

The background of the slide is a photograph of a stage. Red curtains are pulled back, revealing a dark stage floor. A bright green spotlight illuminates a circular area on the floor in the foreground. The text is centered on the stage.

Documentation in MLA Writing Style:

**What It Is, What It Looks Like,
and What It's For!**

Today's Workshop

- Current MLA citation style
- Why attribute information to its sources
- How to effectively integrate others' material into your writing
- Practice citing a source

**Believe it or not,
you already know
something about
documenting sources!**

***How do you know? Who told you?
Why should I believe them?***

These are the sorts of questions readers should have answered by your MLA documentation.

To Document (verb)

To identify the source of statements that come from another work (a.k.a. **to cite**).

Such identification is done through **signal phrases** and **parenthetical citations**.

Why Document Sources?

There are two reasons to document your sources in your papers:
academic honesty and to **avoid plagiarism.**

Academic Honesty

= showing respect for other authors

Identify them when you borrow their
ideas or words

Your (and Your Sources') Time to Shine

- Showing information on your sources demonstrates your own research accomplishments (Spatt 438).
- Documentation also allows readers to look up your sources and learn more.

Avoid Plagiarism

According to Diana Hacker and Nancy Sommers in the 7th edition of *A Writer's Reference*, “Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words” (428).

Instead . . .

Cite your sources!

What to Cite

- **Direct quotes**
- **Borrowed ideas**

What to Cite

If it is rare information or contentious—people argue about it—cite the source. And, of course, “when in doubt, cite the source” (Hacker and Sommers 429).

What *Not* to Cite?

common knowledge that could be found in any current reference source or that your audience is sure to know

Practice:

Reading and Writing

- Get into groups of 2 or 3
- We all read the handout together

Who wrote this article?

What is the article title?

What are the authors doing with this article?

Summary of Article

Based on the excerpt, we could say this:

In the article “Through the Lens of a Tetrad: Visual Storytelling on Tablets,” McEwen, Zbitnew, and Chatsick report on their study of people with disabilities using tablet computers to create art.

Summary vs. Paraphrase

Summary—*short* version of a text in *all new words*

Paraphrase—also *completely rewords and restructures a text*, but is about the same length as the original

A Name and Some Synonyms Are Not Enough

- To summarize or paraphrase without plagiarizing, you must give the idea *without using the same words or sentence structure.*
- Don't look at the original when you're drafting.
- Write the meaning, not the words.

MLA Style

MLA (Modern Language Association) style is used most often for literary analyses

- Quoting a text as the basis of argument
- Paraphrasing and/or summarizing large amounts of text for comparisons

How to Cite in MLA Style

A **signal phrase** leads into **sourced material** followed, usually, by a **parenthetical citation**.

The end of the paper is a **list of works cited** providing full publication data for each source mentioned in your paper (Hacker and Sommers 450).

Signal Phrases

Signal readers when your words end and the ideas of another writer are going to begin, regardless whether quotation, summary, or paraphrase.

Signal Phrases

- **Give the author's full name and credentials the first time introduced, only family name after.**
- **Use present tense verbs, especially for summaries, unless a date is given in the text.**

Example *Author Credentials*

Legal scholar Max Moynihan contends . . .

Ben Yagoda, *professor of English at the University of Delaware*, delights in . . .

My friend Lisa, *a twenty-year veteran of the culture wars in public schools*, bemoans . . .

Example Signal Phrases

In her essay, “Beans on Toast,” Sylvia Tate argues that . . .

Cooper, in the Jan. 28, 2011 episode of *Anderson Cooper 360*, suggested that . . .

This can be effective when, as Smith and Barnabas find, the two protagonists . . .

Signal Phrases

- **Show how you are using the source material, i.e., as background, support, refutation . . .**
- **Provide transitions between your sentences and the words or ideas of others.**

Signal Phrases = Believable

The signal phrase also gives *you* credibility as a researcher.

Tell readers why they should trust your source, then they can believe that you have read your source and you know why you're using it!

Summaries get a Signal Phrase

Even without a typical “So-and-so says” phrase, *A Writer’s Reference* notes that there should be a signal phrase that identifies the originator of an idea being summarized (Hacker and Sommers 434).

Remember Our Summary?

- MLA: authors' full names first mention
- APA uses first initials—except on title pages!

Through the Lens of a Tetrad: Visual Storytelling on Tablets

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ABSTRACT

What are the boundaries between traditional and new media, between ability and disability, and between the artist and the processes for making art? This article reports findings from a study of tablet devices as media for self-expression and visual storytelling by adults with intellectual disabilities and examined whether or not art-making processes were altered by the use of tablet devices when compared with the use of more traditional paper-based media. Using McLuhan's tetrad as an analytical lens we identify processes simultaneously altered as users engaged with tablet devices. Social interaction and self-initiated communication were observed when tablets were used to create art.

Keywords

Tablet devices, Intellectual disabilities, Education technology, Visual storytelling, Tetrad

Summary of Article, revised

Based on the PDF, we could say this:

In the article “Through the Lens of a Tetrad: Visual Storytelling on Tablets,” Canadian researchers Rhonda McEwen, Anne Zbitnew, and Jennifer Chatsick report on their study of people with disabilities using tablet computers to create art.

But what about quotations?

“ ” ?

Lead with *Your* Ideas

- Start paragraphs with your own words.
- Bring in outside sources to illustrate or support your reasoning.

No Dumped Quotes!

- A quotation without a signal phrase, citation, or discussion is called a “dumped quote.”
- Dumped quotes lack credibility and do not flow well.

Example of Dumped Quote

Some authors talk about language in a descriptive way and others are prescriptive. “Before the eighteenth century, writers and speakers typically referred to an indefinite subject . . . with a *they, their, or them.*” Lynne Truss likes to tell people where to put their commas.

Huh?

- Who said what? Which? When?
- Where was the quote from?
- Who is Lynne Truss?

Example of Improved Quote

Some authors talk about language in a descriptive way and others are prescriptive. Ben Yagoda, professor of English and journalism at the University of Delaware, argues that people should be able to use “they” for singular indefinite subjects, and demonstrates with examples that span centuries (184). Because there is so much evidence of its accepted use, he doesn’t think there should be a rule against it.

[continue]

In contrast to Yagoda's descriptive approach, Lynne Truss, author of *Eats, Shoots and Leaves*, demands that ““Sticklers unite!”” to enforce British punctuation rules (xviii). She believes “standards of punctuation are abysmal” in the UK and US, and her book dictates how English should be written (xviii). However, she mistakenly equates punctuation rules with grammar (xix), causing one to doubt her reliability.

Signal Phrases

Besides people, corporate entities (organizations or governments) can count as the author:

In a 2009 online survey published by The Alphonso Bandersnatch Adoration Society, more than 75% of the lovers of the erudite actor reported they also consumed herbal tea and butter cookies.

No Author? No Problem!

If there is no author name, not even a corporate entity, use the full title of your source in the signal phrase or a short form of the title in the parenthetical citation.

Examples of No-Author-Name Documentation

In the entry entitled **“I Was Married to Sasquatch,”** an anonymous blogger details her 30-year marriage to the mythical beast.

It baffles me how an anonymous blogger has such a large audience for her spurious stories (**“I Was Married”**).

(Parenthetical Citations)

Any information put in parentheses can be described as “parenthetical.”

A **parenthetical citation** is the documentation given in parentheses at the end of a sentence or a clause.

Parenthetical Citations

- Give page numbers when pagination is always the same, as in print and PDF files.
- If no page or paragraph numbers, use well-developed signal phrases and no parenthetical citation.

Parenthetical Citations

Even if a source is only one page, put in the page number to clearly show where the ideas from the source end (Hacker and Sommers 443).

Parenthetical Citations

Depending on the amount of documentation in the sentence and the type of source, there will be more or less in the parentheses:

Parenthetical Exercise

- Book by Ben Yagoda
- Title: *If You Catch an Adjective, Kill It*
- Yagoda talks about parts of speech in the pages 15 to 35

In *If You Catch an Adjective, Kill It*, the parts of speech are analyzed (Yagoda 15-35).

What about this one?

The *Wikipedia* article “Solar Flares” describes coronal mass ejections and their effects on our electronics.

That’s right!

No parenthetical citation at all.

**It’s a web page, so all the documentation
was in the sentence.**

Summary of Article, revisited

Based on the PDF, we could say this:

In the article “Through the Lens of a Tetrad: Visual Storytelling on Tablets,” Canadian researchers Rhonda McEwen, Anne Zbitnew, and Jennifer Chatsick report on their study of people with disabilities using tablet computers to create art.

Follow a Quote with Your Point

In addition to the signal phrase and verb choice, give further explanation to **connect a quote or summary to your own thesis argument:**

Follow a Quote with Your Point

argument intro

Generally, Yagoda takes the middle ground in the debate on the English language. With the curious eye of a linguist, he gathers examples of usage from respected academic journals (*Chronicle of Higher Education*, *American Speech*) (185), literary canon (KJV Bible, Shakespeare, Twain, Wilde) (187), as well as popular culture (Springsteen and *Seinfeld*) to identify what is acceptable by users of the language (90). However, like a traditional grammarian, he also applies his own rigid notions about pronouns when answering the phone: “I think ‘This is he’ sounds pompous but ‘This is him’ sounds louche [disreputable]” (191). His personal views underscore just how emotional academics can be about grammar—a supposedly objective, rule-based subject.

the point

After a Quote

Show what you want readers to understand about the quote.

- Quoted statistics? Then show what those stats mean for your argument.
- An author's words have a certain effect? Explain why that matters according to your thesis.

Example significance of a statistic

Researchers have found that extreme stress triggers a physiological response unique to each individual and that what manifests in one person immediately can take “up to two years to appear in 8% of the general population” (Lippman 465). This indicates that some patients won't begin suffering from a trauma until years later. Because physical reactions to stress can take a very long time to emerge, clinicians need to take a detailed history that goes back two or more years to find patterns of stressors and symptoms.

Literary example (text drives analysis)

When it comes to the traditional tale of “Goldilocks and the Three Bears,” we’re conditioned to sympathize with the girl because we’re human, but really, the girl is a persnickety snot: ““This porridge is too hot! . . . ‘This porridge is too cold!’ . . . ‘Ahhh, this porridge is just right,’ she said happily and she ate it all up” (“The Story”).

Here she is in the forest, tired and hungry, and she has to have the temperature “just right” before she’ll eat anything? That is hard to believe. Most people who are very hungry just want to satisfy their hunger. Of course, others will claim that it is all just a lesson for children on the concept of unsuitable extremes, but the lesson is overshadowed by the story of a burglar with poor survival skills.

Formatting in MLA

Student 1

Chris Student

Instructor Name

Course 101

25 October 20XX

Original Title of Your Work

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa.

Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas.

Proin pharetra nonummy pede mauris et orci aenean nec lorem in porttitor, Donec Laoreet, nonummy augue suspendisse dui purus, scelerisque at vulputate vitae, "pretium mattis, nunc" (209). | Mauris eget neque at sem venenatis eleifend. Lorem ipsum dolor sit amet, consectetur adipiscing elit.

Works Cited Format

Studentiano 3

Works Cited

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little, Brown, 2007.

Egan, Mary Lou, and Marc Bendick, Jr. "Combining Multicultural Management and Diversity into One Course on Cultural Competence." *Academy of Management Learning & Education*, vol. 7, no. 3, 2008, pp. 387-393. EBSCOhost Business Source Complete. doi: 10.5465/AMLE.2008.34251675.

Graff, Gerald and Cathy Berkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 3rd ed., Norton, 2014.

Isay, Dave, editor. *Listening is an Act of Love*. Penguin Books, 2008.

Khalaf, Roseanne Saad. "Youthful Voices in Post-War Lebanon." *Middle East Journal*, vol. 63, no. 1, 2009, pp. 49-68.

Works Cited: MLA 8th Edition

1. Author or Authors.

Lastname, Firstname.

Lastname, Firstname, and Firstname Lastname.

Lastname, Firstname, et al. (for 3 or more authors)

Organization Name.

2. Title of Source.

“Title of Short Work.” (articles, chapters, etc.)

Title of Long Work. (Books, journals, movies, etc.)

3. *Title of Container*, (this is any bigger work containing your source.)

Journal of the American Medical Association,

YouTube,

EBSCOhost,

ProQuest,

Science Direct,

4. Other Contributors,

This includes names of **editors, authors of forewords, translators,** even the **recipient** of an email message cited in a text.

5. Version,

For example, this could be the publication's **edition,** an **unabridged version,** or a movie's **director's cut.**

6. Number,

This includes **volume number, issue number, or season/series number, and episode number,** or whatever numbering system your source may use!

7. Publisher,

This is the organization that made the source public.

Oxford UP,

Penguin Press,

Paramount Pictures,

8. Publication date,

Day Month Year,

12 May 2017,

Month Year,

May 2017,

Year,

2017,

9. Location.

URL or doi.

Page numbers

pp.231-245.

Works Cited Entry Practice

This article from a database was published in APA style, so for our assignment, we have to adapt it to MLA style.

McEwen, R., Zbitnew, A., & Chatsick, J. (2016). Through the Lens of a Tetrad: Visual Storytelling on Tablets. *Educational Technology & Society*, 19 (1), 100–112.

It was found in EBSCOhost Academic Search Complete.

Revised MLA Works Cited Entry

McEwen, Rhonda, et al. "Through the Lens of a Tetrad: Visual Storytelling on Tablets." *Educational Technology & Society*, vol. 19, no. 1, 2016, pp. 100–112. *EBSCOhost Academic Search Complete*.

To Sum up MLA . . .

Use signal phrases and follow-up statements in the body of your papers to answer the questions *Who said it? Why did they say it?* and *Why are you saying it?* for every use of borrowed ideas and quotations.

As needed, use a parenthetical citation to mark the end of borrowed ideas or words:

- Author last name (if not in the sentence)
- Page number(s)—when they exist

For quotes, copy a text exactly and put quotation marks at the beginning and end of the borrowed words.

Completely reword summaries and paraphrases—a few substitutions is still plagiarism.

Clearly show readers where “what they say” starts and ends, and where “what [you] say” begins and ends (Graff and Birkenstein).

For More Info

At the Academic Success Center
Writing Lab, you can drop in to ask
questions!

We're in D-204

Hours: M–Th 8am–8pm, Fri. 8am-3:30pm,
Sat & Sun 11am-4pm

For More Info

Phone: 564-2200

Web: <http://bellevuecollege.edu/asc/writing>

Online e-tutoring:

<https://www.etutoring.org/login.cfm?institutionid=249>

Follow us on Twitter: @BCASCWritingLab

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