

DLHS English Department
Writing and Research Suggestions
Citations (MLA 5.1 ff.)

Students should document everything that they borrow—direct quotations, paraphrases, information, and ideas. Common knowledge (eg. Washington was the first president of the United States) requires no source material. Students should indicate, by using citations, any appropriated material which might be mistaken for their own.

A Works Cited page is the basis for acknowledging sources, but it is neither detailed nor precise enough. Therefore, citations are used by scholars. These brief, parenthetical acknowledgements indicate exactly **what** writers have taken from each source and **where** in that work they have found the material. The minimum reference is a page number if the author's name is in the text.

Suggestions:

- End each paragraph with a citation.
- Generally, have at least 2 citations within a paragraph.
- Keep the citation as brief as possible.
- Avoid citing several pages at once (eg. 776-802).

Sample citations:

author's name in text

Langwin suggests that Macbeth is Satan-like (178).

author's name not in text

Macbeth appears Satan-like (Langwin 178).

quotation

Langwin states that “Macbeth, particularly in the last three acts, assumes the role of Satan” (178).

volume necessary

(Freidman II: 2-3)

no author available (Use a shortened version of the title.)

(“Symbolism” 52) or (*English Drama* 474)

Teachers, refer to *MLA Handbook* for specifics.

Sample Works Cited

Allen, Frederick G. "The Battle of Franklin." *Encyclopedia Britannica*. 2008 ed. Print.

Bird, Caroline. *The Lost Isle of Avalon*. New York: Avon, 2006. Print.

Hurt, Matthew. "Twain's *Adventures of Huckleberry Finn*." *The Explicator* 64.1 (Fall 2005): *Literature Resource Center*. Gale. Web. 23 Sept. 2011.

Pasquin, Roger. "Antigone." *Encyclopedia Americana Online*. Grolier, Inc. 1999. Web. 29 Mar. 2010.

Singer, J. L. "Come Back, Mr. Rogers, Come Back." *Psychology Today* May 2002: 56+. Print.

Wears, J. R. "Shakespeare and Acting in Hamlet." *Essays on Shakespeare*. Ed. Wesley Paine. Atlanta: McBrumit, 1998. Print.

Remember to alphabetize by last name of author (or title, if no author), double space everything, indent all second and third lines of an entry, and double space after periods and colons.

N.B. Online sources for **Works Cited** page:

Online sources are not yet completely standardized. If in doubt, have the student turn in a printed copy of the source. Writers, even in high school, should use only reliable, scholarly sources. No Wikipedia source should be permitted.

David Lipscomb High School Interdepartmental Writing Suggestions

The English department recommends and encourages the following guidelines whenever a teacher assigns written work or requires a test answer in sentence form:

- **Write in complete sentences.** Students should avoid fragments (incomplete thoughts), run-ons, and comma splices. Run-ons and comma splices occur only with compound sentences (2 independent clauses).

Run-on: The boys raced for the door but they paused before leaving. (Add the comma **after** the coordinate conjunction **but**. The boys raced for the door, but they paused before leaving.)

Typical coordinate conjunctions--**and, but, or, nor, for**.

Comma splice: The boys raced for the door, they paused before leaving. (Make two sentences, use a semi-colon instead of a comma, or add a coordinate conjunction.)

- **If the students are required to write in paragraph form, please encourage them to**
 - have a strong topic sentence.**
 - have 2 or 3 main points.**
 - develop the topic with detail and evidence.**
 - use specific examples.**
 - use 3rd person in formal assignments (in particular, avoid using 2nd person [you, yours, etc.]).**
- Encourage your writers to summarize/paraphrase material whenever possible. These are two skills that will pay big dividends in high school and college.
- If the students are required to write a longer paper, ask them to have both introductory and concluding paragraphs.
- Consider spelling and grammar, too, especially on material that is not written in test situations.

David Lipscomb High School Basic Writing Guidelines

1. Write in complete sentences.
2. Avoid run-ons and comma splices.
3. Write in paragraph form.
 - Have a strong topic sentence.
 - Use 3rd person in formal situations.
 - Have 2-3 major points.
 - Use detail, evidence, and specific examples.
4. Check spelling.
5. Proofread for grammar errors.
6. Write legibly.