PART I: THE WORKS-CITED LIST

This handout includes common entries in a list of works cited. For more specialized entries, consult the MLA Handbook for Writers of Research Papers, 7th edition. For all entries, use the following guidelines, and consult the sample paper included in this handout:

- Alphabetize the works-cited list by author’s last name OR the first major word of the title, disregarding A, An, and The.
- Double space, and use a hanging indent for each entry.
- Capitalize first, last, and major words of titles.
- If no place of publication, publisher, or sponsor is given, use n.p. If no date of publication is given, use n.d. If no page is given, use n. pag.
- Include the medium of publication for all entries (Examples: print, Web, film, television, personal interview, e-mail, CD, advertisement/print, oil on canvas, etc.).
- Do not number works-cited entries.

Print Publications

1. **BOOK by ONE AUTHOR:**


2. **BOOK by TWO or THREE AUTHORS/EDITORS:**


3. **WORK by FOUR or MORE AUTHORS (include first author; use et al. for others):**


4. **TWO or MORE WORKS by the SAME AUTHOR (alphabetize works by title):**


5. **EDITED BOOK with UNSIGNED CHAPTERS:**

6. **SIGNED STORY/ARTICLE/CHAPTER in an EDITED COLLECTION:**

7. **JOURNAL ARTICLE** (include volume, issue and year; show all pages covered):

8. **MAGAZINE ARTICLE** (include all pages covered):

9. **NEWSPAPER ARTICLE** (include section and page(s); use + for nonconsecutive pgs.):

10. **REFERENCE BOOKS** (include full publication info for specialized works only):


11. **PAMPHLET or BROCHURE:**

12. **GOVERNMENT PUBLICATION** (include government, department, and agency):

13. **ADVERTISEMENT** (include name of product and publication information):


**Web Publications**

Web publications can be updated at any time and available through multiple databases, so include any **pertinent print publication information** AND the **date you accessed the material**. Use the following guidelines regarding URLs:

- Only include the URL for a source if your instructor **a)** requires the URL, or **b)** the source cannot be located without the URL.
- When adding a URL, place it in angle brackets after the date of access, and end with a period. Divide long URLs **after slash marks**.
- Since Web sources can disappear at any time, print or download material for possible verification.

14. Magazine article from a **DATABASE** (include month(s) and year):


15. Scholarly journal article from a **DATABASE** (include volume, issue, and year):


16. Article from **CQ Researcher DATABASE** (include CQ print info and CQ database info):


17. Material from a **WEB SITE** (include Web site title, sponsor, date of publication, date of access):


18. Material from a **GOVERNMENT WEB SITE** (include govt., department, and agency):


19. **COURSE HOME PAGE** or **BLACKBOARD PAGE**:


20. **E-MAIL MESSAGE** (include title and date of message):


21. **BLOG ENTRY**: (include title of entry and blog)


**Other Common Sources**

22. **PERSONAL INTERVIEW**:


23. **FILM** or **VIDEOTAPE** (give title, director, distributor, year of release; may also add performers, screenwriter, or producer after the title, if pertinent):


24. **WORK OF ART** (distinguish medium: bronze, photograph, engraving, etc.):


25. **PERFORMANCE** (include site and date of performance):

26. **LECTURE** or **CLASS DISCUSSION** (include sponsor, location, and date):


27. **TV/RADIO PROGRAM** (include supplementary information when pertinent: narrator, performers, director, etc.):


28. **SOUND RECORDING**:


**PART II: PARENTHETICAL CITATIONS**

In parenthetical citations, acknowledge the source(s) and the location of the material used within a research paper. Citations commonly include the **last name of the author(s) OR the first word(s) of a title** when no author is given **AND** the **page number(s)**. General guidelines for creating citations and a sample paper follow:

- Citations should point a reader to the first word(s) of the works-cited entries.
- Place the citation after the material used.
- Cite **words, facts, or ideas** from sources, whether quoted, paraphrased, or summarized.
- Don’t cite common knowledge widely known by readers and accepted by a scholarly audience.
- For Web sources without page numbers, use paragraph (Ex.: par. 7) or section numbers, **if given**.
- If the author(s) is named in the sentence, do not repeat in the citation.

**Author named in citation:** The prosecutor argued for leniency (Munez 25).

**Author named in text:** Munez argued for leniency (25).

Use the following **EXAMPLES** for some common types of citations:

1) One author; pagination
   Blake 70
2) One author with multiple works; pagination
   Harris, *Using Sources* 13-14
3) Two authors; no pagination
   McGrath and Dowd
4) More than three authors; pagination
   Gooden et al. 445
5) No author; no pagination
   “Cheating”
6) Two works, each with one author; pagination
   Jones 42; Haller 57
7) Quoted in another work with two authors; pagination
   qtd. in Lathrop and Foss 163
Sample Essay with Works Cited

The University of Virginia, whose student honor code dates from 1842, weathered a plagiarism scandal in May 2001, when 122 students were accused of copying research papers (“Cheating”). Virginia is not unique. Increasingly, universities are taking a get-tough stance against student plagiarism and cheating. Why? College students are welcomed into a worldwide academic community, one with a collegial atmosphere and high standards of academic integrity. Plagiarism is a serious violation of this integrity. In the words of a University of Colorado professor, plagiarism is “literary theft” (Silverman 12).

At St. Louis Community College (STLCC), the Faculty Resource Guide states: “Plagiarism is a serious academic offense. A student who deliberately or unintentionally submits as his or her own work an assignment which is in any part taken from another person’s work, without proper acknowledgement, is guilty of plagiarism” (15). But how can instructors know that students are submitting their own work, not papers bought on the Internet? Researchers make three suggestions: teach students how to research, assign unusual writing topics, and make students use a plagiarism detector. Let’s examine these ideas.

First, instructors must actively teach research and documentation. They cannot assume that students have had this training because elementary school students sometimes copy whole articles from encyclopedias verbatim (Modern Language Association 55). High school and college students often modify this practice and copy whole paragraphs without giving credit to sources. Students
unfamiliar with research need practice exercises to help them decide what needs citing (Harris, Using Sources 13-14). Such practice is crucial since research shows that “some students . . . view almost anything . . . on the Internet as general knowledge that does not require citation” (McCabe and Drinan B7). Some STLCC English students must staple copies of sources used to their completed papers; they must also highlight information used so that instructors know they quoted, paraphrased, or summarized accurately, without plagiarizing. Instead of just dumping in quotes, students learn the most basic rule of research: Source material, whether quoted, paraphrased, or summarized, supports a writer’s thesis by anticipating a reader’s questions and need for proof. Thus, students ask what a reader needs to know and which source best delivers that information. Students need this hands-on practice in researching.

Next, educators like retired English professor Robert Harris challenge instructors to stop assigning the same boring topics every semester (Plagiarism 124-5). Some STLCC instructors have already gotten creative. For example, history students research genealogy and compile their family trees. Psychology students analyze gender stereotypes in color, theme, and sentiment of “Congratulations on Your New Baby” cards. These students must do their own writing—these quirky topics decrease chances that students can simply buy papers off the Internet.

Finally, educators advocate using plagiarism detectors as a “psychological deterrent” (Gooden et al. 445). These programs “promote originality in student work [and] improve student writing and research skills” (“Turnitin”) by flagging suspicious wording so that students can rewrite in their own vocabulary and voice. Instructors want to reach inexperienced writers who plagiarize mistakenly. Teacher John Waltman defines intentional plagiarism as “wholesale copying . . . with the intention of representing [work] as one’s own” and unintentional plagiarism as “careless paraphrasing and citing . . . such that improper or misleading credit is given” (qtd. in Lathrop and Foss 163).

According to Dr. Vicki Ritts, professor of psychology at STLCC, some student plagiarists exhibit the
illusion of invulnerability—the “other students might get caught, but not me” attitude. Lafayette High School uses plagiarism detectors “not to hurt students, but rather to teach them,” says English teacher Diane Tinucci (qtd. in Plattner W4). Now, STLCC instructors will use Turnitin to teach unintentional plagiarizers and catch intentional ones.

Intentional plagiarism disheartens instructors, who call it “an act of aggression, a taunt behind a title page” (Silverman). In a study of cheating, a student made this crass comment: “If professors cannot detect a paper from an Internet source, that is a flaw in the grader or professor” (Rimer). Sadly, students and instructors are often at odds. Students see writing essays as a disagreeable chore. Instructors see writing essays as an opportunity for students to learn about a topic. Writing tasks can’t be outsourced. Yet some students ask why—if they’re too busy and find the instructor too demanding—they can’t have someone write for them. Appalled by the problem, universities are tackling student dishonesty:

Many . . . colleges . . . have begun . . . to fight cheating by educating both faculty members and students on academic integrity. . . . “We need to pay more attention as students join our communities to explaining why this is such a core value—being honest in your academic work and why if you cheat that is a very big deal to us,” said Kathleen Deignan, Princeton’s dean of undergraduate students. . . . “We live in a world where . . . [moral rightness] is negotiable. . . . Academic institutions need to say, ‘This is not negotiable.’” (Rimer B7)

Inexperienced writers often plagiarize by mistake. Obviously, the penalty varies with the severity of the offense and the writer’s intention. In some cases, the unintentional plagiarist might be allowed to revise the paper. The intentional plagiarist will fail the course. Why? Members of the academic community do their own work in order to learn; students should as well. Simply put, trying to pass someone else’s work off as your own is stealing.
Works Cited


Works Cited Checklist

☐ Did you create your own entries? **AVOID AUTOMATIC FORMATTING PROGRAMS**—most programs will result in serious formatting errors!

☐ Did you type the title in upper and lower case **without** boldface?

☐ Did you include the medium of publication for each entry (Ex: print, Web, oil on canvas, CD, film, telephone interview, personal interview, lecture, etc.)?

☐ Did you include a URL **ONLY if** your instructor requires it or the source cannot be found without the URL?

☐ Did you **double space** and remove **extra spaces** between entries?

☐ Did you use the hanging indent format for each entry?

☐ Did you alphabetize the list by author’s last name OR first **major** word of the title (disregarding *A, An, and The*)?

☐ Did you capitalize **first** and **last** words in book and article titles, **first** words of subtitles, and all **major** words (nouns, pronouns, verbs, adjectives, adverbs, subordinating conjunctions)?

☐ Did you omit numbers from list? (Numbered examples in this handout are for easy reference in class, but entries on the works-cited list are alphabetized, NOT numbered.)

☐ Did you use the European method for dates (*Ex: 11 Sept. 2009, not Sept. 11, 2009*)?

☐ Did you abbreviate the names of all months except May, June and July?

☐ Did you shorten the names of publishing companies (*Ex: Prentice, not Prentice Hall Publishing Company, Inc.*) **AND** use the letter *P* in place of the word *Press* (*Ex: U of Chicago P, not U of Chicago Press*)?

☐ Did you show **all** the pages an article covered, even if you found the article in a database? Did you show non-consecutive pages by giving the first page and a plus sign (*Ex:10+*)?

☐ Did you check that the author’s last name or the title of an article in your parenthetical citation **exactly matches** the first word(s) of the entry on your works-cited list? (However, if the title begins with *A, An, or The*, alphabetize by the first major word.)