



# **Manonmaniam Sundaranar University**

*DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION*

*TIRUNELVELI - 627 012, TAMILNADU*

***B.A ENGLISH (FIFTH SEMESTER)***

## **Research Methodology**

*(From the Academic Year 2021 onwards)*

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# **RESEARCH METHODOLOGY**

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### **PRESCRIBED TEXT:**

*MLA Eighth Edition*. The Modern Language Association of America. New York. 2016.

## INTRODUCTION

Research is the process of learning new things in order to solve a question. There are two parts to the word “research”: “again” and “search.” These parts together mean that we are doing something to look into something again or to find out something new. “All progress starts with a question. Doubt is often better than overconfidence because it leads to inquiry, and inquiry leads to invention” is a famous saying by Hudson that makes sense when you think about how important research is. It can also be understood as:

- Research is something that is continuously being done in most fields and jobs.
- In our professions, it helps us think critically about how we work, follow rules, and give directions.
- It’s the methodical study of processes to find better ways to do things, cut down on the work needed to reach a goal, and figure out if the goals are realistic.
- We are subconsciously researching things all the time, whether we are buying things we use every day, a car, electronics, or making plans for a vacation.

Research is a process that helps us discover new facts, information, confirm existing knowledge, and challenge complex concepts based on current data. As an effective administrator, it is crucial to have the ability to make informed judgments by understanding the methods required to solve complex problems.

Research is an **organized** and **systematic** way of **finding answers** to **questions**.

The process is **systematic** due to the clear and structured set of procedures and actions that must be followed. Specific steps in the research process are consistently performed to achieve the most precise outcomes.

**Organized** means having a structured approach or procedure when conducting research. It is a deliberate process, not an impromptu one. It is concentrated and confined to a particular scope.

**Finding answers** marks the culmination of all research. Research is seen successful when answers are discovered, whether they pertain to a theory or a basic issue. Occasionally, the response may be negative, although it remains a valid response.

**Questions** are fundamental to research. Without a question, the answer holds no value. Research is centered on pertinent, practical, and significant inquiries. Research lacks focus, passion, and purpose without a question.

## **DEFINITION OF RESEARCH**

Clifford Woody states that, Research involves defining and redefining issues, formulating hypotheses or recommended solutions, gathering, organizing, and assessing evidence, making deductions, and reaching conclusions to determine their alignment with the formulated hypotheses.

According to Cambridge dictionary online, research is “a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding.”

Another definition of research is given by Creswell who states that Research is a process of steps used to collect and analyse information to increase our understanding of a topic or issue. It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question.

## **UNIT I**

### **WHY DOCUMENT SOURCES?**

Referencing sources is crucial not only due to academic requirements but also to tell readers or audiences about the sources of information consulted in your research. Citations include essential publishing information such as author and title, enabling readers to research the sources independently. Properly citing your sources is vital for academic achievement and for introducing fresh information and concepts to your readers. Viewing sources as unique perspectives that you blend with your own ideas provides a different outlook. Your study entails articulating your own understanding of a topic, based on the information sources you have gathered. Moreover, you are adding to a wider discussion about your study topic.

Source documentation is a fundamental component of writing in every academic discipline. Authors across several academic disciplines employ common procedures to reference the publications that affected or contributed to their study. Academic writing is essentially a discourse among researchers regarding a specific topic or question. Scholars write to share their study findings with other experts in their field through various published mediums such as books and journal articles.

During a project, they hunt for pertinent articles to study and expand upon previous research. They absorb, amend, respond to, and dispute prior publications through their own published work.

Authors must have clear and reliable ways to reference each other's work due to the significance of this dialog in research. These references allow researchers to acknowledge the sources of the ideas they use, expand upon, or challenge, and enable future scholars studying the evolution of the discussion to follow its origins. The references are standardized for universal comprehension and ease of usage, akin to a shared language.

Acquiring a documentation style helps writers recognize and follow the specific norms expected in their respective field. Legal documents must adhere to a defined method of referencing previous legal documents to be deemed acceptable in the legal field. Scientific research reports must cite previous research in the manner typical of a certain scientific discipline. Business documents refer to published material and adhere to a language and structure that are commonly used in the business world. Journalists adhere to conventions when identifying their sources and organizing their articles. Conventions vary throughout professions but share a common goal.

Acquiring proficient documentation skills is essential for maintaining academic honesty. Learning to document sources is important for students for reasons beyond just avoiding plagiarism. Adhering to a field's preferred documentation style demonstrates a writer's proficiency. One benefit is that it demonstrates the writer's recognition of the importance of acknowledging the rightful source of information. It assists the writer in joining a scholarly community and provides readers with confidence in the writer's credibility.

## **PLAGIARISM AND ACADEMIC DISHONESTY**

The term "plagiarize" originates from the Latin word *plagiarius*, meaning "kidnapper." It refers to committing literary theft by presenting an existing concept or product as new and creative. Plagiarism encompasses two types of transgressions. Failure to acknowledge another person's ideas, information, or expressions when using them amounts to intellectual theft. Presenting someone else's ideas, information, or expressions as your own to achieve a higher grade or obtain some other benefit is considered fraud. Plagiarism might be considered a moral and ethical transgression rather than a legal one, as some cases of plagiarism do not violate copyright laws, which are legal regulations.

Plagiarism can manifest in several ways, such as purchasing papers online, recycling another student's work, and replicating content from published sources without attribution. Plagiarism encompasses the act of falsely presenting someone else's work as one's own.

Exposure as plagiarists in professional settings can lead to job loss and result in public disgrace, reduced prestige, and loss of credibility for authors and public speakers. Plagiarism can tarnish a career by negatively impacting a person's judgment, integrity, and honesty, casting doubt on all of their work. Plagiarism has effects beyond the individual level. The harm inflicted also has social implications. Plagiarism is a severe issue as it undermines public faith in information.

### **UNINTENTIONAL PLAGIARISM**

A research paper aims to combine existing research and knowledge with your own opinions on the topic. Feel free to include others' words, facts, and opinions into your research paper, but ensure that you do not present borrowed content as your own. When writing your research paper, ensure that you document every borrowed content, including direct quotes, paraphrases, information, and ideas.

Plagiarism in student writing is frequently unintentional, such as when a young student tasked with writing a report on a certain topic copied verbatim from an encyclopaedia. Regrettably, some students persist in using this method in high school and even in college, without recognizing that it qualifies as plagiarism. To prevent unintended plagiarism during research and writing, maintain detailed notes that clearly differentiate between your original ideas, your summaries and paraphrases of others' ideas and facts, and verbatim text copied from sources. Plagiarism can occur when researchers fail to maintain accurate records of their reading, leading to uncertainty about whether their summaries and paraphrases include unmarked or inadequately marked quoted content when they revisit their notes. Reproducing an author's words without proper attribution is considered plagiarism, regardless of referencing the source. Recording only quotations is the most dependable form of note-taking for major research tasks, particularly for novice students. Working with notes is the most reliable method to prevent accidental plagiarism. Similar issues may arise when storing notes digitally. When copying and pasting passages, ensure that you include them in quote marks.

Students may unintentionally commit plagiarism when writing research papers in a second language. To prevent grammatical faults, individuals may mimic the sentence pattern

of an author. When mimicking grammatical structures, individuals may unintentionally copy the author's concepts, data, language, and phrases.

## **TYPES OF PLAGIARISM**

One of the most obvious forms of plagiarism is to acquire and present as your own a document that was produced by another person. Less obvious kinds of plagiarism include not providing proper credit when using someone else's words, using a well-crafted phrase, or summarizing another person's argument or thought process without acknowledgment.

### **1. REPEATING OR PARAPHRASING WORDING**

You wish to utilize the content from a specific section found on page 625 of an essay written by Wendy Martin in the book *Columbia Literary History of the United States*.

#### **ORIGINAL SOURCE**

Some of Dickinson's most powerful poems express her firmly held conviction that life cannot be fully comprehended without an understanding of death.

Failure to provide proper proof when writing a sentence that closely resembles another's work is plagiarism, even if the terminology has been altered.

#### **PLAGIARISM**

Emily Dickinson firmly believed that we cannot fully comprehend life unless we also understand death.

But you may present the material if you cite your source:

As Wendy Martin has suggested, Emily Dickinson firmly believed that we cannot fully comprehend life unless we also understand death (625).

### **2. TAKING A PARTICULARLY APT PHRASE**

Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):

Everyone uses the word language and everybody these days talks about culture . . .  
"Languaculture is a reminder, I hope, of the necessary connection between its two parts . . ."

If you wrote the following sentence, it would constitute plagiarism:

At the intersection of language and culture lies a concept that we might call “languaculture.”

This sentence borrows a word from Agar’s work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source:

At the intersection of language and culture lies a concept that Michael Agar has called “languaculture” (60).

In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give you reader full information about the source.

### **3. PARAPHRASING AN ARGUMENT OR PRESENTING A LINE OF THINKING**

Plagiarism can occur not only by directly copying an author’s words but also by paraphrasing their ideas or arguments without proper attribution.

Consider the following passage. (from Walter A. McDougall’s *Promised Land, Crusader State: The American Encounter with the World since 1776*):

American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.

Writing the sentence below constitutes plagiarism, even if you have altered parts of the wording:

For the founding fathers America’s exceptionalism was based on the country’s domestic identity, which foreign policy did not shape but merely guided.

You have plagiarized the author’s ideas in this statement without giving credit. You are allowed to utilize the concepts as long as you appropriately acknowledge the original source as follows:

As Walter A. McDougall argues, for the founding fathers America’s exceptionalism was based on the country’s domestic identity, which foreign policy did not shape but merely guarded (37)

## **How to prevent plagiarism?**

To prevent plagiarism, start by being meticulous in your research and note-taking. Maintain a comprehensive list of all sources found during research, linking each source to the material extracted from it to ensure proper acknowledgment in your work. Be sure to distinguish carefully in your notes. Distinguish between borrowed and original content by recognizing ideas and words taken from your sources, summarizing those sources, and presenting your own ideas. When writing, make sure to clearly acknowledge all borrowed content, such as quoted text, paraphrased concepts, summarized arguments, and factual information.

It is crucial to consult with your supervisor if you have doubts regarding how you are utilizing a specific source.

## **Is the lack of documentation a sign of plagiarism?**

Documentation is not mandatory for all borrowed items. Common knowledge among your readers does not require documentation. Common knowledge consists of generally accessible information found in reference materials, such as fundamental biographical details about important individuals and the dates and contexts of significant historical occurrences. When there is a disagreement about the facts or when your readers may require additional knowledge on your issue, it is advisable to provide citations for the material you use.

This section will walk you through the steps of crediting others' work. Documentation commences prior to compiling your bibliography.

To effectively utilize sources in academic work, one must first assess and choose the relevant material from them.

## **THINK: EVALUATING YOUR SOURCES**

When working on academic projects like research papers, presentations, or online projects, you will collect sources that provide information, support, or contribute to shaping your argument. In the past, gathering sources was more difficult as scholars had to spend a significant amount of time at the library searching for printed indexes and bibliographies, finding the works mentioned, and acquiring physical copies of the works. One aspect of this procedure was simpler in the past: researchers could trust the reliability of the materials they

encountered since they were identified through professionally prepared indexes and curated collections.

Today, the Internet has expedited the process of locating and accessing sources through its various publications, databases, archives, and search engines. However, it has also made it more challenging for researchers to evaluate the reliability of these sources. The quantity and diversity of available information have increased significantly, however the sources of such information are frequently ambiguous.

When gathering sources for academic work, the initial stage is to analyze them by asking specific questions.

**Who** is the author of the source? Is the author sufficiently competent to discuss the topic? Does the author utilize relevant research and present a coherent argument? Do you detect any prejudice or the potential for bias in the author's connection to the subject matter?

**What** is the source? Does it have a title that provides insight into its content? How would you characterize it if it doesn't have a title? Is it an original document, creative work, or artifact (primary source) or a source that reports on or analyses primary sources (secondary source)? Is it authoritative if it's an edition? Is the source document its sources in a reliable way?

**How** was the source produced? Is there a reputable publisher or sponsoring organization associated with it? Was it reviewed through a screening procedure, like peer review, where experts in the field evaluated its quality?

**Where** did you find the source? Was it referenced in a reputable publication? Did you find it via a search using an academic database like the MLA International Bibliography or a library's resources? Did you find it via a commercial search engine that may prioritize results based on popularity or payment?

**When** was the source published? Could the information have been updated or substituted with more recent research?

Above are some questions to consider when assessing the sources you utilize in your work. Both your discernment and your understanding of your readers' anticipations are essential at this point.

It is vital to comprehend that research follows a cyclical process. Scholars seldom locate all the necessary sources in one search. Expect to search, assess sources, adjust your search approach, and start over if needed.

When conducting research, maintain thorough and well-organized records to facilitate retracing your steps, as you may need to revisit a source for additional information. Maintaining thorough notes will streamline the process of recording your sources. Digital reference managers can be beneficial, but they also have constraints. They could miss important details, record incorrect information, or produce citations with incorrect formatting. It is important to know how to construct your own documentation in case you need to update or write it yourself if the citation generator is not accessible.

Once you have collected sources, assessed them, and eliminated those that are not appropriate for your research, you will document information on the ones you intend to refer to. This information serves as the foundation of your paperwork.

## UNIT II

### **SELECT: GATHERING INFORMATION ABOUT YOUR SOURCES**

Your final project's source documentation will be created using the knowledge gathered from your research and reading of relevant publications.

**Who** is the author of the source?

**What** is the title of the source?

**How** was the source published?

**Where** did you find the source?

**When** was the source published?

Every element - author, title, publisher, location, publishing date - should be meticulously documented and organized. Ensure that you choose the accurate facts on your sources. Review the work directly to find information regarding its publishing. Avoid depending on information from external sources such as the internet, library catalogues, or reference books as it may contain errors or be lacking in completeness.

Typically, you should search for acknowledgments or descriptions of production in the source's publisher, editor, or author information.

### **ORGANIZE: CREATING YOUR DOCUMENTATION**

After assessing the sources and collecting pertinent information, proceed to structure the data into entries for the works-cited list and generate in-text citations. Documentation styles serve to help authors efficiently and inconspicuously direct readers to the sources of quoted, paraphrased, or borrowed material in their arguments or ideas. A citation should guide the reader to the original source without disrupting their engagement with the material.

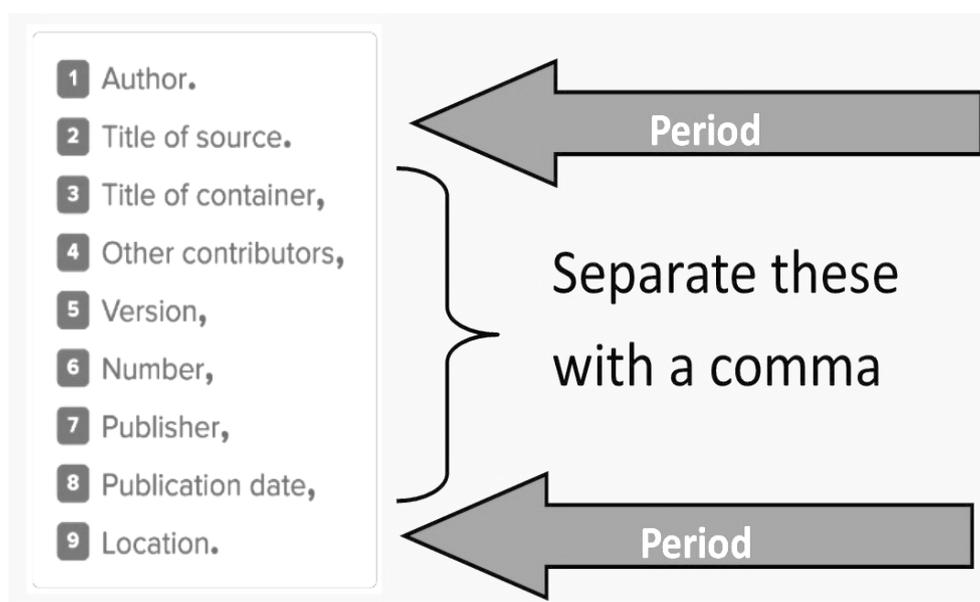
Reducing interruptions is a common objective in several forms of writing. To captivate and involve readers in a concept or problem, the reading experience must be seamless and unhindered. When readers are required to pause and resolve issues such as interpreting unclear punctuation, deciphering misspelled or misused words, struggling with improperly formatted citations, or questioning a reference to a source not listed in the works-cited section, their focus is diverted from the main argument, which impedes their ability to fully engage with the author's message. Readers will stay focused on the concepts in a piece of writing that is clear, error-free, and has trustworthy documentation.

Documentation in MLA format consists of two components to fulfil the goals of completeness and brevity. The first component is an elaborate citation in a works cited; the second is an in-text citation that guides the reader to the reference.

## WORKS CITED

Works cited entries should consist of the following “core elements” in the order below. Each element should be followed by the punctuation mark shown in the picture.

Core Elements for MLA 8 Works Cited Entries	
Element	Definition
1. Author.	writer of the document you are citing
2. Title of the source.	document you are citing - book, article, video, speech
3. Title of the container,	source of the document - anthology, newspaper, website, conference
4. Other contributors,	editors, directors, translators, narrators, performers
5. Version,	edition [updated, expanded, 7th, etc.], cut [film], version [King James]
6. Numbers,	volume, number - vol. 1, no.5
7. Publisher,	company responsible for producing the source for public consumption
8. Publication date,	date that the source/container was published
9. Location.	page number, chapter, section, website



## **1. AUTHOR.**

The author is the primary component of any citation.

- Author names always conclude with a period.
- List the authors or editors for each citation in the order they are presented on the publication if there are multiple authors.

### **For a source with a single author:**

- Last/Family name, First name Middle name.

Examples:     Rushkoff, Douglas.

                  Kalish, Mildred Armstrong.

### **For sources with two authors:**

- Last, First Middle, and First Middle Last.

Example:     Kauffman, James M., and Harold J. Burbach.

### **For sources with three or more authors:**

- Include only the primary author's name, listed as Last, First Middle, followed by "et al." to denote additional authors.

Example:     Wolfeich, Claire E., et al.

### **If the source has editors but no authors:**

- Format names in the style of writers, followed by a comma and the term "editor" or "editors", ending with a period.

Example:     Smith, John, and Margaret Jolly, editors.

### **If source has a corporate author:**

- Provide the organization's name exactly as it is written in the text, excluding any initial articles like A, An, or The.

Example:     Modern Language Association.

If the source is authored by a government entity:

- Name of country, comma, Department followed by a period.

Example:     United States, National Institutes of Health.

If the source does not provide an author:

1. Omit the author and start the citation with the title of the source.

## **2. TITLE OF THE SOURCE.**

The title of the source will be enclosed in quotation marks for shorter works within a larger work (e.g., a short story, an article, or a web page) and in italics for self-contained works (e.g., a movie or a book).

### **Capitalize the first, last, and principal words.**

Example of a shorter work: (Place the period before the closing quotation mark.)

“A Perfect Day for Bananafish.”

Example of a longer work: (The text is italicized and concludes with a period.)

*The Godfather.*

### **Include any subtitle after a colon:**

Example:     *Screen Agers: Lessons in Chaos from Digital Kids.*

### **When no title is provided, compose a standard description with sentence capitalization and without quotation marks. Conclude with a period.**

Example:     Photograph of sunset at Rocky Mountain National Park.

## **3. TITLE OF THE CONTAINER,**

The container is the primary source that holds the work being referenced.

**For example: a book that contains a short story or essay; a journal that contains an article, or a web site that contains a web page.**

**Use italics and follow with a comma.**

### **First, last, and principal words capitalized.**

Examples:     Journal of Education,  
                    Webster’s New World College Dictionary,

## **4. OTHER CONTRIBUTORS,**

Utilize the “other contributors” option to add any further names that are significant to your study or to the identification of the work.

### **Always include the following contributors in your citation:**

Translators

Editors of scholarly editions and anthologies or collections of works

**You may also opt to list these contributors:**

Film directors

Music conductors

Performing groups (like a choir or similar)

**Provide the contributor's name in the format: First Middle Last, along with a descriptive phrase or noun.**

Common phrases include:

- adapted by
- directed by
- edited by
- illustrated by
- introduction by
- narrated by
- performance by
- translated by

**Apply sentence capitalization. If the preceding element concluded with a comma, the initial word is not capitalized. Refer to the example.**

Examples: Translated by Jay Rubin,  
, performances by James Stewart and Donna Reed,

## **5. VERSION,**

When you want to indicate an edition or version, you should use the Version element.

**Abbreviate edition (ed.) and revised (rev.).**

**Make sure to capitalize each sentence. This indicates that the initial word is not capitalized regardless of whether or not the preceding part ended in a comma. See example.**

Examples: Updated ed.,  
5th ed.,  
unabridged version,

## **6. NUMBER,**

**Use the “number” element for sources that are part of a sequential order, like a journal article or a television series episode.**

- Abbreviate volume (vol.) and issue/number (no.)

- Use sentence capitalization. Do not capitalize the first word after a comma.

Examples:     vol. 42, no. 5,  
                  season 2, episode 10,

## **7. PUBLISHER,**

**Use the “publisher” element mostly for books, websites, and films.**

- Do not use in journal article citations
- Abbreviate “University Press” to UP
- Omit any initial article (A, An, or The) and business abbreviations (like Co. or Inc.)
- For websites, find the publisher name at the bottom of the page after the ©.
- Publisher name not needed if it’s the same as the website title.
- For films, use the name of the distributor.

Examples:     U of Chicago P,  
                  RKO,  
                  University of Iowa Museum of Art,

## **8. PUBLICATION DATE,**

**Every citation will include a publication date, unless no date is given in the source.**

- Format for dates is: day month year.
- Abbreviate months longer than four letters to first 3 letters.
- If more than one date is given, use the date most relevant or most recent.
- If no publication date is given, omit the date.
- For websites, add the access date under “Optional elements” (see description below).

Examples:     27 Aug. 1971,  
                  June 1995,

## **9. LOCATION.**

**Use location element for any information that helps the reader locate the source.**

**This includes:**

- The URL of a website or online article, without the http(s):// and including a period at the end.

Example:     [www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm](http://www.bls.gov/careeroutlook/2018/data-on-display/education-pays.htm).

- The doi of a journal article. If a doi is available, use it instead of the URL. Do include the http(s)://.

Example:     <https://doi:10.1002/pits.20246>.

- The page numbers of an article, preceded by p. for a single page, or pp. for multiple pages.

Examples:    pp. 65-8.

                  p. 102.

- The museum, if an artwork was viewed in person.

Example:     The Art Institute of Chicago.

## 10. OPTIONAL ELEMENTS.

**Use any of these optional elements, but only if they are important to your use of the source.**

- For online work with often changing content or content without a published date, include the date of access.
- Begin the date with the term “Accessed”.

Example:     Accessed 7 June 2016.

- Use for unexpected formats. Include a word that describes the format.

Examples:    Lecture.

                  Address.

                  Transcript.

- Use for medium of an artwork, especially if the medium is important to your discussion of the work.

Examples:    Sculpture.

                  Wood and pigment.

- The name of an app if you used it to access the source. This is helpful because an app often has no URL to share.

Examples:    *Netflix* app.

*Spotify* app.

## **IN-TEXT CITATIONS**

In-text citations are placed within the body of a research article to concisely indicate the source of the information.

MLA style in-text citations consist of the author's last name followed by a page number in parentheses. Here is an example: "Here's a direct quote" (Smith 8).

If the author's name is not provided, utilize the initial word or words of the title. Adhere to the formatting style of the works-cited list, including the use of quotation marks. Here is an example: This is a paraphrase ("Trouble" 22).

If the source does not have page numbers (for example, some online articles, websites and e-books), only include the author's name for the in-text citation. Do not estimate or make up page numbers.

In-text citations direct readers to the works-cited list at the conclusion of the publication for detailed bibliographic information.

## UNIT III

### THE MECHANICS OF SCHOLARLY PROSE

#### **SPELLING**

Certain aspects to be taken note of with regard to spelling are:

##### **Consistency**

Consistency in spelling, including hyphenation, is required throughout the research work, except in quotations where the original spelling, whether right or erroneous, must be preserved. To maintain consistency, use a single dictionary and always use the spelling provided first in any entry with multiple spellings.

##### **Word Division**

Disable the automatic-hyphenation feature in your word processor. Hyphenating words at the line breaks in a research paper is needless and has drawbacks. Dividing a word between lines might make it more difficult to read, as the reader may be unsure if the hyphen is part of your spelling or the original text.

##### **Plurals**

English nouns often form their plurals by adding the suffix -s or -es, with certain exceptions. American English tends to create the plurals of terms borrowed from other languages in the normal way. Refer to a dictionary for assistance. When a dictionary provides multiple plural forms for a word, such as “appendixes” and “appendices,” pick the first one listed.

##### **Foreign Words**

When citing text in a foreign language, it is vital to accurately reproduce all accents and other symbols exactly as they appear in the original. To insert characters not available in your word processing software, add them manually.

**Paragraph structure:** Each paragraph should begin with a topic sentence that provides an overall understanding of the paragraph. Since each paragraph should have a single theme or conclusion, the topic sentence states that theme or conclusion.

**Sentence length:** Sentences should be kept as short as possible so that their structure is simple and readable. Long sentences require complex construction, provide an abundance of

opportunity for grammatical errors, take considerable writing time, and slow the reader down. Long sentences are often the result of putting together two independent thoughts that could be stated better in a separate sentence.

**Pronouns:** There is no room for any ambiguity between a pronoun and the noun for which it is used. Novices commonly use “it”, “this”, “that”, etc., where it would be better to use one of several nouns. It may be clear to the writer, but it is often ambiguous to the reader. In general, Personal pronouns (I, you, he, she, my, mine, our, us) are not used in technical reports.

### **Punctuation**

Punctuation primarily serves to guarantee the lucidity and legibility of written text. Punctuation helps to clarify sentence structure by separating certain words and grouping others. It imbues written words with significance and aids readers in comprehending sentences as they progress through them. These rules address several scenarios that may arise when writing research papers.

### **Capitalization**

Writers tend to err on the side of too much capitalization. The chief reason to capitalize a word is that it is proper not because the word has greater status than other words. A proper noun identifies a specific member of a class, whereas a common noun denotes either the whole class or any random member of the class. For example, King Henry VIII (a particular member of a class) was a king of England (the class itself).

## **CAPITALIZATION AND PUNCTUATION**

Capitalize the first word, the last word, and all principal words, including those that follow hyphens in compound terms when copying an English title or subtitle. Therefore, **capitalize the following parts of speech:**

Nouns (e.g., *flowers*, as in *The Flowers of Europe*)

Pronouns (e.g., *our*, as in *Save Our Children*; *it*, as in *Some Like It Hot*)

Verbs (e.g., *watches*, as in *America Watches Television*; *is*, as in *What Is Literature?*)

Adjectives (e.g., *ugly*, as in *The Ugly Duckling*)

Adverbs (e.g., *slightly*, as in *Only Slightly Corrupt*; *down*, as in *Go Down, Moses*)

Subordinating conjunctions (e.g., *after*, *although*, *as if*, *as soon as*, *because*, *before*, *if*, *that*, *unless*, *until*, *when*, *where*, *while*, as in *One If by Land*)

**Do not capitalize the following parts of speech when they fall in the middle of a title:**

Articles (*a, an, the*, as in *Under the Bamboo Tree*)

Prepositions (e.g., *against, as, between, in, of, to*, as in *The Merchant of Venice* and “A Dialogue between the Soul and Body”)

Coordinating conjunctions (*and, but, for, nor, or, so, yet*, as in *Romeo and Juliet*)

The *to* in infinitives (as in *How to Play Chess*)

**Capitalize quotations in titles as per the requirements.**

“I’m Ready for My Close-Up”: Lloyd Webber on Screen”

If an untitled poem is recognized by its opening line or a short untitled message is included in the works-cited section by its complete text, the line or full text should be copied precisely as it appears in the original source.

Dickinson’s poem “I heard a Fly buzz—when I died—” contrasts the everyday and the momentous.

Use a colon and a space to separate a title from a subtitle, unless the title ends in a question mark or an exclamation point.

Include other punctuation only if it is part of the title or subtitle.

*Storytelling and Mythmaking: Images from Film and Literature*

*Whose Music? A Sociology of Musical Language*

These examples demonstrate how to capitalize and punctuate several types of titles.

*The Teaching of Spanish in English-Speaking Countries*

*Life As I Find It* (Here *as* is a subordinating conjunction.)

*The Artist as Critic* (Here *as* is a preposition.)

“Italian Literature before Dante”

“What Americans Stand For”

“Why Fortinbras?”

## **ITALICS AND QUOTATION MARKS**

Titles should generally be italicized or enclosed in quotation marks. Italicize titles of self-contained and independent sources like books and containers such as anthologies. Use quote marks for titles of sources contained in bigger works like short stories.

*The Awakening* (book)  
*The Metamorphosis* (novella)  
“Literary History and Sociology” (journal article)  
*Stanford Encyclopedia of Philosophy* (Website)  
“Free Will” (article on a Web site)

There are a few exceptions to this standard. Names in these categories are capitalized as titles but are not italicized or enclosed in quotation marks.

### **Scripture**

Bible  
Old Testament  
Genesis  
Gospels  
Talmud  
Koran or Quran or QurÉan  
Upanishads

Titles of individual published editions of scriptural writings, however, should be italicized and treated like any other published work.

*The Interlinear Bible*  
*The Talmud of the Land of Israel: A Preliminary  
Translation and Explanation*  
*The Upanishads: A Selection for the Modern Reader*

### **SHORTENED TITLES**

When mentioning a title in your conversation, include the whole title but you can leave out any unnecessary subtitle. After initially presenting a title in full, you can then use an abbreviation, ideally a common or easily recognizable one, when referring to it frequently in your conversation (e.g., using “Nightingale” for “Ode to a Nightingale”). When the title is first mentioned in full, add the abbreviation in parentheses if it may not be easily understood: “In *All’s Well That Ends Well* (AWW), Shakespeare...” Legal experts often refer to a court matter by the name of the first non-governmental party involved. When discussing the case NLRB v. *Yeshiva University*, experts often refer to it as *Yeshiva* for brevity. In MLA format, readers must use the initial part of the name (NLRB) to find the whole citation in the works cited list. If you use *Yeshiva* as a reference in your text, you must mention NLRB in your parenthetical citation.

## **Use and Accuracy of Quotations**

Quotations are significant in research papers when used judiciously. Select and quote only the most intriguing, vivid, uncommon, or suitable words, phrases, sentences, or passages, keeping them as brief as feasible. Excessive quoting can be tedious for readers and may give the impression that you lack originality and writing proficiency.

Quoting accurately in research writing is important. They are required to replicate the original sources precisely. Changes to the spelling, capitalization, or interior punctuation of the source are not allowed unless specified in brackets or parentheses. You need to create a precise and grammatically correct statement that introduces or includes a quotation accurately. You can also rephrase the original content and include certain parts of it, which might be simpler to incorporate into the text. When modifying a quotation, ensure that the changes are clearly indicated to the reader in accordance with the provided guidelines and recommendations.

### **Short Quotations**

- For quotations that are no longer than four lines, enclose them in double quotation marks and integrate them into the text. Enclose quotations within single quotation marks.
- Punctuation markers like periods, commas, and semicolons should come after the parenthetical reference. Question marks and exclamation marks should be placed within the quotation marks if they are part of the quoted piece, and after the parenthesis if they are part of your content.

### **Examples**

Shelley thought poets “the unacknowledged legislators of the World” (794).

Dorothea responds to her sister, “what a wonderful little almanac you are, Celia!” (7)

### **Long Quotations**

- For quotations exceeding four lines in your paper, start a new line and indent half an inch from the left margin. Do not indent the initial line of a single paragraph or portion of a paragraph more than the remainder of the quotation.
- There should be no quote marks used at the beginning or the end of the sentence.
- When the quotation is lengthy, a period is put at the end of the quotation, which is then followed by the parenthesis.
- Indent the initial line of the block quotation if you are beginning a new paragraph within the block quotation.

## Example

At the conclusion of *Lord of the Flies*, Ralph, realizing the horror of his actions, is overcome by  
    great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the back smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too.  
(186)

## Poetry

Put the portion of a line of verse that does not require special emphasis that you quote within your text in quotation marks, just as you would do with a line of prose. This applies whether you quote part or all of the verse. Using a forward slash with a space on each side (/) to indicate to your reader where the line breaks fall, you may also include two or three lines in this manner.

Bradstreet frames the poem with a sense of mortality: “All things within this fading world hath end. . . .”

Reflecting on the “incident” in Baltimore, Cullen concludes, “Of all the things that happened there / That’s all that I remember.”

If a stanza break occurs in the quotation, mark it with two forward slashes (//).

The *Tao te ching*, in David Hinton’s translation, says that the ancient masters were “so deep beyond knowing / we can only describe their appearance: // perfectly cautious, as if crossing winter streams. . . .”

When you quote verses that are longer than three lines, you should separate them from the rest of your text as a block. A half inch of indentation should be placed from the left margin of the citation, unless the quotation needs peculiar spacing. If the original does not contain quote marks, you should not add them. It is possible that a verse citation needs to be cited with line and other division numbers, a page number, or no number at all, depending on the length of the poem and whether or not it was published in editions that had numbered lines. In the event that it is necessary, the in-text citation for a poetry quotation that is separated from the text in this manner follows the final line of the quotation (at the same time that it does for prose quotations). It is recommended that the citation be placed on a new line, flush with the right margin of the page, in the event that it cannot be accommodated on the same line as the conclusion of the quotation.



## UNIT IV

### WORKS CITED

As per MLA style guidelines, a Works Cited page is required at the end of your research paper. Every citation on the Works Cited page must match a citation in your main text.

#### **BASIC RULES**

- Start your Works Cited page on a new page at the conclusion of your research work. Ensure that it maintains consistent one-inch margins and includes the last name and page number header, matching the format of the remainder of your work.
- Center the words “Works Cited” at the top of the page and label the page as “Works Cited” without italicizing or using quotation marks.
- Center only the title. The citation entries should be left-aligned.
- Double-space all citations without skipping spaces between entries.
- Create a hanging indent by indenting the second and subsequent lines of citations by 0.5 inches.
- Efficiently list page numbers of sources when necessary. When citing a journal article that was published on pages 225 through 250, include the page numbers as pp. 225-50 on your Works Cited page. According to MLA style, you should exclude the initial repeated digits. In this case, the digit in the hundreds position is the same between 225 and 250, therefore you exclude the 2 from 250 in the citation: pp. 225-50). When the excerpt covers multiple pages, use “pp.” MLA style use a hyphen to indicate a range of pages.
- When citing a single page from a print source, indicate it with the abbreviation “p.” followed by the page number (e.g., p. 157). When using a range of pages, indicate it using the abbreviation “pp.” before the page numbers (e.g., pp. 157-68).
- When citing a print article or publication that was accessed from an online database, italicize the name of the online resource. Subscription information is not required, only the database name.
- When citing online sources, it is important to specify a location to indicate the source’s origin to readers. Several academic databases utilize a DOI (digital object identifier). Include a DOI in your citation when available; otherwise, use a URL. Remove the “http://” from URLs. The DOI or URL is often the final component in a citation and should be succeeded by a period.

- All citations must conclude with a period.
- Cite apps and databases only when they serve as the primary platforms for the works you are referencing, not as intermediaries that lead you to sources published on other platforms. When referencing works from the *Philosophy Books* app, consider it a container as it holds the works in full. A PDF article stored in the *Dropbox* app is considered published elsewhere, hence the app should not be referenced as the source.
- When it is crucial for your readers to be aware of an author’s or person’s pseudonym, stage name, or other aliases, it is advisable to reference the more widely recognized form of the individual’s name. For instance, when referencing the author of “*Alice’s Adventures in Wonderland*,” it is more appropriate to use *Lewis Carroll* rather than *Charles Dodgson*, his real name.
- Annotations for annotated bibliographies should be included at the end of each source/entry with one-inch indentations from the beginning of the entry. Annotations should be brief and might be in the form of concise phrases or whole sentences, typically limited to one paragraph.

## **CAPITALIZATION AND PUNCTUATION**

- Capitalize all words in titles of articles, books, etc., except for articles (the, an), prepositions, or conjunctions, unless they are the first word of the title or subtitle: *Gone with the Wind*, *The Art of War*, *There Is Nothing Left to Lose*.
- Italicize titles of major works (books, periodicals) and use quotation marks for titles of shorter works (poems, articles).

## **LISTING AUTHOR NAMES**

Entries are organized in alphabetical order based on the author’s last name or, for complete edited collections, the editor’s names. Author names are formatted in the following order: last name, first name, then middle name or initial if necessary.

Burke, Kenneth

Levy, David M.

Wallace, David Foster

Avoid include honorific titles or academic degrees when listing people. The book by the author “John Bigbrain, PhD” is listed as “Bigbrain, John.” Include suffixes such as “Jr.” or “II.” Combining everything, a piece by Dr. Martin Luther King, Jr. should be referenced as “King,

Martin Luther, Jr.” Here is the suffix that comes after the first or middle name, followed by a comma.

### **MORE THAN ONE WORK BY AN AUTHOR**

When citing multiple works by the same author, arrange the entries alphabetically by title. Use three hyphens instead of the author’s name for all entries except the first one.

Burke, Kenneth. *A Grammar of Motives*. [...]

---. *A Rhetoric of Motives*. [...]

List solo-author entries first when an author or collection editor appears as both the first author of a group and the sole author of a text:

Heller, Steven, ed. *The Education of an E-Designer*.

Heller, Steven, and Karen Pomeroy. *Design Literacy: Understanding Graphic Design*.

### **WORK WITH NO KNOWN AUTHOR**

Arrange anonymous works alphabetically by title and use an abbreviated version of the title in parentheses for citations in your paper. Boring Postcards USA in this instance is authorless.

Baudrillard, Jean. *Simulacra and Simulations*. [...]

*Boring Postcards USA* [...]

Burke, Kenneth. *A Rhetoric of Motives*. [...]

### **The Standard Format for any citation is as follows:**

Author. Title. Title of container (do not list container for standalone books, e.g. novels), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2<sup>nd</sup> container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

### **Citing Printed Books: Simple Structure**

Name of author or editor. *Title of the Book*. Publisher name, Year published.

**Book (One Author)**

Rowling, J.K. *Harry Potter and the Goblet of Fire*. Levine-Scholastic, 2004.

**Book (Two or Three Authors)**

Kirkpatrick, Jim and Paul Caldwell. *Eating Disorders: Everything You Need to Know*. Firefly Books, 2004.

**Book (More than Three Authors)**

Ellis, David B. et al. *Becoming a Master Student*. Houghton Mifflin, 2006.

**Book (Corporate Author)**

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders: DSM5*. 5th Ed. American Psychiatric Association, 2013.

**Article in a Reference Book**

“Civil Disobedience.” *Encyclopedia Americana*. International Edition. Scholastic Library, 2004.

**Multivolume Work**

Frey, R. J. “Bulimia Nervosa.” *The Gale Encyclopedia of Mental Disorders*. Ed E. Thackeray and M. Harris. Vol. 1. Gale Group, 2003. pp. 153-62.

**Citing Print Periodical Articles - Basic Form:**

Name of author or editor (if given). “Title of the article.” *Publication title*, Volume, Number (if applicable), Date Month Year: Page number.

**Magazine or Newspaper Article**

Carroll, Aaron E. “Sorry, There’s Nothing Magical About Breakfast.” *New York Times*, 23 May 2016: C8.

**Journal Article**

Lorence, Mark. “School of Minecraft.” *School Library Journal*, Vol. 61, no. 4, 2015, pp. 26-30.

**Citing Online Sources: Online Book, Basic Form**

Name of author or editor. *Title of the Book*. Database or sponsor. Publisher name, Year published.

### **eBook**

Poe, Edgar Allan. *The Murders in the Rue Morgue*. eBook Collection (EBSCOhost), Generic NL Freebook Publisher, 1993.

### **Magazine Article from a Library Database**

Zirin, Dave. "Time for the NCAA to Pay." *The Progressive*, Jun. 2014, pp. 42.

*Opposing Viewpoints in Context*.

search.ebscohost.com/login.aspx?direct=true&db=mth&AN=96327384&site=ehost-live

### **Journal Article Basic Form**

Name of author or editor. "Title of the Article." *Publication title* Volume Number, Issue Number, year of publication, page numbers. *Database*. URL or DOI

### **Journal Article from a Library Database**

Washington, Myra. "The Post-Racial Mystique: Media and Race in the Twenty-First Century." *Black Scholar*, Vol. 46, no. 2, 2016, pp. 66-69. *Psychology and Behavioral Sciences Collection*. [tinyurl.com/z3zblco](http://tinyurl.com/z3zblco)

### **Newspaper Article from a Library Database**

Smith, Barbara S. "Reframing the Conversation on Growing Old." *Sarasota Herald Tribune* [Sarasota, FL], 12 May 2015, pp. E.8. *ProQuest Newsstand*. [tinyurl.com/zq4mlrl](http://tinyurl.com/zq4mlrl)

### **Encyclopedia Article from a Library Database**

Howard, Lillie. "Zora Neale Hurston." *Dictionary of Literary Biography: Afro-American Writers from the Harlem Renaissance to 1940*. Ed. Trudier Harris. Gale, 1987. *Literature Resource Center*. [tinyurl.com/jg4hrbd](http://tinyurl.com/jg4hrbd)

### **Web Site Basic Form**

Name of author or editor (if given). "Title of Work." *Title of Web Site*. Publisher or container of site, day month and year of publication – use n.d. if no date is available. URL . Date Accessed.

## **Website**

Anders, Charlie J. "Prince Was One of the Greatest Fantasy Storytellers of All Time." *i09.com*. Gizmodo, 21 Apr. 2016. [io9.gizmodo.com/prince-is-not-dead-1772302841](http://io9.gizmodo.com/prince-is-not-dead-1772302841). Accessed 6 May 2016.

## **Blog**

McSweeney, Kelly. "How Tiny 'Natural Nanobots' Attack Cancerous Cells." *ZDNet*, 6 Sep. 2016. [www.zdnet.com/article/tiny-robots-attack-cancer/](http://www.zdnet.com/article/tiny-robots-attack-cancer/). Accessed 14 Sep. 2016.

## **Tweet**

@neiltyson. "There's more than 300 metric tons of it embedded in every 500-meter metallic asteroid that orbits the Sun. #ThatsGold." *Twitter*, 18 Aug. 2016, 6:17 PM. [twitter.com/neiltyson/status/766443843759722496](https://twitter.com/neiltyson/status/766443843759722496)

## **Other Sources**

### **Interview**

Bag, Alice. Personal Interview. 2 Sep. 2016.

### **DVD, BluRay, or VHS**

The Jungle Book. Directed by Jon Favreau, Performances by Neel Sethi and Bill Murray. Walt Disney Pictures, 2016.

### **Lecture, Speech, Reading**

Obama, Barack Hussein. "Obama Presidential Address." Presidential Inauguration of the United States of America. Washington D.C. 24 Feb. 2009.

### **Performance**

Wheeldon, Christopher. "An American in Paris." Segerstrom Center for the Arts. 25 Apr. 2017.

### **Netflix (or Hulu, Google Play, Amazon Video, HBOGO, etc.)**

"AKA Smile." Jessica Jones, season 1, episode 13, Marvel Television, 20 Nov. 2015. Netflix, [www.netflix.com/watch/80002324?trackId=13752289&tctx=0%2C12%2C7bc7a5fc-52e6-41ea-95dc-70d28bb074d7-121219242](http://www.netflix.com/watch/80002324?trackId=13752289&tctx=0%2C12%2C7bc7a5fc-52e6-41ea-95dc-70d28bb074d7-121219242)

## UNIT V

### IN-TEXT CITATIONS

In-text citations are concise references designed to guide the reader to the works-cited list for the sources consulted and, if applicable, to the specific spot in the cited source. They should always be placed immediately below the information you are summarizing, paraphrasing, or quoting.

An in-text citation starts with concise information that guides the reader to the corresponding entry in the works-cited list. The citation often starts with the author's last name or the title of the work, followed by a page number, time stamp, or other reference to indicate where the information is located within the work. The citation might be included in your text or included in parentheses.

#### **Example**

***In-text citation:*** According to a recent article published in *Mother Jones*, thousands of people nationwide have actively protested the construction of the Dakota Access Pipeline in solidarity with Standing Rock Sioux tribal members (Sammon).

#### ***Corresponding works cited entry:***

Sammon, Alexander. "The Next Keystone? Protesters Try to Stop Another Huge Oil Pipeline." *Mother Jones*, 26 Aug. 2016, [www.motherjones.com/environment/2016/08/dakota-access-bakken-pipeline-protesters-sioux](http://www.motherjones.com/environment/2016/08/dakota-access-bakken-pipeline-protesters-sioux). Accessed 4 Sept. 2016.

#### **Keep the references in parentheses as brief as possible.**

Omit the author's name or source title from the parenthetical reference if you have already mentioned it in your text.

**Example**      This point has been argued before (McMann 16-19).  
                    McMann has argued this point (16-19).  
                    Others, like Blocker and Plumer (52), hold an opposite point of view.  
                    Stress and a poor diet can have a detrimental effect on proper liver functioning  
                    (American Medical Association 209).

**If the work has three or more authors,** give the first author's last name followed by "et al." then the page number(s)

**Example** Some interesting interpretations of this concept have recently been suggested (Jones et al. 25-37).

**If there are citations to material by different authors with the same surname**, add the author's first initial. If these authors have the same initial as well, use the full first name.

**Example** Neurological pathways are created through habitual actions (J. Stevens 87).

**If there are two or more titles by the same author in your Works Cited list**, give the author's last name, the title, followed by the page number(s). Abbreviate the title if it is longer than a few words (when abbreviating the title, begin with the first word)

**Example** The fashion was very popular in certain parts of Northern England (Pollack, *Dickinson* 32-33).

(In the example, 'Dickinson' is the shortened title of Pollack's *Dickinson: The Anxiety of Gender*).

**If there is no author**, the title may appear in the text itself or, abbreviated, before the page number in the in-text citation (MLA Handbook, 9<sup>th</sup> ed., p. 237).

**Example** *Classical Mythology of Greece* notes that he was cut up and boiled in a cauldron by Titans sent by Hera (78).

**Example** He was cut up and boiled in a cauldron by Titans sent by Hera (*Classical Mythology* 78).

**Web documents usually do not have fixed page numbers or any kind of section numbering.** If your online source does not have numbering, you have to omit numbers from your parenthetical references. Do not count unnumbered paragraphs

**Example** Winkfield compares it to the current political environment of Zimbabwe. The works cited list would include an entry that begins with Winkfield.

**If a source, such as a web document, does provide definite paragraph numbers**, give the abbreviation *par.* or *pars.* or sections (*sec.*, *secs.*) or chapters (*ch.*, *chs.*) along with the paragraph number or numbers.

**Example** Devereux states that "Finley introduced energy psychology to modern psychiatry in the late twentieth century" (par. 30).

**For time-based media, such as audio or video recordings,** cite the relevant time or time span if it is displayed. Give the numbers of the hours, minutes, and seconds, separating the numbers with colons, with no space on either side.

**Example** Buffy’s promise that “there’s not going to be any incidents like at my old school” is obviously not one on which she can follow through (“*Buffy*” 00:03:16-17).

**Paraphrased ideas** - “Paraphrasing allows you to maintain your own voice while demonstrating that you understand the source because you can restate its points in your own words and with your own sentence structure.” To properly give credit, you need to include an in-text citation directing the reader to a works-cited list entry.

Author’s name in text with quotation	Galeano asserts that the rise in coffee prices, world wide, “did nothing to ease the chronic poverty of Brazilian coffee workers” (280).
Author name in text without quotation	Angela Davis’ book <i>Are Prisons Obsolete?</i> Provides a history of the development of the U.S. prison system (22-45).
Author name in citation with page number	Poetry can be used as an inspirational learning tool (Williams 78).
Author name in citation without page number (for when no page numbers are provided)	The blog, “EducationQuest,” provides a variety of self-care for college students (Qurada)
Two source authors in citation	For fuller understanding, readers should research the relevant culture and history (Said and Do 6)
Quotation found in indirect source (for quoting a source cited in another source)	Octavia Butler writes, “destiny is to take root among the stars” (qtd. In Brown and Imarisha 1)
Video Source (note–you must include the time slot from which you are quoting; here, the time is from minute, 1 minute, 26 seconds to 1 minute, 29 secs.)	The music video for M.I.A.’s song “Borders,” depicts refugees climbing wire fences in a direct and positioned to spell out “Life” (00:01:26-00:01:29).