure that it integrates smoothly into the paragraph.

Choose to use quotations with discretion. Quote when the language is particularly vivid, clear, or useful in some other way that you could not replicate in a paraphrase. It is also acceptable to quote when you cannot fully express the ideas in your own words, and thus a paraphrase would be extremely difficult.

**Integrating Your Sources Smoothly**

The first time you refer to a source, include any relevant information about it that you would like to highlight. This may include the author’s full name, his or her qualifications, the title of the article or periodical, and its date of publication. Avoid including too much of this information
choose the details carefully. At the least, use the author's full name the first time you mention him or her in a sentence. A sentence introducing a source for the first time might look like these examples:

In her landmark 1982 book, *In a Different Voice*, social psychologist Carol Gilligan argues that traditional theories of moral development were biased because former studies used only male subjects (18).

Writing in the journal *Booktalk*, children's author Aidan Chambers explains, "Children, of course, have not completely learned to ... shift the gears of their personality according to the invitations offered by the book. In this respect they are unyielding readers" (93).

If you have already given the author's full name earlier in the essay, you may refer to him or her by a last name only. For example:

Gilligan continues, "In Piaget's account (1932) of the moral judgment of the child, girls are an aside, a curiosity to whom he devotes four brief entries in an index that omits 'boys' altogether because 'the child' is assumed to be male..." (18).

Choosing Credible Sources
When a writer uses a book or published article as a source in a research paper, there are not many questions to ask about the credibility of that source. Many editors have gone through the evaluation process before publication. Using books and the library databases as your first line of research options is a good strategy.

The Web, however, is different. Anyone can put any information on the Web, and sometimes information looks more credible at first glance than it is on closer inspection. Ask yourself, "Is this source credible?" every time you choose a Web source. This is especially true of sources with no author or organizational affiliation. You will likely have to navigate to the homepage of the site to judge its credibility. From a single page within a site, it is difficult to determine much about it. Traveling to the home page will yield much more useful information.

One smart way to use the Web is to begin with sources you know are credible. For example, imagine an essay about blood donation. The writer could Google "blood donation," which would result in any number of pages with various degrees of credibility. Or, the writer could think about what organizations might have good information about the topic, such as the Red Cross, the Mayo Clinic, or the National Institutes of Health. The writer could travel to those Web sites and look for information there first without much fear of coming across poor quality information.

Ways to Determine Credibility
Home page
Always look at the home page, or main page, of any Web site. Look for a link that says "home" or enter the Web address only through the domain name. For example, if you were on the page
http://www.amnesty.org/en/demand-dignity, you would delete the information from the end to result in http://www.amnesty.org. On the home page, you can find more information. Especially check out the "About Us" link, which will sometimes reveal the author or sponsor.

**Author**
Look for who the author is and what you can find out about that person or organization. What are the author's qualifications? If there is no author, think twice before using the source.

**Sponsor**
Look for who owns the site. Is it a reputable group or organization? If so, that is a good sign, even if no individual author is listed. If you cannot tell what group or individual developed the site, think twice before using the source.

**Date**
Is the information current? For many disciplines, the currency of information is vital.

**Documentation**
Does the source tell readers where its facts are from? If the source mentions many details or statistics with no documentation, be wary.

**Type of site**
Determine the type of site you are considering:

Is it a database or other site recommended by the library? Sources retrieved through Jacobs Library are credible.

Is this a blog or homepage owned by an individual person? If so, you want to avoid it unless you can verify the person's credentials.

Is it a wiki? A wiki is a Web site where any user can modify the information, and thus there is no way to verify authorship. Examples of wikis include Wikipedia, Wiktionary, and Wikiquotes. These sources may provide a general overview or lead to more credible sources, but avoid using them in an essay.

Is it an online periodical or online version of a print publication? Examples of online periodicals include Slate.com, Salon.com, and Wired.com, and examples of print publications on the Web include Nytimes.com and Newsweek.com. If you are using a periodical on the Web, you can feel more secure.

**Credible Web sites**
IVCC’s Jacobs Library has an excellent list of Web sites you might find helpful as you research. Access their Web site at http://www.ivcc.edu/library.
Ways Not to Determine Credibility

Search engine
Do not assume that the top results from a search engine list are necessarily credible. Search engines have different methods for organizing and ordering results. You are likely just looking at the most popular results, not the best ones.

.org or .edu
Do not rely on just the domain type to determine credibility. Anyone can begin their own .org Web site; the .org itself does not indicate the quality of the source. Many pages on .edu domains are created by students and are thus not the best sources to cite.

Quoting from Sources

What is it?
A quotation repeats some of another person’s words, enclosing them in "quotation marks" to indicate they are not yours. Quotation marks work like a code--they tell the reader that the language between them was, unless otherwise indicated, copied exactly from a source.

In contrast, a paraphrase uses an idea from someone else, expressing it in your words. Paraphrases are not enclosed in quotation marks.

In all of the examples on this page, the quotations are cited in MLA style, but the basic methods for using quotations are the same in all styles.

How to use quotations

• Use quotations to demonstrate a point you are making. Introduce the idea, integrate the quote, and then explain the quote with your analysis.
• Choose to quote because you like the way a source has worded the information. If the wording is not notable, use a paraphrase.
• Do not let quotations overwhelm your paragraphs.
• Avoid using quotations in the topic or conclusion sentence.

In this example of a paragraph with quotations from a primary source, quotations are integrated smoothly and balanced with an appropriate amount of analysis:

In *Emily of New Moon* by L.M. Montgomery, the adult characters firmly believe that personality characteristics are inherited, whereas Emily struggles against this assumption because she wants to be an individual. Emily's mother was a Murray, and the Murrays are all proud of their lineage and the characteristics said to be hallmarks of the Murray character. Emily's mother, however, married a Starr, a man whose background is seen as beneath the Murrays' level. Aunt Elizabeth's views on the intractability of inherited traits are shown when she says, "What's bred in the bone comes out in the flesh" (Montgomery 39). In other words, she thinks that Emily has no choice but to manifest the traits she has gotten from her parents. Unfortunately for Emily, too many of
these traits are seen as "Starr," not "Murray" traits. Aunt Elizabeth wants to break this "ill-bred" child of her Starr habits (Montgomery 26), but Emily does not want to be seen as just a product of her parentage. She exclaims to the gathering of her Murray relatives, "You make me feel as if I was made up of scraps and patches!" (Montgomery 29). Throughout the novel, Emily fights to express her individuality against those who want to define her by where she has come from.

In this example of a paragraph with quotations from a secondary source, the quotations are used to expand upon and support the paragraph's ideas:

In a time of increasing industrialization and urbanization, roles of all members of society were changing rapidly. Many men now left the house to work, and more children were in school due to compulsory education laws. While rural women still had farm work and working-class women worked outside the home, middle- and upper-class women found themselves at home with little to contribute to the family’s income. In her book *The Fasting Girl*, Michelle Stacy explains that roles changed as women were expected to become “the primary emotional and physical caretakers of their families” (25). Artists of the day, such as Mary Cassatt, show this idealized picture of motherhood, portraying "the intimate bond shared between this mother and her child" in paintings (Tatar). Even as much as women were supposed to find this new role wholly fulfilling, not all did. Some women did begin to work outside the home for political causes such as promoting women’s suffrage or ending child labor. This first wave of feminism provided an outlet for some frustrated women. The common illnesses and complaints of the day show that many other women focused their unhappiness inward, to the point of making themselves ill, or appear ill. In fact, according to one historian, "Women during this time were deemed to be highly susceptible to becoming mentally ill as they did not have the mental capacity of men, and this risk grew greatly if the woman attempted to better herself through education or too many activities" (Frick). Disorders such as dyspepsia, hysteria, brain fever, and "the vapors" were applied mostly to women, or, in some cases, exclusively to women.

**Introducing Quotations**

In addition to integrating your sources into your paragraphs well, you must always introduce a quotation with some of your own words in the same sentence. Quotations cannot be on their own with no introductory phrases of your own words.

The examples below are cited in MLA style, but similar rules for quoting apply in all styles.

**Quotations must be introduced**

When quotation integration is not done properly, an instructor might refer to the error as a "floating quotation," a quotation that lacks an introduction, a "stand-alone quotation," or a "dropped quotation." This excerpt from a paragraph shows a quotation that has not been introduced:
The common illnesses and complaints of the day show that many other women focused that unhappiness inward, to the point of making themselves ill, or appear ill. "Women during this time were deemed to be highly susceptible to becoming mentally ill as they did not have the mental capacity of men, and this risk grew greatly if the woman attempted to better herself through education or too many activities" (Frick). Disorders such as dyspepsia, brain fever, and "the vapors" were applied mostly to women, or, in some cases, exclusively to women.

Notice how the quotation begins and ends as completely its own sentence with no words from the paragraph's author to integrate it smoothly. Without an introduction, the quotation does not fit smoothly into the rest of the language. The fact that the quotation is cited is not enough; the quotation must be introduced. When this is done properly, it is sometimes referred to as "tagging" a quotation or "framing" a quotation. The italicized portion of the same paragraph shows the quotation introduction below.

The common illnesses and complaints of the day show that many other women focused that unhappiness inward, to the point of making themselves ill, or appear ill. **According to one historian**, "Women during this time were deemed to be highly susceptible to becoming mentally ill as they did not have the mental capacity of men, and this risk grew greatly if the woman attempted to better herself through education or too many activities" (Frick). Disorders such as dyspepsia, brain fever, and "the vapors" were applied mostly to women, or, in some cases, exclusively to women.

**Goals for introducing a quotation:**

- If you are quoting dialogue from a primary source, make sure the speaker is clear. For example, it is not clear to write
  
  Hemingway writes, "Couldn't we live together, Brett? Couldn't we just live together?" (62).

  The speaker of that quotation is Jake Barnes, so it would be clearer to the reader to write
  
  Jake asks, "Couldn't we live together, Brett? Couldn't we just live together?" (Hemingway 62).

- Make the sentence sound smooth and natural. The quotation should not interrupt the sentence or cause awkwardness. This example, on the other hand, integrates the quotation awkwardly:

  The narrator describes Jake's injury as "a rotten way to be wounded and flying on a joke front like the Italian" (Hemingway 38).

  The first portion of the quote, before the word "and," integrates smoothly, but the rest does not.
Methods for Introducing a Quotation
These are the three basic methods for introducing quotations, although each can be modified and varied infinitely.

1. Method One
Use an introductory phrase and a comma to introduce a quotation.
   Brett says, "He wanted me to grow my hair out. Me, with long hair. I'd look so like hell" (Hemingway 246).
   When Jake asks her about living together, Brett replies, "I don't think so. I'd just tromper [cheat on] you with everybody. You couldn't stand it" (Hemingway 62).

With this method, the quotation is usually a complete sentence; retain the capitalization of the first word.

The best introductory phrases will use verbs, as in "Hemingway writes" or "Brett insists." An introductory phrase without a verb, like "For example," does not always integrate smoothly.

2. Method Two
Use a complete sentence plus a colon to introduce a quotation.

   Jake's first description of Brett Ashley shows her to embody the boyish sensuality of the 1920s: "Brett was damn good-looking. She wore a slipover jersey sweater and a tweed skirt, and her hair was brushed back like a boy's" (Hemingway 30).

   Brett reveals to Jake that she rejected the bullfighter because she could predict his controlling tendencies: "He really wanted to marry me. So I couldn't go away from him, he said. He wanted to make it sure I could never go away from him" (Hemingway 246).

With this method, the quotation is usually a complete sentence; retain the capitalization of the first word.

3. Method Three
Make a short part of the quotation a part of your own sentence.

   Jake picks up a prostitute because he has a "vague sentimental idea that it would be nice to eat with someone," but the encounter is depressing and disappointing (Hemingway 24).

   Although she is often asking Jake for money, Lady Brett Ashley has a title and is "of very good family" (Hemingway 59).
When you integrate a short part of a quotation into your own sentence, punctuate as you would any other sentence. There is no special punctuation required. Sometimes, the word "that" will help the sentence sound smoother.

Jake notes that "Brett was damn good-looking" (Hemingway 30).

**Summary:**
Method One: Introductory Phrase + Comma  
Method Two: Complete Sentence + Colon  
Method Three: Make a short part of the quotation a part of your own sentence.

**Punctuating Quotations**
These examples are cited in MLA style, but similar rules apply in all styles.

Two basic rules will help you use the correct punctuation when a sentence has both a quotation and a parenthetical citation.

1. The end quotation mark should be placed immediately after the last word of the quotation.
2. The period should be placed immediately after the citation.

This sentence shows these marks placed correctly:

> Whereas American myth states that Columbus alone thought the world was round, in actuality, "few people on both sides of the Atlantic believed in 1492 that the world was flat" (Loewen 56).

Notice the basic pattern here:

...flat" (Loewen 56).

- Last word of quotation
- End quotation mark
- Space
- Left parenthesis
- Citation (no space before or after)
- Right parenthesis
- Period
Punctuating Without a Citation
When you are not citing a source immediately after a quotation, the punctuation (usually a comma or period) is placed inside the quotation mark, like "this." It does not go outside, like "this". These sentences show these marks placed correctly:

When the last class of the spring semester ends, many people are reminded of the lines of Alice Cooper's famous chorus: "School's out for summer! School's out forever!"

When Kanye West interrupted Taylor Swift at the MTV Music Awards, saying rudely, "I'm gonna let you finish," he probably had no idea what a backlash his actions would inspire.

When history textbooks portray famous figures as "pious perfect creatures without conflicts, pain, credibility, or human interest," they make those figures seem less human and thus less interesting (Loewen 19).

Special Cases in Punctuating Quotations
If you are using the word "that" to introduce a quotation, do not also use a comma. These two sentences show the two options.

James Loewen states that "Socialism is repugnant to most Americans" (33).

James Loewen states, "Socialism is repugnant to most Americans" (33).

When the quotation ends with ellipses, you must also have an end period. The ellipsis marks do not end the sentence.

Many agrarian Native American tribes moved west because "Intensified warfare and the slave trade rendered stable settlements no longer safe..." (Loewen 106).

When the quote ends with a question mark or exclamation point, include it inside the quotation marks. Those punctuation marks add meaning to the sentence. Then, include the citation and a period at the end.

James Loewen asks, "Why should children believe what they learn in American history, if their textbooks are full of distortions and lies?" (297).

If the quotation you are using includes a quoted word or phrase, use single quotation marks around the quotation within the quotation.
When asked about Helen Keller's adult life, "many students venture that Keller became a 'public figure' or a 'humanitarian,' perhaps on the behalf of the blind or deaf" (Loewen 20).

Single quotation marks are also used when dialogue appears within a larger quote.

Jake describes his method for getting rid of unwanted friends: "Once you had a drink, all you had to say was, 'Well, I've go to get back and get off some cables,' and it was done" (Hemingway 19).

Notice how the double quotation marks enclose the entire quotation, while single quotation marks enclose the dialogue within. Thus, the rule is "Doubles on the outside, singles on the inside." **If the entire quotation is wholly dialogue, only the usual double quotation marks are necessary.**

**Changing a Quotation**
For the most part, you must copy quotations word for word; you may not change words unless you indicate those changes with special punctuation marks.

To leave unnecessary words out of a quotation, you must use ellipsis points. This may be done to shorten a quotation to its necessary content, never to change the meaning of a quotation. In the following two examples, the first gives the whole quotation, but the second gives a shortened version.

According to the author of *Lies My Teacher Told Me*, "Some textbooks cover certain high points of labor history, such as the 1894 Pullman strike near Chicago that President Cleveland broke with federal troops, or the 1911 Triangle Shirtwaist fire that killed 146 women in New York City, but the most recent event is the Taft-Hartley Act of fifty years ago" (Loewen 201).

According to the author of *Lies My Teacher Told Me*, "Some textbooks cover certain high points of labor history . . . but the most recent event is the Taft-Hartley Act of fifty years ago" (Loewen 201).

A writer might choose the second version if the two examples in the middle of the sentence are extraneous to the main point. When you use ellipsis points, though, be sure that the quotation still reads clearly. Note that each period should have a single space on each side (except when one is adjacent to quotation marks). See the example below on using brackets to add necessary words to see what an ellipses at the end of a quoted and cited passage looks like.

To add or change words in a quote, you must use square brackets. This may be done to clarify an unclear word such as "it" or an unclear reference to a person, such as "he." In this case, you
may replace the word with the appropriate clarification. In this example, an unclear pronoun is clarified:

Although not many people know it, "She [Helen Keller] joined the Socialist party of Massachusetts in 1909" and remained a socialist until the end of her life (Loewen 20).

You may also use square brackets to add necessary words, either for clarification or to avoid an awkward sentence.

Loewen writes that, following inspiration from Columbus, "Spain made the encomienda [forced labor] system official policy on Haiti in 1502 . . ." (63).

Helen Keller turned to Socialism because "[she] learned that the power to rise in the world is not within the reach of everyone" (qtd. in Loewen 200).

In the first example, the square brackets clarify a word in another language. In the second example, the square brackets change the word "I" to "she" to make the quotation integrate into the sentence more logically.

**Paraphrasing from Sources**

Whereas a quotation copies the exact words from a source, enclosing them in quotation marks, a paraphrase uses an idea from a source, but expresses it in original wording. Paraphrases are not enclosed in quotation marks. No matter whether you quote or paraphrase, you will need to cite your source.

In all of the examples on this page, the quotes are cited in MLA style, but the basic methods for paraphrasing are the same in all styles.

**What is a Summary?**

A summary is a type of paraphrase in which you take a large amount of information and shrink it down to a manageable amount. You may choose to summarize when the main idea of an article is important to you, but no individual part of it expresses that main idea succinctly. You also may choose to summarize when the article's basic idea is useful to you, but the specific details and examples are not.

When you summarize, follow the basic guidelines below for paraphrasing, but also focus on expressing just the essence of the source in a short amount of space.

**What is a Paraphrase?**

A paraphrase is taking a small portion of information from a source and reproducing the ideas entirely in your own language. Paraphrasing when you are using secondary sources can help to ensure your voice is dominant in your essay. Paraphrasing is especially appropriate when the idea presented in the source is useful, but the wording is not striking. When you paraphrase the
source, you have the opportunity to make the idea understandable to the reader and ensure that it integrates smoothly into the paragraph.

**Keys for Paraphrasing**

- **Maintain the idea of the original author as closely as possible.** Aim to reproduce the idea as closely as possible in original wording. Your paraphrase should not water down the original or alter the meaning.
- **Change the wording and sentence structure thoroughly.** You must take in the information and then reproduce the idea in your own language. Sometimes this can be difficult to do as you are looking at the source. Read the source several times to understand the meaning, then cover the source and write your paraphrase. Reread the original and compare it to your version to ensure thoroughness.
- **Avoid simply replacing words in the original sentence with synonyms.** This will not result in a true paraphrase and may result in plagiarism. For example, notice in the two examples below how the paraphrase retains the original sentence structure and changes only a few words. This is an **incorrect** paraphrase:

  Original: “He [Poe] makes us understand that the voluble murderer has been tortured by the nightmarish terrors he attributes to his victim...” (Gargano 1672).

  Paraphrase: Poe makes us comprehend that the talkative killer has been persecuted by the frightening horrors he attributes to his prey (Gargano 1672).

- **Do not paraphrase large amounts of information at a time.** Instead, paraphrase small chunks, no more than a few sentences at a time, using your own ideas in your own sentences to analyze the information and transition between ideas from sources. As you do this, keep in mind that it must always be clear which ideas belong to a source and which are your own.
- **If your paraphrase is more than one sentence long, be sure to indicate clearly where the paraphrase begins and ends.** For example, you might lead into the paraphrase with a signal like "According to James W. Gargano," include the paraphrase, and then cite at the end. This method encloses the paraphrase in a sort of envelope, making it very clear to the reader where the source information is located.
- **Paraphrases should be roughly the same length as the original.** Making your paraphrase quite a bit shorter may leave out important information. If your paraphrase is significantly longer than the original, you may be adding in your own ideas. It will not be clear to the reader where the source information stops and your additions begin.
- **Give the necessary citation information either in the sentence or in parenthetical citation.** Even though a paraphrase is in your language, a citation shows that the idea is not your own.

**Example of Paraphrasing:**

Original source, from James W. Gargano’s article "The Question of Poe's Narrators in 'The TellTale Heart' and 'The Cask of Amontillado'":

...
Poe intends his readers to keep their powers of analysis and judgment ever alert; he does not require or desire complete surrender to the experience of the sensations being felt by his characters. The point of Poe's technique, then, is not to enable us to lose ourselves in strange or outrageous emotions, but to see these emotions and those obsessed by them from a rich and thoughtful perspective.

A paragraph that properly integrates a paraphrase of this source:

Many of Edgar Allan Poe's narrators are unreliable, deceptive, or downright insane. For example, the narrators in both "The Tell-tale Heart" and "The Cask of Amontillado" are both murderers who are trying to justify or defend their actions. In their attempts to exonerate themselves, they likely will not tell the truth. Another deceptive narrator is the husband in "Ligeia." He describes taking opium on the night he claims to have seen Ligeia rise from the dead. Surely this event was a hallucination brought on his abuse of the drug. On the whole, Poe's narrators cannot be trusted, but he does not seem to want the readers to trust these men. James W. Gargan writes that Poe wants the readers of his stories to remain vigilant about questioning and interrogating his narrators, not to accept his narrators' version of the truth. He is not asking the reader to experience the story from the narrator's perspective, but rather to view the narrator's feelings from a detached point of view (Gargano 1672). Thus, reader can experience Poe's stories from two levels. They can enjoy the tale as told by the narrator, and they can analyze the way the narrator's outlook is shaped by his insanity.

Avoiding Plagiarism
Every writer using sources in an essay needs to understand plagiarism. Using sources clearly and ethically should be the central goal. On the whole, readers assume that all of the language and ideas of an essay belong to the writer, unless the wording is in quotation marks or the paraphrase is cited. If the writer uses words or ideas from another source without those proper signals, the reader may give the writer credit for language and ideas which actually belong to another source. The reader should always understand where the writer's ideas and language end and the ideas and language of a source begin, and it is the writer's responsibility to make that division clear.

What is Plagiarism?
This is the definition of plagiarism from the IVCC Student Handbook:

Plagiarism - comes from the Latin word *plagiare*, which means "to steal." Therefore, plagiarism is a form of cheating. Plagiarism is defined as using the words of ideas of another as one's own either on purpose or unintentionally. This includes, but it not limited to, copying whole, portions or the paraphrasing (rewording) of passages or information from any source in any academic exercise (written or oral) without giving credit to the author or source using an appropriate citation style. Students must be able to prove that their work is their own. Key ideas from this definition:
• Plagiarism might be intentional or unintentional.
• Plagiarism might involve copying word for word or paraphrasing.
• The burden of proof is on the student.

How Plagiarism Might Appear in an Essay
The writer might have: Used another source’s words or ideas without giving acknowledgement that those ideas or words are not his or her own.
• Taken words directly from a source without using proper quotation marks (this is plagiarism even if the passage is cited).
• Taken some words or sentence structure of a source and replaced them with similar words.
• Used the organization, idea progression, or other any other feature of a source (this is plagiarism even if the wording is paraphrased).

How Plagiarism Can be Unintentional
Intentional plagiarism is easy to imagine. If a writer purposefully takes the ideas or wording from another source and presents them as his or her own, that is a clear case of intentional plagiarism (in other words, cheating).
Unintentional plagiarism is a more complicated matter. Plagiarism may occur because the writer
• did not know that citations were necessary or did not know how to cite the source.
• intended to paraphrase, but did not do so properly.
• planned to go back and cite the sources used, but missed some instances of source usage.

There are many other possible examples, but the overall message is that the writer must take responsibility for using sources properly. Any of the above situations could result in plagiarism, and the work would be penalized regardless of whether it was intentional. When in doubt about whether to cite or how to cite, ask.

What is Common Knowledge?
Common knowledge (or general knowledge) is information that is commonly known in its field, so it appears in many sources. It might also include information that is so basic and factual that most, if not all, sources would agree with it.

Some examples of common knowledge:
• Kurt Vonnegut published *Slaughterhouse-Five* in 1966.
• William Henry Harrison had the shortest tenure of any U.S. president.
• "Smells Like Teen Spirit" was the single that first got Nirvana national notice.
• Stomach pain is a common side effect of aspirin use.

Each of these statements would be considered generally true and accepted in its field, and a researcher would be hard-pressed to find a source that disagreed. Statements like those above
would not need to be cited. However, statements of common knowledge do not include opinions, analysis, or interpretations conveyed by the authors of sources. For example:

- *Slaughterhouse-Five* is the best of Vonnegut's anti-war fiction.
- Had he lived, William Henry Harrison would have been a popular president.
- "Smells Like Teen Spirit" was popular in large part due to its music video.
- People should avoid taking aspirin because it can harm the stomach lining.

Each of these statements is subjective, and if the writer of a research paper got the idea from a source, it would need to be cited.

**What is the Penalty for Plagiarism?**

This is the statement from the *IVCC Student Handbook* about the penalties for plagiarism: The faculty member has full authority to identify academic dishonesty in his/her classroom, and to impose any of the following sanctions:

1. Failure of any assignment, quiz, test, examination or paper, project or oral presentation for the work in which the violation occurred.
2. Lower grade.
3. Involuntary withdrawal from the course.
4. Failure of the course.
5. The faculty member may report extreme cases of academic dishonesty directly to the Vice-President for Learning and Student Development for disciplinary action as outlined in section VII Disciplinary Process.
6. Other sanctions as determined by the faculty member.

**How to Avoid Plagiarism**

- If you are choosing to quote from a source, quote exactly, use quotation marks, and cite.
- If you are choosing to paraphrase, do so thoroughly, do not use quotation marks, and cite.
- Cite as you insert sources into your essay. Do not plan to go back and cite your sources later. If the writer misses one citation, the essay will have a plagiarism problem. An easy rule to remember is “cite it as you write it.”
- As you revise and edit your essay, double check your quotations for accuracy, your paraphrases for thoroughness, and your citations for correctness.
- Keep a hard copy (printout or photocopy) of all of your sources and the necessary citation information so that it is available at any point in your writing process.
- Keep your notes, annotated sources, drafts, and revisions throughout the writing process so that you can show your work.
- When in doubt, ask your instructor or a Writing Center tutor to look at your use of sources. Sometimes another point of view is helpful in this area.
Plagiarism Examples

Original passage, from Stephen Bernstein's "Form and Ideology in the Gothic Novel": Gothic narratives are frequently termed convoluted or labyrinthine, assessments often enough fairly accurate. This tendency arises chiefly from the concern gothic novels have with the revelation and setting right of hidden wrongs from the past, and the slow way in which these wrongs are exposed over time through coincidence and a providential fatalism. Further confusion arises through twists and turns of action that allow for the coincidences required for resolution. Gothic narrative is thus usually what Tzvetan Todorov terms a "double narrative," similar to the detective novel, which, he says, "contains not one but two stories: the story of the crime and the story of the investigation."

1. Gothic narratives are frequently termed convoluted or labyrinthine, assessments often enough fairly accurate. This tendency arises chiefly from the concern gothic novels have with the revelation and setting right of hidden wrongs from the past, and the slow way in which these wrongs are exposed over time through coincidence and a providential fatalism.

This is **obvious plagiarism**: word-for-word repetition without any acknowledgment of the original source.

2. Gothic narratives are frequently termed convoluted or labyrinthine, assessments often enough fairly accurate. This tendency arises chiefly from the concern gothic novels have with the revelation and setting right of hidden wrongs from the past, and the slow way in which these wrongs are exposed over time through coincidence and a providential fatalism (Bernstein 151).

It is still **plagiarized**. The documentation alone does not help. The language is still that of the original author. Only quotation marks around the original passage plus parenthetical documentation would be correct.

3. Gothic narratives are frequently convoluted. This arises mainly because gothic novels are concerned with the revelation and correction of hidden wrongs from the past, and the slow way in which these wrongs are revealed over time through coincidence and a providential fatalism (Bernstein 151).

It is still **plagiarized**. A few words have been changed or omitted, but by no stretch of the imagination is this student using his or her own language.

4. "Gothic narratives are frequently termed convoluted or labyrinthine, assessments often enough fairly accurate. This tendency arises chiefly from the concern gothic novels have with the revelation and setting right of hidden wrongs from the past, and the slow way in which these wrongs are exposed over time through coincidence and a providential fatalism" (Bernstein 151).
This is not quite plagiarism, but is **incorrect** and **inaccurate**. Quotation marks should only be used with exact repetition of the original words. This student has changed some of those words, and so is not entitled to use quotation marks.

5. "Gothic narratives are frequently termed convoluted or labyrinthine, assessments often enough fairly accurate. This tendency arises chiefly from the concern gothic novels have with the revelation and setting right of hidden wrongs from the past, and the slow way in which these wrongs are exposed over time through coincidence and a providential fatalism" (Bernstein 151).

This is not quite plagiarism, but is still **incorrect**. The quotation marks acknowledge the words of the original writer, and the parenthetical documentation gives specific information about the source, but the student still has not properly integrated the quotation into his or her own writing. Quotations are like helium-filled balloons; they need an introduction in the student writer's own words to prevent them from flying out of the paper.

6. During the history of the Gothic tradition, many critics have noticed that its narratives are often confusing and difficult to follow. As Stephen Bernstein explains, this confusion is a direct result of "the concern gothic novels have with the revelation and setting right of hidden wrongs from the past, and the slow way in which these wrongs are exposed over time through coincidence and a providential fatalism" (151).

This is **correct**. The student uses his or her own words to summarize part of the original passage and uses quotation marks to enclose the phrases that come directly from the original. The parenthetical documentation shows readers that the expressed ideas are those of the original writer and not the student's. Proper integration/introduction of borrowed critical opinion is included.

7. Bernstein explains that gothic narratives can be confusing because they usually contain characters that, throughout the course of the story, learn disturbing things about their own past and then try to fix those things in the story (151).

This is **correct**. The student has paraphrased the original. She or he uses the original writer's name in the sentence to show that the ideas are not those of the student writer, although the student has incorporated those ideas into his or her own writing. The meaning is still the same in student's paper as it is in the original. The parenthetical documentation refers readers directly to the source the student has used, in case they want to verify an accurate representation of the original or study that subject more fully.
Writing an Annotated Bibliography

You may have writing assignments that require an annotated bibliography. A bibliography is also known as “References” or “Works Cited” and provides publication information (such as author and year of publication). An annotation is a summary or evaluation. Therefore, an annotated bibliography consists of a list of sources in which each source is accompanied by a summary or evaluation of the source. Think of it as a References page or Works Cited page with extra information about each source.

Format

For each source consulted, list the citation first and follow it with an annotation. The citation may be written in MLA or APA format, depending on your instructor. The annotation will be written in paragraph form. The length of the annotation may range from a few sentences to a few pages. In general, a satisfactory annotation is approximately 100-200 words in length. Annotations may summarize, assess, or reflect on the source (or may combine any of these three).

Refer to your assignment for specific instructions regarding spacing, organization, and other formatting concerns. Use hanging indents for citations longer than one line in MLA format.

MLA Annotation Example


This writing guide offers helpful hints to novice writers. In this book, King begins by relating the story of his personal journey to success. He discusses his childhood, his first forays into writing, and his ultimate success. The second section discusses the mechanics of writing. King goes into great detail about how to write and focuses on the dedication required to become a great writer. Later in the book, King discusses the car accident that nearly took his life and the impact it had on his own writing. One of most interesting aspects of this writing guide is the marked manuscripts and drafts King includes to illustrate his points.

APA Annotation Example


In this writing guide, King recalls his journey to becoming a successful author and offers advice to aspiring writers. His personal stories focus on pivotal moments in his life that led him to a career in writing fiction. In conjunction with his own experiences, King guides novice writers through the difficulties of pursuing a career in writing. Using many examples from famous authors, King informs the reader how to write successfully. While he offers lots of helpful tips, it should be mentioned that this guide focuses solely on King’s personal opinions about writing.
Where and When To Find Us

Check the website for the most up-to-date hours. Click, call, or stop by to schedule an appointment.

www.ivcc.edu/writingcenter
Room D-201 (Learning Commons)
815.224.0637
Walk-ins welcome when tutors are free!

What We Offer

✓ Free and unlimited assistance to all students
✓ One-on-one interaction with an instructor or peer tutor
✓ Assistance at all stages of the writing process
✓ Many handouts, including documentation style manuals
✓ Online help for students in online classes
✓ Dedicated computer bank with tutors nearby for questions
✓ Ottawa Center tutoring (call 815.224.0800 or stop by front desk)
✓ And much more!