A Guide to MLA Documentation

Tenth Edition

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CENGAGE

Contents

Preface

MindTap® English for Trimmer, *A Guide to MLA Documentation*, 10th Edition is the digital learning solution that powers students from memorization to mastery. It gives you complete control of your course—to provide engaging content, to challenge every individual, and to build their confidence. Empower students to accelerate their progress with MindTap. MindTap: Powered by You.

MindTap gives you complete ownership of your content and learning experience. Customize the interactive assignments, emphasize the most important topics, and add your own material or notes in the eBook.

- Interactive activities on grammar and mechanics promote application to student writing.

- An easy-to-use paper management system helps prevent plagiarism and allows for electronic submission, grading, and peer review.

- A vast database of scholarly sources with video tutorials and examples supports every step of the research process.

- A collection of vetted, curated student writing samples in various modes and documentation styles to use as flexible instructional tools.

- Professional tutoring guides students from rough drafts to polished writing.

- Visual analytics track student progress and engagement.

- Seamless integration into your campus learning management system keeps all your course materials in one place.

MindTap® English comes equipped with the diagnostic-guided JUST IN TIME PLUS learning module for foundational concepts and embedded course support. The module features scaffolded video tutorials, instructional text content, and auto-graded activities designed to address each student's specific needs for practice and support to succeed in college-level composition courses.

The Resources for Teaching folder provides support materials to facilitate an efficient course setup process focused around your instructional goals: the MindTap Planning Guide offers an inventory of MindTap activities correlated to common planning objectives, so that you can quickly determine what you need. The MindTap Syllabus offers an example of how these activities could be incorporated into a research unit. The Instructor's Manual provides suggestions for additional activities and assignments.

Acknowledgments

This guide in part summarizes the documentation style of the Modern Language Association of America as it appears in the eighth edition of the *MLA Handbook* (2016) and on the MLA website at *www.mla.org*. This guide is not a work of the Modern Language Association of America, however, and bears no endorsement from the association. For a fuller presentation of the many topics covered in this guide, readers should consult the resources listed above.

This booklet explains the style recommended by the Modern Language Association (MLA) for documenting sources in research papers. It also analyzes some of the implications of MLA style for your research and composing. More detailed information is given in the *MLA Handbook, Eighth Edition,* as well as *The MLA Style Center* at *style.mla.org.*

MLA style has the following major features:

- **A list of works cited.** All sources referenced in a paper are listed at the end of the paper in a section titled "Works Cited."

- **In-text citations.** Any idea or material borrowed from another source is documented within the text by a brief reference that directs readers to the full citation in the list of works cited.

Additionally, some instructors encourage students to use **numbered footnotes** or **endnotes** in their papers. Notes can be used to present two types of supplementary information: (1) commentary or explanation that the text cannot accommodate and (2) bibliographical notes that contain several source citations. MLA style does not provide specific guidelines for using notes, but this booklet provides standard recommendations and examples.

1 Implications for Your Research and Composing

Evaluating Resources

As you begin collecting sources to advance your research, evaluate them according to the following criteria:

1. **A source should be relevant.** Ask yourself, Does the content of this source apply directly to the topic of your paper? Whether the source is relevant is not always apparent. When you begin your research, your lack of perspective on your subject may make every source seem potentially relevant. Titles

of sources may be misleading or vague, prompting you to examine a source unrelated to your subject or dismiss a source as too theoretical or general when it could actually give you vital perspectives on your subject. The status of your sources may also change as you restrict or redefine your subject. A source that seemed irrelevant yesterday may appear more pertinent today. For example, a source that discusses waste management may seem irrelevant today when the topic of your paper is global warming; but when you decide to focus your paper on alternate sources of fuel, the source may suddenly seem essential to your argument.

2. **A source should be authoritative.** Ask yourself, Does the author of a particular source have the necessary expertise or experience to speak authoritatively about the subject of your paper? Most print sources enable you to judge the credentials and bias of the author. You can usually judge the authority of a book or an article because the book has been reviewed by knowledgeable persons or the article has been evaluated by peer reviewers or the journal's editorial board. But it is more challenging to evaluate the authority of many online sources. A source you assume is authoritative may have been posted by someone who lacks expertise or who wishes to further his or her own agenda. For example, the information contained on *Wikipedia* is posted by a wide range of writers who may not be trustworthy authorities.

3. **A source should be current.** Ask yourself, Is this source current? You don't want to cite a 50-year-old source if you are writing about the latest cures for cancer. However, you may want to use that same 50-year-old source if you are writing about changes in the history of cancer therapy. Writers often cite some well-known sources to establish the reliability of their arguments, but they will also cite more recent sources to address issues in a timely context. Keep in mind that online or electronic sources are not necessarily current; many print sources—old and new—are now posted online.

4. **A source should be comprehensive.** Ask yourself, Does this source cover the major issues I need to discuss in my paper? Some sources focus on an extremely narrow aspect of your subject; others will cover every feature and many related, or unrelated, topics as well. Begin reading the most comprehensive source first because it will cover the essential information in the more specialized sources and give you related subtopics within your subject. A book or scholarly archive, for example, is often a comprehensive source, whereas a magazine article may only contain "bits" of information.

5. **A source should be stable.** Ask yourself, If I use this source, will my readers be able to locate it if they want to read more about the topic of my paper? You will want to cite sources that provide the most stable information on

your topic. There is nothing more stable than a print book. Even if a library does not own a book or if a book goes out of print, librarians can find a copy for your readers through interlibrary loan. This is also true for most journal articles, which are available in PDF (portable document format) through your library's online databases. However, with the emergence of various new media platforms, stability has become a complicated issue. The source you stumble on today may not be there tomorrow. Your readers may not be able to find it because it may be renamed, reclassified, or simply deleted. However, most reputable online publications now have systems in place for preserving their articles or information, offering permalinks or stable URLs for sources. Online journals and books often offer digital object identifying (DOI) numbers and links. Additionally, reliable sources should alert readers when, say, an online article has been altered or updated, providing version dates. MLA style offers strategies for helping readers find your sources even if a location or title changes.

6. **A source should provide links.** Ask yourself, Does this source help me locate other sources? The best sources lead to other sources that can enrich your research. The subject headings on a source provide an excellent system for linking up with other sources. Annotated bibliographies not only link you to other sources but also provide you with an assessment of their value. Of course, the chief advantage of using online search engines is that they allow you to link up with thousands of sources by simply pointing and clicking. If your source provides such links, your readers can use them to trace the research that informs the source and the way you have used it to broaden and deepen the research in your paper.

Compiling Source Information

Once you have located sources you suspect will prove useful, create a file or note for each item. List the source in the appropriate format. (Use the formats shown in the guidelines for "Preparing the List of Works Cited," pages 10-29). To guarantee that each file is complete and accurate, take your information directly from the source rather than from an online catalog or a bibliographical index. Your file will help you keep track of your sources throughout your research. Alphabetizing the files or notes will enable you to prepare a provisional list of Works Cited.

Try putting a provisional (drafted) list in place *before* you begin writing your paper. You may expand or refine the list as you write; but to document each source in your text, you first need to know its correct citation. Thus, although your works-cited list will be the last section of your paper, it can be very helpful to prepare a provisional version of it first.

Taking Notes

Note-taking demands that you read, select, interpret, and evaluate the information that will form the substance of your paper. After you have returned material to the library or turned off your computer, your notes will be the only record of your research. If you have taken notes carelessly, you will be in trouble when you try to use them in your paper. Many students inadvertently plagiarize because they are working from inaccurate notes. (See "Avoiding Plagiarism," pages 6-8.)

You may also commit plagiarism accidentally by falling into the "copy-paste trap." The most efficient way to work with online sources is to **copy** important passages and then **paste** them into your research files. But this quick and easy way of saving information can also get you into a lot of trouble. If you simply copy the material you have found without marking it as a quotation and identifying its source, you may later assume that you composed the material that you see pasted in your file and present it as your own writing. (See "Avoiding Plagiarism," pages 6-8.)

As you select information from a source, use one of three methods to record it: **quoting**, **summarizing**, or **paraphrasing**.

Quoting Sources

Although quoting an author's text word for word is the easiest way to record information, use this method selectively, and quote only those passages that deal directly with your subject in memorable language. When you copy and paste a passage into a file, place quotation marks at the beginning and end of the passage. If you decide to omit part of the passage, use ellipsis points to indicate that you have omitted words from the original source. To indicate an omission from the middle of a sentence, use three periods (. . .) and leave a space before and after each period. To indicate the omission of the end of a sentence or of more than one sentence in a long passage, use three spaced periods following the sentence period (. . . .).

To move a quotation from your notes to your paper, making it fit smoothly into the flow of your text, use one of the following methods:

1. **Work the quoted passage into the syntax of your sentence.**

   Kurlansky points out that "Europeans initially had no use for paper until more than a thousand years after the Chinese invented it" (xv).

2. **Introduce the quoted passage with a sentence and a colon.**

   Historians have cautioned that the Chinese may not have been the only culture to invent paper: "The Mesoamericans may have also done so; because of the destruction of their culture by the Spanish, we cannot be sure" (Kurlansky xiv).

3. **Set off a long quoted passage with an introductory sentence followed by a colon.**

   This method is reserved for long quotations—more than four lines of prose or more than three lines of poetry. Indent the quotation a half inch from the left margin. Because this special placement identifies the passage as a quotation, do *not* enclose it within quotation marks. Notice that the final period goes *before* rather than *after* any parenthetical reference; leave one space between the final period and that reference. If the long quotation extends to two or more paragraphs, then indent the first line of any additional paragraph a quarter inch.

   In *Paper: Paging Through History*, Mark Kurlansky explains that paper has had a multicultural history:

   > The Europeans initially had no use for paper until more than a thousand years after the Chinese invented it. It was not that they had only just discovered the existence of paper, however. The Arabs had been trying to sell it to them for years. But it was not until they began learning the Arab ways of mathematics and science, and started expanding literacy that parchment made from animal hides—their previous writing material—became too slow and expensive to make in the face of their fast-growing needs. (xv)

   Note: Like the rest of the paper, a long quotation should also be double-spaced.

Summarizing and Paraphrasing Sources

Summarizing and paraphrasing an author's text are the most efficient ways to communicate that text's information in your own words.

A *summary* condenses the content of a passage—or possibly an entire source. When you write a summary, you reformulate the main idea and may outline the main points that support it. A *paraphrase* restates the content of a specific sentence or brief passage using different words but roughly the same amount of space. Make sure that your paraphrases go beyond restating the same sentence with synonyms. If a paraphrase imitates a source's language or echoes its sentence structure, it can be treated as plagiarism—even if it includes a citation. This gray area is sometimes called "plagiaphrasing."

A summary or a paraphrase is intended as a complete and objective presentation of the author's ideas, so be careful not to distort the original passage by omitting major points or by adding your own opinion. Because the words of a summary or a paraphrase are yours, they are not enclosed by quotation marks. But because the ideas you are restating came from someone else, you need to cite the source in your notes and in your text. (See "Avoiding Plagiarism," pages 6-8.)

The following examples illustrate two common methods of introducing a summary or a paraphrase into your paper:

1. **Summary of a long quotation.** (See the Kurlansky quotation on pages 4-5.)

   Often the best way to proceed is to name the author of a source in the body of your sentence and to place the page numbers in parentheses. This procedure informs your reader that you are about to quote or paraphrase. It gives you the opportunity to state the credentials of the source you are citing.

   Bestselling author Mark Kurlansky argues that the creation of paper evolved through different cultures (xv).

2. **Paraphrase of a short quotation.** (See the Kurlansky quotation on pages 4-5.) You may decide to vary the pattern of documentation by presenting the information from a source and placing the author's name and page number in parentheses at the end of the sentence. This method is particularly useful if you have already established the identity of your source in a previous sentence and now want to develop the author's ideas in some detail without having to clutter your sentences with constant references to his or her name.

   Renowned scholars have traced the development of paper through the history of several cultures (Kurlansky xv).

   Works Cited

   Kurlansky, Mark. *Paper: Paging Through History*. W.W. Norton, 2016.

Avoiding Plagiarism

Plagiarism is theft. It is using someone else's words or ideas without giving proper credit—or without giving any credit at all—to the writer of the original. Whether plagiarism is intentional or unintentional, it is a serious offense that your instructor and school will deal with severely. You can avoid plagiarism by adhering scrupulously to the following advice:

1. **Document your sources whenever you:**

   - Use a direct quotation.
   - Copy a table, chart, or other diagram.
   - Construct a table from data provided by others.
   - Summarize or paraphrase a passage in your own words.
   - Present examples, figures, or factual information that you have taken from a specific source and used to explain or support your judgments.

2. **Take notes carefully,** making sure that you identify quotations when you copy and paste them into your computer files. Also, be sure to identify a passage in your notes that is a summary or paraphrase. (See "Taking Notes," on page 4.)

3. **Formulate and develop your own ideas,** using sources to support rather than replace your own work.

The following passage is taken from David McCullough's *The Greater Journey: Americans in Paris.* The first two examples (Versions A and B) illustrate how students committed plagiarism by trying to use this source in their text. The last example (Version C) illustrates how a student avoided plagiarism by carefully citing and documenting the source.

Original Passage

Steamboats by this time were becoming a familiar presence on the rivers and coastal waters of America, but not until 1838 did steam-powered ships cross the Atlantic. As it was, by sailing ship, the average time at sea was no better than it had been when Benjamin Franklin set sail for France in 1776. One could hope to do it in as little as three weeks, perhaps less under ideal conditions, but a month to six weeks was more likely.

Version A

Steamboats by this time were becoming a familiar presence on the rivers and coastal waters of America, but not until 1838 did steam-powered ships cross the Atlantic. As it was, by sailing ship, the average time at sea was no better than it had been when Benjamin Franklin set sail for France in 1776. One could hope to do it in three weeks, perhaps less under ideal conditions, but a month to six weeks was more likely.

Version A is plagiarism. Because the writer of Version A does not indicate in the text or in a parenthetical reference that the words and ideas belong to McCullough, her readers will believe the words are hers. She has stolen the words and ideas and has attempted to cover the theft by changing or omitting an occasional word.

Version B

McCullough points out that for Americans sailing for France in the 1830s the average time at sea was no better than it had been when Benjamin Franklin set sail for France in 1776. One could hope to do it in as little as three weeks, perhaps less under ideal conditions, but a month to six weeks was more likely (12).

Version B is also plagiarism, even though the writer uses an introductory clause to acknowledge his source and documents the passage with a parenthetical reference. He has worked from careless notes and misunderstood the difference between quoting and paraphrasing. He has copied the last sentence word for word yet supplied no quotation marks to indicate the extent of the borrowing. As written and documented, the passage masquerades as a paraphrase when in fact it is a direct quotation.

Version C

David McCullough explains that in the 1830s travel to France by sailing ship was an arduous journey: "One could hope to do it in as little as three weeks, perhaps less under ideal conditions, but a month to six weeks was more likely" (12).

Version C is one satisfactory way of handling this source material. The writer has identified her source at the beginning of the sentence, letting her readers know who is being quoted. She then rephrases McCullough's explanation in her own words and concludes the sentence with a colon. Next, she marks the words she is using from McCullough's passage by placing quotation marks at the beginning and end of the passage. Finally, she provides a parenthetical reference to the page number in the source listed in Works Cited.

Works Cited

McCullough, David. *The Greater Journey: Americans in Paris*. Simon and Schuster, 2011.

2 Documenting Sources

To avoid clutter in sentences, MLA recommends placing the parenthetical reference at the end of the sentence but before the final period. Notice that there is no punctuation mark between the author's name and the page citation.

". . . the United States remains a nation of coasts, of oysters and shrimp and salmon and halibut the size of barn doors and bluefin tuna that swim faster than battleships. A nation where nearly half the population chooses to live less than ten miles from the sea" (Greenberg 10).

On some occasions, you may want to place the reference within your sentence to clarify its relationship to the part of the sentence it documents or to separate material from multiple sources. In such instances, place the reference at the end of the clause but before any punctuation directly following that clause, such as a comma.

Paul Greenberg points out that "the United States is a nation of coasts" (10), and 2010 census data reveals that nearly 40% of Americans live in shoreline counties (NOAA).

When the reference documents a long quotation that is set off from the text, place it at the end of the passage but *after* the final period. (See page 4 for a discussion of long quotations.)

Paul Greenberg suggests why Americans are attracted to seafood:

. . . the United States remains a nation of coasts, of oysters and shrimp and Salmon and halibut the size of barn doors and Bluefin tuna that swim faster than battleships. A nation where nearly half the population chooses to live less than ten miles from the sea. (10)

Works Cited

Greenberg, Paul. *American Catch: The Fight for Our Local Seafood*. Penguin Press, 2014.

Preparing the List of Works Cited

When preparing the list of works cited, your goal is to provide readers with information about each source—both so your readers can identify where that source is referenced in your paper *and* so they can locate and consult the source themselves if needed.

Using the Core Elements to Create Works-Cited Entries

For each source, provide information about the following, which MLA calls the **nine core elements**:

1. **Author.** *Who wrote or otherwise created the source?*

2. **Title of Source.** *What is the name of the specific source you are referencing?* Sources can be free-standing (a full book) or be housed within larger bodies of work (an article in a journal).

3. **Title of Container,** *If the source appears within a larger body of work, or "container," what is that larger work?* For example, if an article in a newspaper is your source, the newspaper would be the container.

4. **Other Contributors,** *In addition to the author, who else had an important role in creating the work?* For a film or podcast, this might include lead performers' names; for a book, this might be a translator.

5. **Version,** *Does the source appear in multiple editions or versions?*

6. **Number,** *Is the source part of a numbered series or set of volumes and/or issues?*

7. **Publisher,** Who makes the source available to readers, sponsoring or publishing it?

8. **Publication Date,** *When was the source published, posted, or most recently updated?*

9. **Location.** *Where was the referenced material found?* This might be a page number in a print source or a URL or DOI for an online source.

Keep in mind that not every source has every element; omit those elements that do not pertain to the work being cited.

You can use the following blank table of the core elements to help create your own citations. Note that the elements are arranged in the order in which they should appear, and each is followed by the appropriate punctuation mark. However, the final element should always end with a period.

The Core Elements

❶ Author.	
❷ Title of Source.	
❸ Title of Container,	
❹ Other Contributors,	
❺ Version,	
❻ Number,	
❼ Publisher,	
❽ Publication Date,	
❾ Location.	

The pages that follow offer sample entries illustrating examples of and variations on this basic format; the entries are numbered to facilitate reference.

Sample Entries: Books in Print

1. A Book by One Author

   Goodwin, Doris Kearns. *The Bully Pulpit: Theodore Roosevelt, Howard Taft and the Golden Age of Journalism.* Simon and Schuster, 2013.

2. Two or More Books by the Same Author

   Florida, Richard. *The Flight of the Creative Class: The Global Competition for Talent.* HarperCollins Publishers, 2005.

   ---. *The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community, and Everyday Life.* Basic Books, 2002.

3. Book by Two Authors

   Arum, Richard, and Josipa Roksa. *Academically Adrift: Limited Learning on College Campuses.* U of Chicago P, 2011.

SOURCE SHOT 1

Book with an Author and an Editor

Title Page

Copyright Page

A
MIDSUMMER
NIGHT'S
DREAM

❷ Title of Source

❶ Author   William Shakespeare

Douglas Bruster, Editor
University of Texas at Austin

❹ Other Contributors

J. J. M. Tobin, General Editor
University of Massachusetts–Boston

❼ Publisher   WADSWORTH
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❽ **Publication date**

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Content Project Manager:
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Text: Katie Huha
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Images: Jennifer Meyer Dare
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Cover Designer: Walter Kopec
Text Designer: Maxine Ressler
Cover Image: Anne Newhall
(left) as Titania and Michael
Sharon as Oberon in the Utah
Shakespeare Festival's 2005
production of A Midsummer
Night's Dream. (Utah
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Much of the information for documenting a book—author, title and subtitle, editor, and publisher—can be found on its title page. However, the publication date is not on the title page. Look for the date on the copyright page. The elements in the following table are some that are pertinent to citing a book.

❶ Author.	Shakespeare, William.
❷ Title of Source.	*A Midsummer Night's Dream.*
❸ Title of Container,	
❹ Other Contributors,	Edited by Douglas Bruster,
❺ Version,	
❻ Number,	
❼ Publisher,	Wadsworth,
❽ Publication Date,	2012.
❾ Location.	

Optional information: Evans Shakespeare Series.

❶ Shakespeare, William. ❷ *A Midsummer Night's Dream.* ❹ Edited by Douglas Bruster,
❼ Wadsworth, ❽ 2012. Evans Shakespeare Series.

4.   **Book by Three or More Authors**

Goldberg, Carey, et al. *Three Wishes: A True Story of Good Friends, Crushing Heartbreak, and Astonishing Luck on our Way to Love and Motherhood.* Little, Brown, 2010.

5.   **Book by a Corporate Author**

Lockheed Aircraft Corporation. *Aircraft Design of WWII: A Sketchbook.* Dover Publications, 2017.

Note: If the corporate author's name is the same as the publisher's, begin the entry with the title:

National Geographic Atlas of the World. 10th ed., National Geographic, 2014.

6.   **Book by an Anonymous Author**

Literary Market Place 2017: The Dictionary of the American Book Publishing Industry. 77th ed., vol. 2, Information Today, 2016.

7.   **Book with an Editor (No Author)**

Jackson, Kenneth T., editor. *The Encyclopedia of New York City.* 2nd ed., Yale UP, 2010.

8.   **Book with an Author and an Editor**

Toomer, Jean. *Cane.* Edited by Darwin T. Turner, W.W. Norton, 1988.

9.   **Book Listing Co-Publishers**

The copyright page may list multiple organizations or publishers who are equally involved with the book's publication. If so, list the publishers with a slash between each:

Martinez, Florentino Garcia, and Elbert J. C. Tigchelaar. *The Dead Sea Scrolls.* Study ed., Brill / Wm. B. Eerdmans Publishing, 2005.

If, however, the copyright page lists the name of a parent company (such as Penguin Random House), a division of that company (such as Penguin Group USA), and a specific imprint of that division (Riverhead), use only the division's name:

Vowell, Sarah. *Lafayette in the Somewhat United States.* Penguin Group, 2015.

10.   **An Anthology or Compilation**

Sullivan, John Jeremiah, editor. *The Best American Essays, 2014.* Mariner Books, 2014.

11.   **Work in an Anthology**

Peterson, Rai. "My Tribe Outside the Global Village." *Visual Media and the Humanities: A Pedagogy of Representation,* edited by Kecia Driver McBride, U of Tennessee P, 2004, pp. 173-86.

12.   **An Introduction, Preface, Foreword, or Afterword**

Shulman, Lee S. Foreword. *Disciplinary Styles in the Scholarship of Teaching and Learning,* edited by Mary Taylor Huber and Sherwyn P. Morreale, American Association of Higher Education, 2002, pp. v-ix.

13.   **A Multivolume Work**

Burlingame, Michael. *Abraham Lincoln: A Life.* Johns Hopkins UP, 2008. 2 vols.

14.   **An Edition Other Than the First**

Trimmer, Joseph F. *The River Reader.* 12th ed., Cengage Learning, 2017.

15.   **A Book in a Series**

Handler, Daniel, editor. *The Best American Nonrequired Reading, 2014.* Mariner Books, 2014. The Best American Series.

16.   **A Republished Book**

Malamud, Bernard. *The Natural.* 1952. Avon, 1980.

17.   **A Signed Article in a Reference Book**

Tobias, Richard. "Thurber, James." *Encyclopedia Americana,* 2002.

18.   **An Unsigned Article in a Reference Book**

"Tharp, Twyla." *Who's Who of American Women,* 2008-2009.

19. A Government Document

National Commission on Terrorist Attacks Upon the United States. *The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States*. Government Printing Office, 2004.

20. Published Proceedings of a Conference

Sass, Steven A., and Robert K. Triest. *Social Security Reform: Conference Proceedings: Links to Saving, Investment and Growth*. Federal Reserve Bank of Boston, 1997.

21. A Translation

Cossery, Albert. *A Splendid Conspiracy*. Translated by Alyson Waters, New Directions, 2011.

22. A Sacred Text

The Oxford Annotated Bible with the Apocrypha. Edited by Herbert G. May and Bruce M. Metzger, rev. ed., Oxford UP, 1965.

Qur'an: The Final Testament (Authorized English Version) with Arabic Text. Translated by Rashad Khalifa, Universal Unity, 2000.

23. A Book with a Title in Its Title

Habich, Robert D. *Transcendentalism and the* Western Messenger: *A History of the Magazine and Its Contributors, 1835-1841*. Fairleigh Dickinson UP, 1985.

24. A Book Published before 1900

Provide the city of publication in place of a publisher.

Field, Kate. *The History of Bell's Telephone*. London, 1878.

Sample Entries: Articles in Print Periodicals

When citing articles in print periodicals, provide the information in the following table. Skip the elements in the table that are not present in the source. The third element of a citation in MLA style is the title of the **container** in which you found the source you are referencing if the source is part of a larger work. Containers can be books, periodicals, television series, Web sites, and so on. Sometimes a source might come from a container that is within another container. Sample entries illustrating variations on this basic format follow and are numbered to facilitate reference.

25. A Signed Article from a Daily Newspaper

Wong, Edward. "As Interest Grows in Great Walls, an Ancient Chinese Fortress Beckons." *The New York Times*, 30 Dec. 2016, pp. A9+.

26. An Article from a Monthly or Bimonthly Magazine

Fallows, James. "Dirty Coal, Clean Future." *The Atlantic Monthly*, Dec. 2010, pp. 64-78.

27. An Article from a Weekly or Biweekly Magazine

Specter, Michael. "Rewriting the Code of Life." *The New Yorker*, 2 Jan. 2017, pp. 34-43.

28. An Article in a Journal with Continuous Pagination

Budziak, Anna. "From T.S. Eliot to Oscar Wilde: Aesthetic Borrowings, Ethical Theft and Redemption." *English*, vol. 65, no. 249, 2016, pp. 140-57.

29. An Article in a Journal That Numbers Pages in Each Issue Separately

Burrows, Cedric D. "The Yardstick of Whiteness in Composition Texts." *WPA: Writing Program Administrators*, vol. 39, no. 2, 2016, pp. 42-46.

30. A Review

Horton, Brittany. Review of *Handbook for Undergraduate Advisors* by Faith Agostinone-Wilson and Jeffery L. Thomas, *CUR Quarterly*, vol. 37, no. 2, 2016, p. 48.

SOURCE SHOT 2

An Article in a Journal with Continuous Pagination

Table of Contents

COLLEGE ENGLISH

❸ Title of Container

Volume 78   Number 5   May 2016

❻ **Number**

❽ **Publication date**

419   From the Editor

424   EMERGING VOICES: The Exorcism of Language: Reclaimed Derogatory Terms and Their Limits
     Gregory Coles

❾ **Location**

447   EMERGING VOICES: The Geographies of History: Space, Time, and Composition
     Charles N. Lesh

❶ **Author**

470   Feminist CHAT: Collaboration, Nineteenth-Century Women's Clubs, and Activity Theory
     Katherine Fredlund

❷ **Title of Source**

496   REVIEW: Seeing Settler Colonialism
     Christie Toth

511   ANNOUNCEMENTS AND CALLS FOR PAPERS

The Journal of the College Section of the National Council of Teachers of English | Published since 1939

From *College English*, Volume 78. Number 5. May 2016, National Council of Teachers of English. Used with permission.

The elements in the table below are common when you are citing an article in a scholarly journal. The title of the article is enclosed within quotation marks, but if it appeared in a journal (or container) it is presented in *italics*. The smaller elements of the journal are the volume (vol.) and number (no.). Some journals number pages separately in each issue, whereas articles such as the one below appears in continuous pagination from issue to issue.

❶ **Author.**	Lesh, Charles N.
❷ **Title of Source.**	"The Geographies of History: Space, Time, and Composition."
❸ **Title of Container,**	*College English,*
❹ **Other Contributors,**	
❺ **Version,**	
❻ **Number,**	vol. 78, no. 5,
❼ **Publisher,**	
❽ **Publication Date,**	2016,
❾ **Location.**	pp. 447-69.

       ❶   ❷

Lesh, Charles N. "The Geographies of History: Space, Time, and Composition."

       ❸   ❻   ❽   ❾

College English, vol. 78, no. 5, 2016, pp. 447-69.

Sample Entries: Online Publications

MLA Style for Web-based publications resembles the MLA format for print publications in most respects. A unified source, such as a full website, is self-contained so that no title for an additional container is necessary. However, when a work like a book is cited from a larger container, such as a database, the title of the second container and the location (URL) of the source within it must be added to the citation. Entries illustrating variations on this basic format follow and are numbered to facilitate reference.

An article that initially appeared in print but is cited from a database follows the same pattern. However, when possible, additional markers should be included in the citation to make it easier for readers to retrieve relevant information. For example, some publishers assign a DOI, or digital object identifier, at the beginning of the online address. Whenever a DOI is available, it should be preferred to a URL. And because some online works can be changed or removed at any time, the date on which you accessed the material is sometimes an important indicator of the material you consulted. When citing potentially unstable sources, provide the date of access at the end of the citation, after the period following the location.

31. A Book in an Online Database

Christman, Jill. *Darkroom: A Family Exposure.* U of Georgia P, 2002. Google
    Books, books.google.com/books?id=GcT9QL9_2JAC.

32. A Whole Web Site

Council on Undergraduate Research. 2016, www.cur.org.

33. A Page on a Web Site

"English." *Ball State University*, 2017, cms.bsu.edu/academics/
    collegesanddepartments/english.

34. A Blog Article

Day, Cathy. "My Hoosier Identity." *The Big Thing*, 10 Oct. 2016, cathyday.com/
    2016/10/my-hoosier-identity/.

If the blog is contained within another publication, such as a newspaper, include the container in your citation.

Ramm, Calum. "Seven Marathons in Seven Days, Crossing Each Finish Line
    for Fellow Marines." *At War: Notes from the Front Lines. The New York Times*,
    1 Feb. 2016, atwar.blogs.nytimes.com.

35. An Article in an Online Reference Book

"Jasper Johns." *Encyclopaedia Britannica*, 2017, www.britannica.com/
    biography/Jasper-Johns.

36. An Article in a Scholarly Journal

If an article has no DOI (digital object identifier), provide the direct URL where you accessed the article:

Bloom, Lynn Z. "Consuming Prose: The Delectable Rhetoric of Food
    Writing." *College English*, vol. 70, no. 4, 2008, pp. 346-61. *JSTOR*,
    www.jstor.org/stable/25472275.

When an article has a DOI, use it *instead of* the URL. Format DOIs as shown in this example:

Lamberti, Adrienne. "The Rhetoric of Food: Precedent Food Texts as
    Invention." *Poroi*, vol. 11, no. 1, 2015, pp. 1-6. *Iowa Research Online*,
    doi:10.13008/2151-2957.1219.

Not all databases provide DOI information. Enter your source's information at www.crossref.org/guestquery/ to learn if the article (or book) has a DOI and, if so, what that number is. DOIs are sometimes displayed as URLs; in MLA style, always format DOIs as shown in this example, removing any "http://" prefixes or similar.

37. An Article in an Online Magazine

Davison, Peter. "Swimming Up Into Poetry." *The Atlantic Online*, 28 Aug. 1997,
    www.theatlantic.com/past/docs/unbound/poetry/antholog/merwin/
    pdmerwin.htm.

38. Tweet

@Stanford. "Wearable sensors can tell when you're getting sick, new
    research from @StanfordMed's Michael Synder Show. Stanford.
    io.2isVWZq." *Twitter*, 13 Jan. 2017, 10:13 a.m., twitter.com/stanford/
    status/819970652824281089.

39. Online Video (YouTube)

Gilbert, Dan. "The Psychology of Your Future Self." *YouTube*, uploaded by
    TED, 3 June 2014, www.youtube.com/watch?v=XNbaR54Gpj4.

SOURCE SHOT 3

Article in an Online Database

Container 1 includes the elements found in the original publication. When you are citing an article that appears in a database, additional (database-specific) information should appear in Container 2.

Container 1

❶ Author.		Baggini, Julian, and Antonia Macaro.
❷ Title of Source.		"Can We Be Both Content and Motivated?"
❸ Title of Container,		*The Financial Times,*
❹ Other Contributors,		
❺ Version,		
❻ Number,		
❼ Publisher,		
❽ Publication Date,		18 Jan. 2014,
❾ Location.		p. 42.

Container 2

❸ Title of Container,		*Academic OneFile,*
❹ Other Contributors,		
❺ Version,		
❻ Number,		
❼ Publisher,		
❽ Publication Date,		
❾ Location.		go.galegroup.com/ps/i.do?p=AONE&sw=w&u=gale&v=2.1&id=GALE%7CA355908951&it=r&asid=2ed9f6d1e58598a4c93fbe8b01b038.

❶ ❷
Baggini, Julian, and Antonia Macaro. "Can We Be Both Content and Motivated?"
❸ ❽ ❾ ❸
The Financial Times, 18 Jan. 2014, p. 42. *Academic OneFile,*
❾
go.galegroup.com/ps/i.do?p=AONE&sw=w&u=gale&v=2.1&id=GALE%

7CA355908951&it=r&asid=2ed9f6d1e58598a4c93fbe8b01b0fb38.

Sample Entries: Miscellaneous Sources

40. Film, Television, and Radio

Kenneth Lonergan, director. *Manchester by the Sea*. Performances by Casey Affleck and Michelle Williams, Pearl Street Films, 2016.

"Grace." *Homeland*, performances by Claire Danes, Damian Lewis, Mandy Patinkin, and F. Murray Abraham, season 1, episode 1, Showtime, 9 Oct 2011. *Hulu*, www.hulu.com/watch/808859.

"Take the Money and Run for Office." *This American Life*, narrated by Ira Glass, episode 461, Public Radio Exchange, 30 Mar. 2012, www.thisamericanlife .org/radio-archives/episode/461/take-the-money-and-run-for-office.

41. Podcast

Accessed online:

"American Daughter." *Beautiful Stories from Anonymous People*, hosted by Chris Gethard, episode 44, Ear Wolf, 17 Jan. 2017, www.earwolf.com/episode/ american-daughter.

Accessed through app:

"One Bad Podcast." *The Librarian Is In*, hosted by Gwen Glazer and Frank Collerius, episode 17, New York Public Library, 21 July 2016. *Podcasts*, version 2.5, iTunes.

42. Performances

Hamilton. Created by Lin-Manuel Miranda, The Private Bank Theater, Chicago, 25 Nov. 2016.

Wagner, Mendelssohn, Wyner and Haydn. Conducted by Robert Spano, Boston Symphony Orchestra, Symphony Hall, Boston, 17 Feb. 2005.

43. Recordings

Mozart, Wolfgang A. *Così Fan Tutte*. Performances by Kiri Te Kanawa, Frederica von Stade, David Rendall, and Philippe Huttenlocher. Strasbourg Philharmonic Orchestra, RCA, 1978.

44. Music Online

Krall, Diana. "'S Wonderful." *The Very Best of Diana Krall*, Verve Music Group, 2007. *Spotify*, open.spotify.com/track/71CxuwH0zfUFf94X2UjkDs.

45. Works of Art

Botticelli, Sandro. *Giuliano de' Medici*. 1478-1480. Samuel H. Kress Collection. National Gallery of Art, Washington.

Rodin, Auguste. *The Gates of Hell*. 1880-1917. Rodin Museum, Paris.

46. Interviews

Obama, Barack. "'Better is Good': Obama on Reparations, Civil Rights, and the Art of the Possible." Interview by Ta-Nehisi Coates. *The Atlantic*, 21 Dec. 2016, www.theatlantic.com/politics/archive/2016/12/ ta-nehisi-coates-obama-transcript-ii/511133/.

Howe, Marie. Interview by Terry Gross. *Fresh Air*, National Public Radio, WNYC, 20 Oct. 2011.

47. Maps or Charts

Taking Bikes on the London Overground. Map. June 2016, content.tfl.gov.uk/ bicycles-on-public-transport.pdf.

Wine Country Map. Wine Zone, 2004.

48. Cartoons and Advertisements

Chast, Roz. "New Chess Pieces." Cartoon. *The New Yorker*, 27 Sept. 2010, p. 65.

Aura automobile. Advertisement. *Comedy Central*, 24 Mar. 2012.

49. Lecture

Allen, Danielle. "The Humanities in Trying Times." National Humanities Conference, Jeanne Wayne Theater, Salt Lake City, 10 Nov. 2016. Lecture.
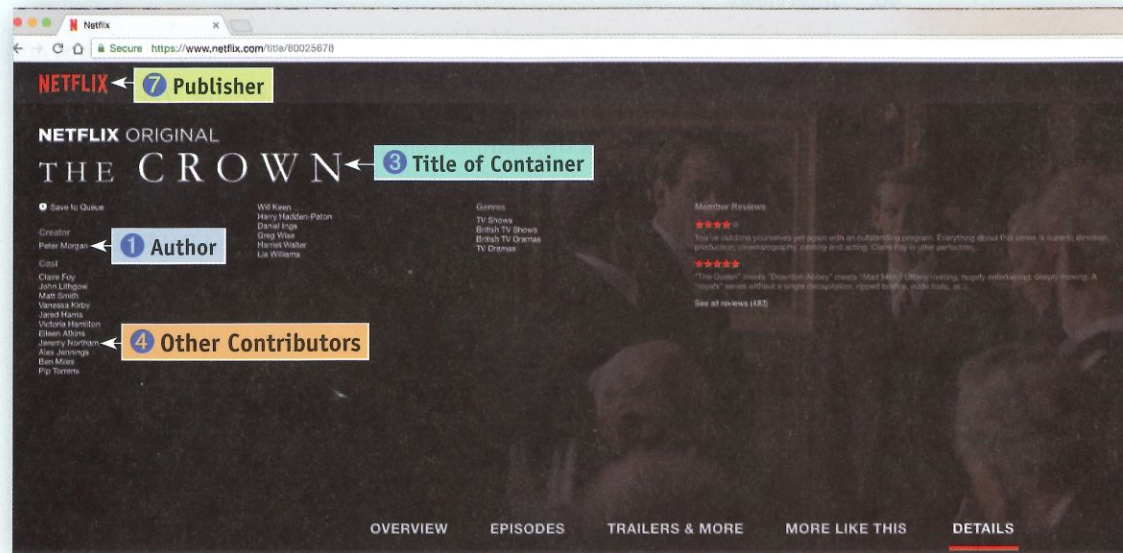
50. Published and Unpublished Letters

Fitzgerald, F. Scott. "To Ernest Hemingway." 1 June 1934. *The Letters of F. Scott Fitzgerald*, edited by Andrew Turnbull. Charles Scribner's Sons, 1963, pp. 308-10.

Stowe, Harriet Beecher. Letter to George Eliot. 25 May 1869. Berg Collection, New York Public Library.

SOURCE SHOT 4

Episode of a Television Series on Netflix

Works such as film and television are collaborative, usually produced by many people playing various roles. If your analysis focuses on the contribution of one person such as the *creator* (see below) or the director, begin with his or her name. If your analysis focuses on the work of a complete ensemble—such as the director and various performers, list their names after the *title*. The title of an episode appears within quotation marks, and the title of the series is printed in *italics*.

❶ Author.	Morgan, Peter, creator.
❷ Title of Source.	"Smoke and Mirrors."
❸ Title of Container,	*The Crown*,
❹ Other Contributors,	performances by Claire Foy, John Lithgow, and Matt Smith,
❺ Version,	
❻ Number,	season 1, episode 5,
❼ Publisher,	*Netflix*,
❽ Publication Date,	2016,
❾ Location.	www.netflix.com/browse/originals?jbv=80025678.

❶ ❷ ❸ ❹
Morgan, Peter, creator. "Smoke and Mirrors." *The Crown*, performances by
❻ ❼
Claire Foy, John Lithgow, and Matt Smith, season 1, episode 5, *Netflix*,
❽ ❾
2016, www.netflix.com/browse/originals?jbv=80025678.

Using Notes

Notes are not an official part of MLA style, but they are compatible with it. (See *style.mla.org/2016/02/29/using-notes-in-mla-style/* for details.) Instructors and students may want to use notes (preferably as endnotes) in research projects for two specific purposes:

1. To supply additional commentary on the information in the text

Thurber's reputation continued to grow until the 1950s, when he was forced to give up drawing because of his blindness.[1]

Note

[1]Thurber's older brother accidently shot him in the eye with an arrow when they were children, causing the immediate loss of that eye. He gradually lost the sight of the other eye because of complications from the accident and a cataract.

2. To list (and perhaps evaluate) several sources or to refer readers to additional sources

The argument that American policy in Vietnam was on the whole morally justified has come under attack from many quarters.[1]

Note

[1]For a useful sampling of opinion, see Draper 32 and Nardin and Slater 437.

Notice that the sources cited in this note are documented like parenthetical references, and the note itself directs readers to the complete citation in the list of works cited.

Works Cited

Draper, Theodore. "Ghosts of Vietnam." *Dissent*, vol. 26, 1979, pp. 30-41.

Nardin, Terry, and Jerome Slater. "Vietnam Revisited." *World Politics*, vol. 33, 1981,

    pp. 436-48.

As illustrated here, a note is signaled with a superscript numeral (a numeral raised above the line) typed at an appropriate place in the text (most often at the end of a sentence, after the period). The note itself, identified by a matching (but full-sized) number followed by a period and a space, appears at the end of the text (an endnote) or at the bottom of the page (a footnote). MLA recommends that you use notes only when necessary so your readers are not distracted from your main point or your paper's flow.

Abbreviations for MLA Documentation

Common Academic Abbreviations

MLA recommends using the following abbreviations in the works-cited list and in in-text citations (but not in the main body of your paper). Spell out the words if the abbreviations seem to cause confusion. To create plurals for the noun abbreviations in this list other than p., add s (e.g., *chs.*).

ch.	chapter
dept.	department
ed.	edition
e.g.	for example
et al.	and others
etc.	and so forth
i.e.	that is
no.	number or issue
P	Press (only in works-cited entries when documenting names of academic presses: "U of Chicago P")
p., pp.	page, pages
par.	paragraph
qtd.	quoted in
rev.	revised
sec.	section
trans.	translation
U	University; (only in works-cited entries when documenting names of academic presses: "U of Georgia")
UP	University Press (used in works-cited entries: "Indiana UP")
vol.	volume

Publisher's Names

In the list of works cited, omit business words such as *Company (Co.), Corporation (Corp.),* and *Incorporated (Inc.).* Include book-related words like *Press, Books,* or *Publishers.* When citing academic presses, use *UP* instead of *University Press.* If the words are separated by other words or appear alone, use *U* and *P*: U of California P; Teacher's College P. Otherwise, write out the full publisher's name.

3 Annotated Student Research Paper

The author of the following research paper uses many features of MLA style to document her paper. Adhering to MLA style, she does not include a title page with her paper. Instead, she provides her name, her instructor's name, the course title, and the date on separate lines (double-spacing between all lines) at the upper-left margin. On the next line (continuing to double-space between all lines), she types the title of her paper, and then on the next line, she starts the first line of her text. On page 1 and all successive pages, she types her last name and the page number in the upper right-hand corner, as recommended by MLA.

"O.K., now—on three, I'm going to toss a second job in there!"

The New Yorker

1"   1/2"

Peña 1

Nichole Peña

Ms. Branman

English 104

22 August 2016

Double space

The Perils of the Second Shift:

Navigating Work-Family Conflict in the 21st Century

Indent one-half inch.

After cutting back to a part-time position, then taking an unpaid leave of absence, Michelle Obama resigned from her own powerful career as Vice President for Community and External Affairs at the University of Chicago Medical Center to become first lady of the United States ("Michelle Obama Resigns"). Obama indicated that she wanted to support her husband's campaign and devote more time to her daughters, remarking that her decision "comes straight from my motherhood bones" (qtd. in Snow). Michelle Obama's struggle to choose between a professional career and expectations of motherhood demonstrates a challenge that many women face. Women's difficulty navigating the demands of paid work and family is further exacerbated by the reality that men do not always do an equal share of household labor. This unequal division of household labor today creates work-family conflict that both damages women's careers and negatively impacts their mental and physical health.

Placing title of source in parenthesis.

Quotation: Quotation embedded in the source.

Even though approximately 72 million women are now part of the workforce, American society still teaches its members that household labor is "women's work" (Dept. of Labor). Mary Blair-Loy explains that separate spheres ideology indicates that women are better suited for domestic work and childcare, while men should

Quotation: Incorporating brief quotation into writing own sentence.

1"

Peña 2

be the bread-winner for the family (688). In turn, because men are considered to be the economic providers for the family, and because husbands often have higher-paying jobs than their wives, women are expected to perform household labor to compensate for their lack of financial contributions (Brines 653). A 2013 report from the Pew Research Center also shows that men work, on average, 42 hours per week outside the home compared to 31 hours that women work (Parker and Wang 3). Yet, women devote approximately 28 hours per week to childcare and household chores, while men only spend about 16 hours per week on domestic responsibilities (Parker and Wang 3). This means that while men are often providing more financial support for the family, women perform most of the care work at home that often goes unnoticed.

Scholars have researched how gender roles influence the phenomenon of heterosexual women assuming more responsibilities for domestic duties than their male partners. Arlie Russell Hochschild and Anne Machung use the term "the second shift" to describe the additional labor that women perform at home every day after returning from their paid jobs (4). In their study of American families, Hochschild and Machung find gender differences in household tasks with women performing more routine tasks (9). For example,

> Dinner needs to be prepared every evening around six o'clock whereas the car oil needs to be changed every six months, any day around that time, any time around that day. Women do more childcare than men, and men repair more household appliances. A child needs to be tended

Documentation: Paraphrase from academic journal found in electronic source.

Documentation: Paraphrase of study accessed from electronic source.

Quotation: Long quotation of more than four lines set off (with a half inch margin—flush with first lines of new paragraphs) from text and not placed within quotation marks.

Peña 3

to daily while the repair of household appliances can wait "until I have time." Men thus have more control over *when* they make their contributions than women do. They may be very busy with family chores but, like the executive that tells his secretary to "hold my calls," the man has more control over his time. The job of the working mother, like the secretary, is usually to "take the calls." (Hochschild and Machung 9).

Hochschild and Machung's findings suggest that in heterosexual relationships, not only do women have more familial responsibilities than men, but they also have less flexibility in the time that domestic labor must be done. Recent research also reinforces Hochschild's and Machung's argument. For example, Lyn Craig finds that mothers still perform the overwhelming majority of childcare, documenting that mothers spend one-third of their time as the sole caregiver for children, while fathers only spend eight percent of their time caring for children without the help of others (271-72). A 2013 research report also finds that mothers spend twice as many hours each week with children as fathers (Parker and Wang 4). Further, mothers spend about four times as much time engaging in child-related travel such as driving them to sporting events and school (Craig 274). Finally, men also enjoy more leisure time than women (Mattingly and Bianchi 1024). Although Hochschild and Machung documented the existence of the second shift in the late 1980s, these recent studies reveal that women continue to do a disproportionate amount of domestic and childcare tasks today.

Documentation: Citing name of author to introduce summary from academic journal found in electronic database.

Documentation: Place author of source previously cited at the end of paraphrase.

Peña 4

The unequal distribution of domestic responsibilities has negative consequences on women's lives. One such consequence is that women experience heightened work-family conflict: demands from work are incompatible with pressures from family life (Allen and Armstrong 1204). On one hand, a 2013 research report shows that both women and men experience difficulty balancing the demands of work and family life (Parker and Wang 1). However, studies also find that women experience more work-family conflict than men, particularly when examining women and men in similar occupations and family statuses (Wharton and Blair-Loy 430). As Joan Williams argues, the second shift causes mothers to be unable to meet employers' expectations about working long hours (66). In this way, workplace expectations that require employees to work over forty hours a week coupled with social expectations that demand an unequal share of household labor lead women to experience work-family conflict. However, completing less childcare and domestic tasks offers men more time to commit to paid work, potentially lessening their felt sense of work-family conflict.

The conflict that women feel between their domestic responsibilities and expectations of the workplace can also hinder women in their careers. Responsibility for domestic tasks and childcare often prevents women from working long hours, which, in turn, results in them failing to earn promotions and raises (Williams 70-71). In this way, women's careers suffer when they attempt to meet the demands of the workplace while caring for children. Evidence from other social scientific studies suggests other negative career consequences as well. Pamela Stone challenges a popular myth that women make a personal

Peña 5

"choice" to "opt-out" of the workplace in lieu of motherhood and raising children (14). In this study, she finds that inflexible workplaces often push women out of professional careers, particularly because workplace responsibilities including working long hours often prevent women from meeting cultural expectations about being a good mother (18). Likewise, Williams finds that men's unavailability or unwillingness to equally divide housework shapes why professional women decide to leave the workforce (72). In this way, lingering gender gaps in household labor continue to harm women's ability to have a career, despite the fact that women commonly work outside the home. Further, studies suggest that, unlike men, women actually experience a "motherhood penalty," wherein they may face discrimination in the workplace on the basis of parental status (Correll et al. 1332). Results from this study show that mothers are typically viewed as less competent and less committed to work, are offered lower salaries, and are less likely to be considered for promotions than fathers and non-parents (1332). Thus, assumptions that women cannot fulfill the demands of the workplace lead to business practices that make it difficult for mothers to be successful and advance in their careers.

Coupled together, second shift and work-family conflict negatively affect women's physical and mental health. Balancing the demands of paid work and family life may be a source of stress for women. Past research shows that work-family conflict is linked with mothers' wellbeing, particularly because mothers tend to regard taking care of their families as a sign of a successful parenthood (Nomaguchi et al. 762). Work-family conflict also has consequences for physical health and can

Peña 6

lead to a loss of appetite, fatigue, nervous tension, high blood pressure, and worse overall physical health (Allen et al. 300). Allen et al. also found that mothers who experience work-family conflict were more likely to engage in heavy drinking as a coping strategy and can become alcoholics (300). Scholars have also found that women experience higher rates of depression because they experience more time pressure in their daily routines than men (Allen et al. 301; Roxburgh 126). Women experience such pressure on their time when trying to meet and balance the demands of paid work and family life while still being responsible for more daily activities for children than fathers. Thus, work conflict that results from the second shift is not only damaging women's careers, but it negatively impacts women's physical and mental health.

The second shift and its negative consequences on women's lives are not inevitable; rather, there are numerous solutions that may help diminish work-family conflict. For example, workplaces could become more family-friendly with the intent of helping employees more easily balance the demands and time pressures of paid work and family life. Some workplaces already use flexible scheduling, short-term leaves (such as maternity and paternity leave), and onsite childcare facilities (Smith 2). Further, some research shows that family-friendly workplace initiatives, specifically granting employees more control over choosing their working hours, are effective at reducing work-family conflict (Kelly et al. 284). While changes in the workplace will help reduce work-family conflict, they are unlikely to eradicate it. Rather, men in heterosexual relationships and marriages must ultimately do their fair share of household labor.

Documentation: Citing information from two sources.

Documentation: Citing summary from source with multiple authors.

Peña 7

Works Cited

Allen, Tammy D., et al. "Consequences with Work-to-Family Conflict: A Review and Agenda for Future Research." *Journal of Occupational Health Psychology*, vol. 5, no. 2, May 2000, pp. 278-308. *PubMed*, doi:10.1037/1076-8998.5.2.278.

Allen, Tammy D., and Jeremy Armstrong. "Further Examination of the Link Between Work-Family Conflict and Physical Health: The Role of Health-Related Behaviors." *American Behavioral Scientist*, vol. 49, no. 9, 2006, pp. 1204-21. *Google Scholar*, doi:10.1177/0002764206286386.

Blair-Loy, Mary. "Cultural Constructions of Family Schemas: The Case of Women Finance Executives." *Gender and Society*, vol. 15, no. 8, Oct. 2001, pp. 687-709. *JSTOR*, www.jstor.org/stable/3081970.

Brines, Julie. "Economic Dependency, Gender, and the Division of Labor at Home." *American Journal of Sociology*, vol. 100, no. 3, 1994, pp. 652-88. *JSTOR*, www.jstor.org/stable/2782401.

Correll, Shelley J., et al. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology*, vol. 112, no. 5, Mar. 2007, pp. 1297-1339. *JSTOR*, doi:10.1086/511799.

Craig, Lyn. "Does Father Care Mean Fathers Share?: A Comparison of How Mothers and Fathers in Intact Families Spend Time with Children." *Gender and Society*, vol. 20, no. 2, Apr. 2006, pp. 259-81. *Project Muse*, doi:10.1177/0891243205285212.

Hochschild, Arlie, and Anne Machung. *The Second Shift: Working Families and the Revolution at Home*. Penguin Books, 2012.

Indent five spaces.

Sample entry: An article from an academic journal found in an electronic database.

Sample entry: A book by two authors.

Peña 8

Kelly, Erin L., et al. "Changing Workplaces to Reduce Work-Family
    Conflict: Schedule Control in a White-Collar Organization."
    American Sociological Review, vol. 76, no. 2, Mar. 2011, pp. 265-90.
    Google Scholar, doi:10.1177/0003122411400056.

Mattingly, Marybeth J., & Suzanne M. Bianchi. "Gender Differences
    in the Quantity and Quality of Free Time: The U.S. Experience."
    Social Forces, vol. 81, no. 3, Mar. 2003, pp. 999-1030. *Project Muse*,
    doi: 10.1353/sof2003.0036.

"Michelle Obama Resigns Position at University of Chicago Medical
    Center." *UChicago News*, 9 January 2009, www.news.uchicago.edu/
    article/2009/01/09/michelle-obama-resigns-position-
    university-chicago-medical-center.

Nomaguchi, Kei S., et al. "Time Strains and Psychological Well-Being:
    Do Dual-Earner Mothers and Fathers Differ?." *Journal of Family
    Issues*, vol. 26 no. 6, Sept. 2005, pp. 759-92. *Google Scholar*,
    doi:10.1177/0192513X05277524.

Parker, Kim, and Wendy Wang. *Modern Parenthood: Roles of Moms and Dads
    Converge as They Balance Work and Family.* Pew Research Center,
    14 March 2013. www.pewsocialtrends.org/files/2013/03/
    FINAL_modern_parenthood_03-2013.pdf.

Roxburgh, Susan. "'There Just Aren't Enough Hours in the Day':
    The Mental Health Consequences of Time Pressure." *Journal of
    Health and Social Behavior*, vol. 45, no. 2, 2004, pp. 115-31. *Sage
    Publications*, doi:10.1177/002214650404500201.

Peña 9

Smith, Sandy. *Family and Work: How the Balancing Act Disadvantages
    Women in the Workplace.* Sociologists for Women in Society, 15
    Sept. 2002, www.socwomen.org/wp-content/uploads/2010/05/
    fact_09-2002-family-and-work.pdf.

Snow, Kate. "Michelle Obama: Mom First, Political Wife Second." *ABC
    News*, 24 January 2008, www.abcnews.go.com/Politics/Vote2008/
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