

MLA Mini-Manual  
Table of Contents

ABOUT THE MLA HANDBOOK.....	3
FORMAT AND LAYOUT.....	4
Typing, Printing, Font: .....	4
Paper: .....	4
Margins: .....	4
Spacing: .....	4
Pagination: .....	4
Paragraph Indentations: .....	4
Heading and Title: .....	4
TITLES.....	5
Italicized: .....	5
In Quotation Marks: .....	5
ABBREVIATIONS.....	5
Publishers' names in a works cited list: .....	6
NUMBERS.....	6
Inclusive: .....	6
DOCUMENTING SOURCES.....	6
PARENTHETICAL DOCUMENTATION (IN-TEXT CITATIONS).....	7
A citation with two or three authors: .....	7
Four or more authors: .....	7
Page numbers only in citations: .....	7
Other in-text citations: .....	8

QUOTATIONS:..... 8

    Using Introductions to Add Authority: ..... 9

    Block Quotations ..... 9

    Altering Quoted Material ..... 9

    Quoting Indirect Sources ..... 10

    A final word on using quotations: ..... 10

PARAPHRASING..... 10

SUMMARIZING..... 11

WORKS CITED IN THE MLA FORMAT..... 11

    Works Cited Page Format: ..... 11

    Basic Entry Format: ..... 11

    General Guidelines: ..... 12

SAMPLE WORKS CITED ENTRIES..... 13

    Books ..... 13

    Periodicals ..... 15

    Editorials ..... 15

    Interviews ..... 16

    Reviews ..... 16

    Miscellaneous ..... 17

BASIC FORMAT FOR ELECTRONIC RESOURCES..... 18

    General Guidelines ..... 18

    Entire Websites ..... 19

    Specific Articles or Portions of Websites ..... 20

SAMPLE PAGES..... 21

**ABOUT THE MLA HANDBOOK**

The *MLA Handbook for Writers of Research Papers* describes a set of conventions that govern the written presentation of research. These guidelines follow current practices as recommended by the Modern Language Association of America (a professional organization of some 25,000 instructors of English and other languages). These conventions are used primarily in the humanities.

The *MLA Handbook for Writers of Research Papers* provides the researcher with a streamlined and easily referenced guide to the MLA format. Copies of the *MLA Handbook for Writers of Research Papers* can be purchased in the Wright State University Bookstore.

References in this mini-manual such as (MLA 4.5.4) reflect sections in the MLA handbook where more information on that subject may be found.

**For Further Reference:**

Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.

**FORMAT AND LAYOUT**

(MLA 4.1-4.6) (See sample paper for examples)

**Typing, Printing, Font:**

Do not use script or other fancy print ("Courier" and "Times" are usually good choices) or automatic hyphenation. A letter-quality printer is preferable to a dot-matrix printer. When using a computer to write a paper, be sure to justify only on the left margin. Full justification is incorrect in an MLA document. Type or print only on one side of the paper.

**Paper:**

Use white, twenty-pound, 8-1/2 x 11-inch paper.

**Margins:**

Use one-inch margins on all sides.

**Spacing:**

Double-space EVERYTHING, including block quotations, notes, and list of works cited. Use only one space following a sentence.

**Pagination:**

Your last name and the page number should appear in the upper right-hand corner of each page, one-half inch from the top, beginning with the first page. Do not use p. or any other mark before the page number. Number all pages consecutively, including Works Cited pages.

**Paragraph Indentations:**

Indent each paragraph five spaces or one half inch. Indent block quotations of one paragraph or less ten spaces from the left margin. For a block quotation of two or more paragraphs, indent the first line of each new paragraph an additional three spaces.

**Heading and Title:**

An MLA research paper DOES NOT REQUIRE A TITLE PAGE. On the first page, one inch from the top and flush with the left margin, type your name (double-space), your instructor's name (double-space), the unabbreviated course title and number (double-space), and the date. Dates appear without punctuation before or after, as follows: 22 June 1996.

Double-space and then type your title, centered. Capitalize the first letter of the first word and all significant words in the title; with the exception of the first word, do not capitalize prepositions, conjunctions, or articles. Do not underline the title, put it in quotes, or put it all in capitals. Do not use a period after headings. Following the title, double-space, indent, and begin the text.

If your title includes the title of a published book, italicize ONLY the title of the published book (ex: A Review of Burgess's *A Clockwork Orange*). If your title includes the title of a published article, put quotes ONLY around the article title (ex: Two Views of Brock's "The Value of Human Life").

## TITLES

(MLA 3.6)

### Italicized:

Italicize titles of works that have been or could be published independently.

- \* Books
- \* Periodicals (journals, magazines, newspapers)
- \* Films or movies
- \* Plays
- \* Albums
- \* Radio or television programs (not individual episodes)

Books previously published independently and reprinted in a collection should still be italicized. See MLA 3.6.2 for more examples.

### In Quotation Marks:

Enclose in quotation marks titles that are part of a larger work. See MLA 3.6.3 for more examples.

- \* Chapters of books
- \* Articles in periodicals
- \* Poems (except long poems published as individual works)
- \* Short stories
- \* Single radio or television episodes

## ABBREVIATIONS

(MLA 7.2-7.5)

Abbreviations are common in works cited lists and in tables. They are seldom used in the body text of a paper. Abbreviations are common for time (7.2), geographic locations (7.3), scholarly designations (7.4), and publishers' names (7.5).

**Publishers' names in a works cited list:**

Some guidelines for abbreviating publishers' names in a works cited list are as follows:

- 1) Omit articles
- 2) Use surnames only and omit first names and initials
- 3) Use capitalized abbreviations common in the field (e.g. MLA, APA, CBE)
- 4) Shorten "University" to "U" and "Press" to "P" (e.g. U of Chicago P)

**NUMBERS**

(MLA 3.5.1-3.5.5)

Do not use numerals to begin a sentence. You may spell out numbers **that** have only one or two words (one, two hundred, twelve thousand). Use numerals for others (4 1/2, 305, 12,375).

**Inclusive:**

(MLA 3.5.6)

For numbers less than one hundred, give both numbers in a range (e.g. 6-8, 35-50, 75-99).

For values over one hundred, you may include only the last two digits of the second number if more are not required (e.g. 1025-29, 4005-09, but 65-125, 4018-4125).

When giving a range of years, include both numbers in full unless they fall within the same century (e.g. 1789-93, but 1865-1924).

**DOCUMENTING SOURCES**

(MLA 5.1)

All information in a paper that comes from another source must be documented to indicate its origin. This includes quotations, paraphrased information, and summaries. There are two parts to documenting sources: citations within the text of the paper and a list entitled "Works Cited" that follows the paper. Each in-text citation **is a concise way of referencing an item in the Works Cited and** must have a corresponding entry on the Works Cited list.

**PARENTHETICAL DOCUMENTATION (In-text Citations)**

(MLA 6.1-6.2)

In-text citations appear with borrowed information in your text and include only the author's last name and the page number(s) on which the information appears. Note that there is no comma between the author's name and the page number. Periods always go AFTER a parenthetical citation, except with a block quote (see p.6).

Writing should remain "each student's own" (Fulwiler 190).

**A citation with two or three authors:**

(Oliu, Brusaw, and Alred 340).

**Four or more authors:**

(Belanoff et al. 132).

**Page numbers only in citations:**

(MLA 6.3)

When the same author is cited two or more times in a row and the reference is clear, you may include only the page number(s) in the parentheses in subsequent citations:

Also important is the fact that "at another level, sentence combining may have a more direct effect on the language student" (67-68).

You may also do this if the author is introduced in the text:

Sanborn notes that the students "cannot combine the sentences without knowing what the words mean" (66).

**Other in-text citations:**

(MLA 6.4.4-6.4.5)

- 1) Citation information presented in the text of your essay need not be included in parenthetical documentation. This method can be especially helpful when citing electronic resources such as the Internet. See "Using introductions" (next page) for an example.
- 2) If no page number is available, use only the author's name:  
(Puente)
- 3) Use a corporate name as you would an author's:  
(Smithsonian Institution 12)
- 4) If no author is listed, use a shortened version of the title:  
("Writing")

**QUOTATIONS:**

(MLA 3.7)

Quotations must reproduce the borrowed text exactly. You may quote entire sentences or any part of a sentence. If you quote only part of a sentence, you must supply additional text to complete the sentence smoothly and grammatically.

While the results are not conclusive, it's possible that the writing assignments "may have been of indirect benefit by acting as catalysts in the language acquisition process" (Sanborn 60).

Quoted text may come at any place in the sentence, and it may be divided by your own words: (MLA 2.7.2)

- 1) "The language acquisition process" is of most direct benefit to the writers (Sanborn 60).
- 2) The exercises, which "may have been of indirect benefit," are most important because they may act as "catalysts in the language acquisition process" of the student writers (Sanborn 60).

**Using Introductions to Add Authority:**

It's often best to introduce your quote or set up the source as an authority who has knowledge in the field, rather than simply quoting entire sentences:

Jean Sanborn, an English professor and director of the Writing Center at Colby College, notes that "at many colleges, advanced English as a Second Language students enroll in regular basic writing courses" (60).

**Block Quotations**

(MLA 3.7.2)

For a quote of more than four typed lines, use a block quotation. Begin a new line, indent each quoted line one inch (ten spaces) from the left margin, do not use quotation marks, and put the period **before** the parenthetical citation. A colon is used when a full sentence introduces the quotation.

Combining sentences requires much the same process as learning language:

The combining involves moving from deep structures through various transformations to different surface structures, which, though much oversimplified, is similar to the way in which we construct our first language. (Sanborn 67)

**Altering Quoted Material**

(MLA 3.7.5-3.7.6)

If you must add text to quoted material, place the added text in square brackets. Omit words in a quotation with an ellipsis. Instructors may ask you to put square brackets around the ellipses you insert. If there is already an ellipsis in the passage, enclose your ellipses in brackets.

The assumption is that eventually "students [in the school system] are expected to . . . apply those skills successfully across the curriculum" (Montague 83).

**Quoting Indirect Sources**

(MLA 6.4.7)

It's best to use the original (primary) source when possible; however, you can cite a source that is quoted elsewhere by including "qtd. in" before the author's name in the parentheses:

According to Tom Jameson, the new material is inefficient because it is almost always "nonbiodegradable and difficult to recycle" (qtd. in Fulwiler 195).

**A final word on using quotations:**

Quotations are best used selectively and kept brief. Quote materials that are particularly revealing, insightful, or supportive, and paraphrase or summarize the rest. Overuse of quotations shows little original thought or skill as a writer.

**PARAPHRASING**

A paraphrase uses information gained from another source and must be documented the same way as quoted material. However, to paraphrase, you recast the information in your own words. You must be careful not to rely too heavily upon the words, sentence structure, or phrasing of the original passage and at the same time accurately represent what the author has said. Paraphrases generally convey most of the original information and are about the same length as the original.

The writing assignments may have indirectly helped the students acquire new language (Sanborn 60).

**SUMMARIZING**

Summary is much the same as paraphrased information, but it usually condenses information from a longer segment--a paragraph, page, chapter, or even an entire book. In this case, only the most important points are conveyed, again remaining true to the intent of the original author.

Jean Sanborn's experiences as an advanced ESL instructor led her to conclude that there are advantages to using sentence combining exercises, which seem to improve students' writing and their attitudes about learning English (60).

**WORKS CITED IN THE MLA FORMAT**

(MLA 5.1)

References cited in your paper in parenthetical documentation must appear on the **Works Cited** page at the end of the paper. The Works Cited page is an alphabetical list of all sources cited in your paper. As its name indicates, a Works Cited page includes ONLY works actually included in citations in the paper.

**Works Cited Page Format:**

(MLA 5.2) (See sample paper)

A **Works Cited** page begins on a new page following the text. The same rules apply for margins, spacing, and page numbering. EVERYTHING is double-spaced, and the page numbering continues. Entries appear in alphabetical order by authors' last names. Center the title (Works Cited) at the top of the page and start each entry at the left margin. Indent all additional lines of a single entry five spaces (one-half inch), and begin new entries at the left margin. Use as many pages as are necessary.

**Basic Entry Format:**

(MLA 5.3)

An entry in a list of works cited characteristically has three main divisions--author, title, and publication information--each followed by a period. The basic format is as follows:

Last name, First name. *Title*. City: Publisher, Year. Type of media (e.g. "Print").

**General Guidelines:**

The following information, when applicable, should be included in order as follows:

1. Author's name
2. Title of a part of the book (in quotations)
3. Title of the book (in italics)
4. Name of the editor, translator, or compiler
5. Edition used
6. Number(s) of the volume(s) used
7. Name of the series
8. Place of publication, name of the publisher, and date of publication
9. Inclusive page numbers
10. Supplementary bibliographic information and annotation
11. Medium of publication (*Print*)

**Author's name:**

List the author's name as it appears on the title page of the publication. Use reverse order for alphabetizing: Smith, John J.

Never abbreviate the name, but use initials if they are used as the author's name in the source. Suffixes or roman numerals that are an essential part of the name are kept, with a comma preceding (e.g., Rockefeller, John D., IV).

In general, exclude affiliations and degrees, such as Dr., Ph.D., Lady, or Sir, that precede or follow names.

**Titles:**

Capitalize the title as you normally would, put a colon between main titles and subtitles, and italicize the entire title.

**Edition used: (MLA 5.5.13)**

Books that have been published beyond a first edition usually indicate such information on the title page. Follow the format found there to note the edition you consulted (e.g. 2nd ed., 3rd ed., 1992 ed., Rev. ed. for "Revised edition").

**Number(s) of the volume(s) used: (MLA 5.5.14)**

If material has been drawn from only one volume of a multi-volume work, give that volume number only (Vol. 3). If more than one volume has been used, give the work's complete number of volumes (4 vols.).

**Publication data: (MLA 5.4.2)**

List the city of publication (colon), the publisher's name (comma), and the year of publication. Abbreviate the name of the country for cities outside the United States, or the province name for Canadian cities. List only the first city given, even if several are listed.

Use the publisher's surname (Knopf for Alfred A. Knopf, Inc.) or the first surname of a partnership (Dodd for Dodd, Mead, and Co.).

If no date is given on the book's title page, use the latest copyright date on the copyright page.

**SAMPLE WORKS CITED ENTRIES**

**Books**

**A book with a single author: (MLA 5.5.2)**

Montague, Marjorie. *Computers, Cognition, and Writing Instruction*. Albany: State U of New York P, 1990. Print.

**A book with two or three authors: (MLA 5.5.4)**

Oliu, Walter E., Charles T. Brusaw, and Gerald J. Alred. *Writing That Works: How to Write Effectively on the Job*. 2nd ed. New York: St. Martin's, 1984. Print.

**A book with four or more authors: (MLA 5.5.4)**

Belanoff, Pat, et al. *The Right Handbook*. Upper Montclair: Boynton/Cook, 1986. Print.

**Two or more books by the same author: (5.3.4)**

Joyce, James. *Dubliners*. New York: Viking, 1968. Print.  
 ---. *A Portrait of the Artist as a Young Man*. New York: Viking, 1964. Print.  
 ---. *Ulysses*. New York: Random House, 1961. Print.

\*Note that three hyphens take the place of the author's name. The entries are listed in alphabetical order by title.

**An edited book:** (MLA 5.5.3)

Cavitch, David, ed. *Life Studies: A Thematic Reader*. New York: St. Martin's, 1983. Print.

**A book by a corporate author:** (MLA 5.5.5)

American Psychological Association. *Publication Manual of the American Psychological Association*. 5th ed. Washington: APA, 2001. Print.

**An article or essay in an anthology:** (MLA 5.5.6)

Gould, Stephen Jay. "Counters and Cable Cars." *The Best American Essays: College Edition*. Ed. Robert Atwan. Boston: Houghton, 1995. 374-83. Print.

**An edition:** (MLA 5.5.13)

Williams, Joseph M. *Style: Ten Lessons in Clarity & Grace*. 2nd ed. Glenview: Scott, 1985. Print.

**An article in a reference book:** (MLA 5.5.7)

"Spiritualism." *The World Book Encyclopedia*. 1996 ed.

**An article in a dictionary:** (MLA 5.5.7)

"Conundrum." Def. 2. *The American Heritage College Dictionary*. 3rd ed. 1993. Print.

**A translation:** (MLA 5.5.11)

Luckacs, Georg. *The Historical Novel*. Trans. Hannah and Stanley Mitchell. London: Merlin, 1962. Print.

**An introduction, preface, foreword, or afterword:** (MLA 5.5.8)

Galbraith, John Kenneth. Introduction. *Recollections of the New Deal: When People Mattered*. By Thomas H. Eliot. Boston: Northeastern UP, 1992. ix-xv. Print.

**Periodicals**

**An article in a magazine: (MLA 5.4.6)**

Carroll, James. "An American Requiem." *The Atlantic Monthly*  
 Apr. 1996: 76-88. Print.

**An article in a journal with only issue numbers: (MLA 5.4.3)**

Fulwiler, Toby. "Provocative Revision." *The Writing Center  
 Journal* 12 (1996): 190-204. Print.

**An article in a journal with more than one series: (MLA 5.4.4)**

Sanborn, Jean. "Obstacles and Opportunities: Sentence  
 Combining in Advanced ESL." *Journal of Basic Writing*  
 6.2 (1987): 60-71. Print.

**An article from a newspaper: (MLA 5.4.5)**

Jackson, Maggie. "Dow Flirts with 7500: Tech Shares  
 Strong." *The Washington Post* 10 June 1997: C2. Print.

**Editorials**

**An editorial: (MLA 5.4.10)**

Miller, Arther R. "Open Records Can Violate Privacy."  
 Editorial. *Los Angeles Times* 29 Aug. 1999: A5. Print.

**Letters to the editor: (MLA 5.4.11)**

Brizal, Paul G., Jr. Letter. *Time* 11 Oct. 1999: 7. Print.  
 Rose, Emanuel. Letter. *Chicago Tribune* 23 Sept. 1999,  
 sec. 1: 12. Print.

**Interviews**

**A published interview:** (MLA 5.7.7)

Theroux, Paul. Interview. *Conversations with American Writers*. By Charles Raus. New York: Knopf, 1985. 244-264. Print.

**An interview that you conducted in person:** (MLA 5.7.7)

Johnson, Charles. Personal interview. 23 May 2007.

**Reviews**

**A book review:** (MLA 5.4.7)

Walter, Natasha. "Newfoundland Kisses." Rev. of *The Shipping News*, by E. Annie Proulx. *The Times Literary Supplement* 26 Nov. 1993: 22. Print.

**A movie review:** (MLA 5.4.7)

Alder, Jerry. "'Tis a Gift to be Simple." Rev. of *Forrest Gump*, dir. Ron Howard. *Newsweek* 1 Aug. 1994: 58-59. Print.

**Miscellaneous**

**A television or radio program:** (MLA 5.7.1)

"AIDS Out of Control in India." Narr. Bob Simon. *Sixty Minutes*. CBS. WHIO, Dayton, 11 April 2004. Television.

\*Note: If the source is a radio program, replace the final "Television" with "Radio."

**A map or chart:** (MLA 5.7.8)

*Japanese Fundamentals*. Chart. Hauppauge: Barron, 1992. Print.

**A sound recording:** (MLA 5.7.2)

Sinatra, Frank. "Cheek to Cheek." By Irving Berlin. *Come Dance with Me*. Capitol, 1958. CD.

**A film:** (MLA 5.7.3)

*Hamlet*. Dir. Kenneth Branagh. Columbia/Tristar, 1996. Film.

**A painting, sculpture, or photo:** (MLA 5.7.6)

Dali, Salvador. *Persistence of Memory*. Oil on canvas. Metropolitan Museum of Art, New York.

**A dissertation:** (MLA 5.5.25-5.5.26)

Morris, Jonathan Ira. "Analysis of Protein Disulfide Isomerase Using cDNA Clones." Diss. Wright State U, 1989. Print.

**A government publication:** (MLA 5.5.20)

United States. Dept. of State. Overseas Security Advisory Council. *Emergency Evacuation Guidelines for American Businesses Abroad*. Washington: GPO, 2000. Print.

**A legal act:** (MLA 5.7.14)

Homeland Security Act of 2002. Pub. L. 107-296. 116 Stat. 2135 25 Nov. 2002. Print.

**A law case:** (MLA 5.7.14)

*Brown v. Board of Educ.* 347 US 483-96. Supreme Court of the US. 1954. *Supreme Court Collection*. Legal Information Inst., Cornell U Law School, n.d. Web. 3 Aug. 2007.

## BASIC FORMAT FOR ELECTRONIC RESOURCES

(MLA 5.6)

Electronic sources require much the same documentation information as other resources, with the addition of any of the following that apply. Omit items that are unavailable.

Deciding who is the author, publisher, and even what the title is can sometimes be difficult for electronic sources. Look for an author or publishing organization **if possible**. If a title is not readily apparent, use the most obvious choice, such as a heading, name of the link you followed, or the title in your browser window.

**For more information and guidelines for citing electronic sources, consult the *MLA Handbook for Writers of Research Papers*.**

### General Guidelines

The range of types of documents available on the Internet is staggering. Because there is so much variety, the current MLA Handbook lists fifteen items that may need to be included. The entire list appears below. However, no entry in a list of Works Cited will call for all of these elements, and many will require only a few of them.

1. Name of author, editor, compiler, or translator.
2. Title of the article, poem, or similar short work contained in the site; or the title of a posting to discussion list or forum (taken from the subject line), followed by the descriptive term *Online posting* (without **italicizing** or quotation marks)
3. Title of the book (**italicized**) if the site is an online book
4. Name of the editor, compiler, or translator of the text (if relevant and not already given)
5. Publication information for the print version of the source
6. Title of the Internet site (**italicized**); if it is a personal or professional page without a title, use the appropriate phrase, such as *Home page* (without **italicizing** or quotation marks)
7. Name of editor of the site (if not already given)
8. Version number of the source (if not part of title)
9. Date of electronic publication, latest update, or posting
10. For a work from a subscription service, give the name of the service and, if the subscriber is a library or consortium of libraries, give the subscriber's name and geographic location (e.g., city, state abbreviation)
12. Number range or total number of pages, paragraphs, or other sections, if they are numbered

13. Name of the institution or organization sponsoring the site (if not already give)
14. Medium of publication (*Web*)
15. Date you accessed the document
16. URL of the source. If the URL is impractically long or is not displayed, give the URL of the search page. If you are using a document from a subscription service, use the URL of the service's home page or the keyword assigned by the service (preceded by the word *Keyword*) or the sequence of links you followed (preceded by the word *Path*)

**Entire Websites**

**Course home page:**

Law, Joe. Great Books: Literature. Course home page. Jan.-Mar. 2003. Dept. of English, Wright State U. Web. 3 Feb. 2003. <<http://www.cola.wright.edu/Dept/ENG/JL/inex.htm>>.

**Organization:**

Ford Foundation. 2003. Web. 1 Apr. 2003. <<http://www.fordfound.org>>.

**Academic Department:**

Foreign Languages and Literatures. Dept. home page. Wittenberg U. Web. 25 June 2003. <<http://www4.wittenberg.edu/academics/lang/>>.

**Personal home page:**

Jones, Jill. Home page. Web. 28 June 2003. <<http://www.wright.edu/~jill.jones/>>.

**Online Journal:**

Kairos. Ed. Douglad Eyman and James A. Inman. 19 June 2003. Web. 17 July 2003. <<http://english.ttu.edu/kairos/>>.

**Radio Network:**

Minnesota Public Radio. 2003. Web. 14 June 2003. <<http://www.mpr.org>>.

**Scholarly Projects (online archives of texts or reference information)**

Paul Laurence Dunbar Digital Text Collection. 1992. Web. 17 July 2003. <<http://www.libraries.wright.edu/dunbary/>>.

**Specific Articles or Portions of Websites**

To cite an article in an online periodical (a scholarly journal, newspaper, or magazine) include the following elements:

(MLA 5.9.4)

1. Author's name
2. Title of the article (in quotes)
3. Name of the periodical (in italics)
4. Number of the volume or issue
5. Publication date
6. Range or number of pages (or paragraphs)
7. Medium of publication (*Web*)
8. Date of access
9. URL (in angle brackets)

**An online scholarly journal: (MLA 5.6.3)**

Phelan, James. "Conferencing: Publication and Conferring."  
*PRE/TEXT: Electra (Lite)* 1.1 (1997): 7 pp. Web. 22 Oct.  
 1999.

**An article in a newspaper:**

Goldberg, Carey. "Boston Launches an Anti-Cancer Campaign."  
*New York Times on the Web* 2 Nov. 1999. Web. 3 Nov.  
 1999.  
 <<http://www.nytimes.com/library/national/science/health/110299hth-boston-cancer.html>>.

**An article in a magazine:**

Stone, Amey. "This Product Test Was Conclusive--Or Was It?"  
*Businessweek Online* 2 Nov. 1999. Web. 3 Nov. 1999.  
 <<http://www.businessweek.com/today.htm>>.

**E-mail: (MLA 4.7.14)**

Jones, Samantha. "Preview of This Week's Agenda." Message  
 to Shirley Smith. 8 Jan. 1997. E-mail.

**A periodical publication in an online database (MLA 5.6.4)**

Cadogan, Alan. "Galapagos Lives." *Journal of Biological Education* 38.1 (2004): 43. *Academic Search Premier*.  
 Web. 20 April 2004.

**SAMPLE PAGES**

The three following pages represent the first page and a half of the body of a paper and the Works Cited list.

Colleen Lee

Professor Diaz

English 1301

5 May 2007

Sample Paper: Ambivalent Messages in "The Story of an Hour"

In "The Story of an Hour," Kate Chopin takes barely over a thousand words to narrate the story of Louise Mallard, a woman who learns that her husband has been killed in a train wreck. After her initial grief, she begins to envision a future in which she will be free to live entirely for herself. When her husband suddenly returns—he had not been on the train as reported—she falls dead. "When the doctors came," Chopin concludes, "they said she had died of heart disease—of joy that kills" (79). This brief story is widely recognized as a powerful critique of the place of women in the society of Chopin's day. It has been characterized as "a criticism of the ideal of self-sacrifice" in women (Toth, *Kate Chopin* 25) and as an attack on marriage, "an institution that traps women" (Toth, *Unveiling* 10). Susan Sniader Lanser goes still further, writing that Chopin's story

...threatens basic beliefs and practices about male-female relations, about women's dependency on men for

survival and identity, and about the "proper" responses to love and death. (251-52)

Lanser claims that Chopin takes a "rather gingerly" approach to the topic because such a message would be even more unacceptable coming from a woman than a man, and she concentrates on how Chopin's handling of both points of view and the conventions of fiction conveys that message without stating it directly. I believe that Chopin's "gingerly" approach is actually rather daring because it risks misinterpretation. That is, a reader might conclude that Mrs. Mallard's death is a form of "poetic justice," punishment for desiring to be free of her husband. Readers are, in effect, receiving contradictory messages and must decide which to accept. In addition, the tension between these messages seems to reflect Chopin's own somewhat ambivalent views on the subject.

## Works Cited

- Chopin, Kate. "The Sotry of an Hour." *A Vocation and a Voice*.  
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