COURSE NUMBER: ENGL331
COURSE NAME: Contemporary Literature
Fall 2015, Session I – Lawson
Tuesday, 9/1, 8, 15, 22, 29 from 5:30 p.m. - 9:30 p.m.

INSTRUCTOR'S NAME: Dr. Connie Pedoto

CONTACT INFORMATION: cpedoto@hawks.huntingdon.edu

COURSE DESCRIPTION: An examination and analysis of literature since World War II. In addition to European and American literature, students will interpret contemporary developments in literature and culture such as post-Colonial studies, ethnic literatures from around the world, post-modernism, and debates about “literature” itself.

An examination of works by contemporary writers. Selections vary with each offering of the course. This course will introduce students to contemporary poetry, fiction, drama, criticism and film. Although contemporary literature may be defined as anything written/published after 1945, we will concentrate our studies on postmodern texts, namely those written after 1962, giving special attention to texts written after 1990. This course will also include a review of research and research writing.

PREREQUISITE: ENGL 104 recommended

TEXTS REQUIRED:

Article:
“Who Are We to Judge: The Politics of Literary Evaluation,” Natasha Sajé

Novels:
The Curious Incident of the Dog in the Night-time, Mark Haddon (see Huntingdon College booklist for Edition and ISBN)
Forest Gump, Winston Groom (see Huntingdon College booklist for Edition and ISBN)

Juvenile Fiction:
Holes, Louis Sachar (see Huntingdon College booklist for Edition and ISBN)

Poetry:
Poems accessed through the Internet will be assigned in class.

Short Fiction:
“Sarah Cole: A Type of Love Story” from The Angel on the Roof, Russell Banks (see Huntingdon College booklist for Edition and ISBN)

Drama:
Buried Child, Sam Shepherd (see Huntingdon College booklist for Edition and ISBN)
(THIS BOOK NOT NEEDED FOR DR. KAISER’S CLASS)

Movies:
Forest Gump
Howl’s Moving Castle

Supplemental Information

RESEARCH

Helpful Internet Sites for Film Research

See this site for cast/director/movie information, as well as links to external reviews:
http://www.imdb.com

See this site for reviews from newspapers and popular magazines:
www.rottentomatoes.com

Online resources for film/TV studies may be found at Screensite:
http://www.screensite.org

Google has a new search engine specifically for movies:
http:www.Googleblog.com

The New York Times reviews can be accessed:

Online Writing Lab Documentation and Research Information
http://owl.english.purdue.edu/handouts/research/r_mla.html

Works Cited Generators
www.easybib.com
www.citationmachine.net
www.bibme.org

POETRY WEBSITES

Electronic Poetry Center (EPC) - Buffalo
www.epc.buffalo.edu
general resource/authors’ pages

PennSound
www.writing.pennsound.edu/pennsound
audio recordings, some rare/free downloads available

Ubuweb
www.ubu.com
conceptual and experimental poetry; broad range of voices

www.poetryfoundation.org
good general resource

COURSE LEARNING OUTCOMES:

- To understand and articulate the difficulties of studying contemporary literature
- To understand and articulate the major features of contemporary literature
- To understand and articulate definitions of modernism and postmodernism and these movements influences on contemporary literature.
- Explain the significance of selected contemporary texts
- Develop a vocabulary for analyzing contemporary texts
- Describe the history of the modern and postmodern text
- Analyze and Evaluate selected contemporary texts
- Apply postmodern interpretative strategies to reading and analyzing contemporary texts.

COURSE ASSIGNMENTS & GRADING CRITERIA:
Grades will be determined by the average of all grades received on a midterm, response papers, one critical analysis, and a final examination.

Response Paper #1
Response Paper #2
Response Paper #3
Critical Analysis
Midterm Examination
Final Examination

Examination Schedule and Assignment Due Dates
Response Paper #1 Class Meeting #1
Response Paper #2 Class Meeting #2
Midterm Class Meeting #3
Response Paper #3 Class Meeting #4
Critical Analysis Class Meeting #5
Final Examination Class Meeting #5

Reading List
We will read across the genre of contemporary literature—fiction, poetry, drama, criticism, and creative non-fiction. We will begin with fiction. All these books are readily available through bookstores or on-line via amazon.com and like sources.

Response Papers
Response papers should be two pages (approx. 400-500 words) and should address some significant aspect of one of the assigned text/film for that class meeting. Students should avoid papers that simply explore why they liked or did not like a particular work, and, rather, look at or question what the work does from a historical or cultural
perspective. Students may also consider how the work’s structure operates, or what motivates a character to act or not act, or how the work violates or upholds the student’s notion of a text. Students may also compare/contrast two works. Students may expand on one of the response papers for the longer required critical analysis.

Critical Analysis
The critical analysis is a longer essay of between 7 and 10 pages. It may be documented with critical sources or it may be the student’s own critical view of a particular work.

GRADE POINT EQUIVALENTS - Describe the point range for each letter grade.

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59-below

ATTENDANCE POLICY:

Absences and Tardiness – All students are required to attend the first session. Those who do not attend the first session will be automatically dropped from the course. Students with more than one absence will receive an “F” for the course. Since this class meets only five times, missing a single class meeting is equivalent to missing three weeks of a regular term. If you cannot attend a class you must let the instructor know via email as soon as possible. In case of absences you are responsible for obtaining all handouts and assignments. Tardiness may result in a deduction in your class participation grade. Excessive tardiness may count as an absence.

Participation – Participation is not the same as attendance. Participation requires students to come to class prepared to actively participate, which makes the classroom experience more meaningful. However, participation is not just speaking out in class. The contributions made by the student should be related to the course content and meaningful to the class discussion.

Late Assignments – No shows fail the assignment. It is expected that the students fulfill their assignments on the date they are scheduled to do so. Students with illness or other problems that prevent them from attending class on the day a presentation or written assignment (including a test and/or exam) is due must contact their instructors PRIOR to the deadline via Huntingdon College email with supporting documentation to request an extension or a make-up. In most cases, missed assignments are logistically difficult to make-up while maintaining the integrity of the module. In rare cases, approval to make-up an assignment may be granted at the discretion of the faculty member based on the seriousness of the circumstance and on the supporting evidence provided by the student. Contacting a fellow class member does not substitute for contacting the instructor.

Accommodation of Special Needs- Huntingdon College makes every reasonable accommodation for disabilities that have been processed and approved through our Disability Services Committee in accord with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In order to request disability-related services at
Huntingdon College, students must self-identify to the Disabilities Intake Coordinator, Camilla Irvin, and provide appropriate and up-to-date documentation to verify their disability or special needs. After the accommodations have been approved by the Disability Services Committee, the 504 Coordinator, Dr. Lisa Olenik Dorman, will notify your professor(s) of the committee's decision. If you have any questions regarding reasonable accommodation or need to request disability-related services, please contact Disability Services at (334) 833-4577 or e-mail at disabilityservices@huntingdon.edu.

Academic Honesty – Plagiarism is literary theft. Failure to cite the author of any language or of any ideas which are not your own creation is plagiarism. This includes any text you might paraphrase, as well. Anyone is capable of searching the Internet or any printed media; your research paper is intended to broaden your knowledge, stimulate your creativity, and make you think, analyze, and learn. It is not consistent with the College Honor Code, nor with scholarly expectations to submit work which is not the product of your own thinking and research. Severe penalties will result upon the submission of any work found to be plagiarized, including potential failure of the entire course. It is easy and simple to properly cite all sources used in your paper. Take no risks – cite your sources.

Huntingdon College Library: As an EB student you have access to the full-range of electronic resources provided by the Library of Huntingdon College. Your first step upon enrollment at Huntingdon should be to register for a library account. You can do this by going to the Library’s web site at http://library.huntingdon.edu/ and under “EB Services” complete the “Library Card Application” form and submit it. You will receive shortly your personal library account information, which will then allow you to access a variety of resources including databases. Should you ever have a problem accessing the Library’ electronic resources, please contact the Library (specifically, Systems Librarian Brenda Kerwin at bkerwin@huntingdon.edu <mailto:bkerwin@huntingdon.edu>).*

* Among the Library’s electronic resources, you will find a number of databases specific to the area of business administration and its allied fields of study (e.g. databases within /EbscoHost/, /Gale/, and /ProQuest/, as well as /Oxford Journals/). You will also find databases that support your core courses in such fields as English, history, communications, the arts, and the sciences. You may be familiar with the AVL (the /Alabama Virtual Library/) and have your own AVL card. As a student at Huntingdon College, you no longer need to maintain your own AVL card, if you access the AVL through our web site. Simply click on “Campus & Library” rather than “Home Access” within the AVL. A few other mentions: /Countess/ is the name of the Library’s online catalogue and among its holdings you will find electronic books. If you want to know what full-text electronic journals are available to you through the Library’s databases, you can use the /Serials Solutions/ link on our web site. You can limit your search by discipline (such as “Business & Economic”). If you use Google for any of your research, we greatly encourage you to use /Google Scholar/ and /Google Books/’. These features of Google will direct you to resources appropriate for academic research.*

First Night Assignment -

CLASS SCHEDULE:

Week 1: Love, Postmodernism, and Literary Evaluation
Outcomes-By the end of this module, students are expected to:
• Explain the critical issues raised in the readings
• Develop an understanding of modernism and postmodernism
• Describe the features and preoccupations of contemporary literature
• Analyze and Evaluate contemporary literature and the difficulty of its evaluation
• Apply cultural and historical knowledge to literary interpretation
• Review of research and research writing

Student Preparation
Readings:
“Sarah Cole: A Type of Love Story,” Russell Banks
“How Are We to Judge: The Politics of Literary Evaluation,” Natasha Sajé

Response Paper #1
Due at beginning of class

Learning Topics:
Aesthetics and Contemporary Literature
Why is what will persist so difficult to determine?
What is postmodernism?
What is modernism?
What is an aesthetic?
How does Banks define love in his short story?
How is this a postmodern love story?

Classroom Activities:
1.1 Introductions and Overview: Introductions of the class members to each other and to the instructor. Overview of syllabus. Introduction to the course including challenges and rewards of studying contemporary literature.
1.2 Discussion of the students’ minimum requirements for reading and an analysis of what type of “art” they enjoy as outlined in the Saje article.
1.3 Discussion of “Sarah Cole. . .”
1.4 Small Group Work: Break into small groups to analyze aspects of the reading
1.5 Report of Small Groups: Each group summarizes findings of its work and discusses with the class
1.6 Review of Research and Research Writing
1.7 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

Week 2: WORKING THE AUDIENCE—Differences in Contemporary Film and Fiction
Outcomes—By the end of this module, students are expected to:
• Explain the critical issues raised in the reading
• Analyze how the audience considerations for novels differ from audience considerations for film
• Develop a vocabulary for discussing contemporary novels and film
• Analyze and Evaluate film and the satirical novel
• Apply cultural and historical knowledge to literary interpretation

Student Preparation
Reading: Forrest Gump
Film: Forrest Gump

Writing-Response Paper #2 due at beginning of class

Learning Topics:
Comparing Forrest Gump the movie and Forrest Gump the novel—why does Forrest change? How does audience affect text? What are the problems of translation from text to film?

Classroom Activities:
2.0 Review of previous module, questions, concerns
2.1 Class discussion on selected literature
2.2 Small Group Work: Break into small groups to analyze aspects of Forrest Gump, the novel
2.3 Report of Small Groups: Each group summarizes their analysis and discusses with the class
2.4 Showing of Forrest Gump
2.5 Class discussion of movie
2.6 Small Group Work: Break into small groups to analyze differences in the film and the novel
2.7 Report of Small Groups: Each group summarizes findings of its work and discusses with the class
2.8 Review of research skills and techniques
2.9 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

Week 3: Structural Considerations
Outcomes-By the end of this module, students are expected to:
- Explain how structure shapes text
- Describe the structural features of each text
- Analyze and Evaluate the assigned readings
- Apply cultural knowledge to the readings

Student Preparation
Reading: The Curious Incident of the Dog in the Nighttime

Study for Mid-term Exam

Learning Topics:
How does structure shape the meaning of the text?
How are structural considerations particular features of modernism and postmodernism?
What are the structures at work in each text and what purpose do they serve?

Classroom Activities:
3.0 Review of previous module, questions, concerns
3.1 Review for Midterm
3.2 Midterm Examination
3.3 Class discussion of structure in modern and postmodern texts
3.4 Small Group Work: Break into small groups to analyze structure of the The Curious Incident...
3.5 Research skills review continued
3.6 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

**Week 4-The Destabilization Family in Contemporary Literature**

Outcomes-By the end of this module, students are expected to:
- Explain the critical issues raised in the reading
- Describe the features of the literature read
- Analyze and evaluate confessional poetry and imagistic drama
- Apply cultural and historical knowledge to literary interpretation

**Student Preparation:**
Reading: *Buried Child*
- Various assigned poems

Response Paper #3 due at the beginning of class

Learning Topics:
Drama and the image
The intersections of personal and public history as used in contemporary literature
Personal history as a means of critique of contemporary culture

Classroom Activities:
4.0 Review of previous module, questions, concerns
4.1 Class discussion on cultural background and literary terms in reading plays.
4.2 Small Group Work: Break into small groups to analyze aspects of *Buried Child*
4.3 Report of Small Groups: Each group summarizes findings of its work and discusses with the class
4.4 Class discussion on poetry
4.5 Small Group Work: Break into small groups to analyze aspects of the poems. Each group chooses its three favorite poems to read to the class and discuss.
4.6 Report of Small Groups: Each group summarizes findings of its work and discusses with the class
4.7 Presentation of documented essay topics and progress
4.8 Summary of learning outcomes and important points by the class; preview of next module by the instructor.

**Week 5-Juvenile Literature**

Outcomes-By the end of this module, students are expected to:
- Explain the critical issues raised in the reading
- Develop a vocabulary for addressing juvenile literature
- Describe the features of literature written for children
- Analyze and Evaluate the literary merits of juvenile literature

**Student Preparation:**
Reading: *Holes*
In-Class Screening of *Howl’s Moving Castle*
Writing: Critical Essay Due
Study for Final Exam

Learning Topics:
What is good juvenile literature?
Are there different standards and aesthetics for juvenile literature than there are for mainstream or adult literature?
How is the aesthetic the same? How is it different?

Classroom Activities:
5.0 Review of previous module, questions, concerns
5.1 Class discussion of Holes
5.2 Class discussion of juvenile literature
5.3 Screening of Howl’s Moving Castle
5.4 Discussion of film
5.5 Summary of learning outcomes and important points by the class
5.6 Review of course learning objectives and outcomes
5.7 Review for Final Examination
5.8 Final Examination

**Paper Format**

The preparation of manuscripts in MLA style is covered in chapter four of the *MLA Style Manual*, as well as in chapter three of the *Handbook for Writing Research Papers*. Here are some basic guidelines for formatting a paper in MLA style. For additional help with formatting a document in MLA style, see our additional resources section.

**General Guidelines**

- Type your paper or write it on a computer and print it out on standard-sized paper (8.5 X 11 inches).
- Double-space your paper.
- Set the margins of your document to 1 inch on all sides.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor or whoever is reading the manuscript may ask that you omit the number on your first page. Always follow their guidelines.)
- Use either underlining or italics throughout your essay for highlighting the titles of longer works and providing emphasis.
- If you have any notes, include them on a page before your works cited page and format them the same way as your works cited list.

**Formatting the first page of your paper**

- Do not make a title page for your paper unless specifically requested.
- Provide a double-spaced entry in the top left corner of the first page that lists your name, your instructor's name, the course, and the date.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor or whoever is reading the manuscript may ask that you omit the number on your first page. Always follow their guidelines.)
Center your title on the line below the header with your name, and begin your paper immediately below the title.

Here is a sample first page of an essay in MLA style:

Purdue 1

Pete Purdue
Dr. B. Boilermaker
English 101
12 November 2000

Building a Dream: Reasons to Expand Ross-Aide Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played consistently to sold-out crowds. Looking ahead...

Formatting your works cited list

- Begin your works cited list on a separate page from the text of the essay.
- Label the works cited list Works Cited (do not underline the words Works Cited nor put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all entries and do not skip spaces between entries.

If you're looking for more help with MLA format, Diana Hacker provides an excellent guide to MLA Manuscript Format in Research and Documentation Online (available at http://www.dianahacker.com/resdoc/humanities/manuscript.html). Wright University provides MLA Research Paper Templates in Microsoft Word and Rich Text formats (available at http://www.wright.edu/~martin.maner/rptemp.htm) that you can download and use guides for writing your papers.

Making reference to works of others in your text

Referring to the works of others in your text by using MLA style is covered in chapter seven of the MLA Style Manual, and chapter five of the Handbook for Writing Research Papers. Both chapters include extensive examples, so it's a good idea to read them over if you want to become familiar with the guidelines or if you have a particular question.

In MLA style, referring to the works of others in your text is done in two ways. When you make reference to someone else's idea, either through paraphrasing or quoting them directly, you:
Parenthetical Citations

MLA format follows the author-page method of citation. This means that the author's last name and the page number(s) from which the quotation is taken must appear in the text, and a complete reference should appear in your works cited list. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence.

For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

If the work you are making reference to has no author, use an abbreviated version of the work's title. For non-print sources, such as films, TV series, pictures, or other media, or electronic sources, include the name that begins the entry in the Works Cited page.

For example:

An anonymous Wordsworth critic once argued that his poems were too emotional ("Wordsworth Is A Loser" 100).

Sometimes you may have to use an indirect quotation. An indirect quotation is a quotation that you found in another source that was quoting from the original. For such indirect quotations, use "qtd. in" to indicate the source.
For example:

**Ravitch argues that high schools are pressured to act as "social service centers, and they don't do that well" (qtd.in Weisman 259).**

Sometimes more information is necessary to identify the source from which a quotation is taken. For instance, if two or more authors have the same last name, provide both authors' first initials (or even her or his full name if different authors share initials) in your citation. If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the other works by that same person.

For example:

**Two authors with the same last name:**

Although some medical ethicists claim that cloning will lead to designer children (R. Miller 12), others note that the advantages for medical research outweigh this consideration (A. Miller 46).

**Two works by the same author:**

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

For more about using parenthetical citations, visit MLA In-Text Citations (at Research and Documentation Online, available at http://www.dianahacker.com/resdoc/humanities/intext.html) or MLA Documentation: Citations in Text (from the University of Wisconsin-Madison Writing Center, available at http://www.wisc.edu/writing/Handbook/DocMLACitation.html), or see our additional resources section.

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**Quotations**

When you directly quote the works of others in your paper, you will format quotations differently depending on whether they are long or short quotations. Formatting quotations using MLA style is covered in section 3.9 of the *MLA Style Manual* (which begins on page 102), and section 2.7 of the of the *Handbook for Writing Research Papers* (which begins on page 80). Here are some basic guidelines for incorporating quotations into your paper.
Short Quotations

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks and incorporate it into your text. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a complete reference in the works-cited list. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

For example:

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes's study, dreams may express "profound aspects of personality" (184).

Is it possible that dreams may express "profound aspects of personality" (Foulkes 184)?

Cullen concludes, "Of all the things that happened there/ That's all I remember" (11-12).

Long Quotations

Place quotations longer than four typed lines in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented one inch from the left margin, and maintain double-spacing. Your parenthetical citation should come after the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.)

For example:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Brontë 78)

In her poem "Sources," Adrienne Rich explores the roles of women in shaping their world:
The faithful drudging child
the child at the oak desk whose penmanship,
hard work, style will win her prizes
becomes the woman with a mission, not to win prizes
but to change the laws of history. (23)

Adding or Omitting Words In Quotations

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

For example:

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or word by using ellipsis marks surrounded by brackets.

For example:

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale [...] and in a short time a lively exchange of details occurs" (78).

If there are ellipsis marks in the quoted author's work, do not put brackets around them; only use brackets around ellipsis marks to distinguish them from ellipsis marks in the quoted author's work.

Citing the Bible

In your first parenthetical citation, you want to make clear which Bible you're using (and italicize or underline the title), as each version varies in its translation, followed by book (do not italicize or underline), chapter and verse. For example:

Ezekiel saw "what seemed to be four living creatures," each with faces of a man, a lion, an ox, and an eagle (New Jerusalem Bible, Ezek. 1.5-10).
All future references can then just cite book, chapter, and verse, since you've established which edition of the Bible you will be using.

For more about formatting quotations, check out the links to guides for formatting in our additional resources section.

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Your Works Cited List

The works cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and be able to read any sources you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in your text. Preparing your works cited list using MLA style is covered in chapter six of the *MLA Style Manual*, and chapter four of the *Handbook for Writing Research Papers*. Here are some guidelines for preparing your works cited list.

List Format

- Begin your works cited list on a separate page from the text of the essay under the label Works Cited (with no quotation marks, underlining, etc.), which should be centered at the top of the page.
- Make the first line of each entry in your list flush left with the margin. Subsequent lines in each entry should be indented one-half inch. This is known as a hanging indent.
- Double space all entries, with no skipped spaces between entries.
- Keep in mind that underlining and italics are equivalent; you should select one or the other to use throughout your essay.
- Alphabetize the list of works cited by the first word in each entry (usually the author's last name).

Basic Rules for Citations

- Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors.
- If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.
- When an author appears both as the sole author of a text and as the first author of a group, list solo-author entries first.
- If no author is given for a particular work, alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.
• Capitalize each word in the titles of articles, books, etc. This rule does not apply to articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle.
• Underline or italicize titles of books, journals, magazines, newspapers, and films.
• Use quotation marks around the titles of articles in journals, magazines, and newspapers. Also use quotation marks for the titles of short stories, book chapters, poems, and songs.
• List page numbers efficiently, when needed. If you refer to a journal article that appeared on pages 225 through 250, list the page numbers on your Works Cited page as 225-50.
• If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database, you should provide enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access). For more about this, see our discussion of electronic sources.

For more about formatting your works cited page, visit MLA List of Works Cited (from Research and Documentation Online, available at http://www.dianahacker.com/resdoc/humanities/list.html), view a Sample Works Cited Page (from A Research Guide for Students, available at http://www.aresearchguide.com/10works.html#sampleworks), or visit some of the links in our additional resources section.

Basic Forms for Sources in Print

The MLA Style Manual provides extensive examples of print source citations in chapter six; The MLA Handbook for Writers of Research Papers provides extensive examples covering a wide variety of potential sources in chapter six. If your particular case is not covered here, use the basic forms to determine the correct format, consult the MLA Handbook, visit the links in our additional resources section, talk to your instructor, or call the Writing Lab (765-494-3723) for help.

Books

Author(s). Title of Book. Place of Publication: Publisher, Year of Publication.

Book with one author

Two books by the same author

(After the first listing of the author's name, use three hyphens and a period for the author's name. List books alphabetically.)


Book with more than one author


If there are more than three authors, you may list only the first author followed by the phrase et al. (the abbreviation for the Latin phrase "and others") in place of the other authors' names, or you may list all the authors in the order in which their names appear on the title page.

Book with a corporate author


Book or article with no author named


For parenthetical citations of sources with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and underlining as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (Encyclopedia 235) and ("Cigarette" A17).

Anthology or collection


A part of a book (such as an essay in a collection)

Author(s). "Title of Article." Title of Collection. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages.
**Essay in a collection**


**Cross-referencing:** If you cite more than one essay from the same edited collection, you should cross-reference within your works cited list in order to avoid writing out the publishing information for each separate essay. To do so, include a separate entry for the entire collection listed by the editor's name. For individual essays from that collection, simply list the author's name, the title of the essay, the editor's last name, and the page numbers. For example:


**Article from a reference book**


**An article in a periodical (such as a newspaper or magazine)**

Author(s). "Title of Article." Title of Source Day Month Year: pages.

When citing the date, list day before month; use a three-letter abbreviation of the month (e.g. Jan., Mar., Aug.). If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g. 17 May 1987, late ed.).

**Magazine or newspaper article**


**An article in a scholarly journal**

Author(s). "Title of Article." Title of Journal Vol (Year): pages.
"Vol" indicates the volume number of the journal. If the journal uses continuous pagination throughout a particular volume, only volume and year are needed, e.g. Modern Fiction Studies 40 (1998): 251-81. If each issue of the journal begins on page 1, however, you must also provide the issue number following the volume, e.g. Mosaic 19.3 (1986): 33-49.

**Essay in a journal with continuous pagination**


**Essay in a journal that pages each issue separately**


**The Bible (specific editions)**


**Basic Forms for Electronic Sources**

_The MLA Style Manual_ provides extensive examples of electronic source citations in chapter six; _The MLA Handbook for Writers of Research Papers_ provides extensive examples covering a wide variety of potential sources in chapter six. If your particular case is not covered here, use the basic forms to determine the correct format, consult the _MLA Handbook_, visit the links in our additional resources section, talk to your instructor, or call the Writing Lab (765-494-3723) for help.

If no author is given for a web page or electronic source, start with and alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.
A web site

Author(s). Name of Page. Date of Posting/Revision. Name of institution/organization affiliated with the site. Date of Access <electronic address>.

It is necessary to list your date of access because web postings are often updated, and information available at one date may no longer be available later. Be sure to include the complete address for the site. Also, note the use of angled brackets around the electronic address; MLA requires them for clarity.

Web site examples


An article on a web site

It is necessary to list your date of access because web postings are often updated, and information available at one date may no longer be available later. Be sure to include the complete address for the site. Also, note the use of angled brackets around the electronic address; MLA requires them for clarity.

Author(s)."Article Title." Name of web site. Date of posting/revision. Name of institution/organization affiliated with site. Date of access <electronic address>.

Article on a web site


An article in an online journal or magazine

Author(s). "Title of Article." Title of Journal Volume. Issue (Year): Pages/Paragraphs. Date of Access <electronic address>.

Some electronic journals and magazines provide paragraph or page numbers; include them if available. This format is also appropriate to online magazines; as with a print version, you should provide a complete publication date rather than volume and issue number.
Online journal article


An Online Image or Series of Images

Artist if available. "Description or title of image." Date of image. Online image. Title of larger site. Date of download. <electronic address>.


E-mail (or other personal communications)

Author. "Title of the message (if any)" E-mail to person's name. Date of the message.

This same format may be used for personal interviews or personal letters. These do not have titles, and the description should be appropriate. Instead of "Email to John Smith," you would have "Personal interview."

E-mail to you

Kunka, Andrew. "Re: Modernist Literature." E-mail to the author. 15 Nov. 2000.

Email communication between two parties, not including the author


A listserv posting

Author. "Title of Posting." Online posting. Date when material was posted (for example: 18 Mar. 1998). Name of listserv. Date of access <electronic address for retrieval>.

Online Posting


An article or publication retrieved from an electronic database

If you're citing an article or a publication that was originally issued in print form but that you retrieved from an online database that your library subscribes to, you should provide
enough information so that the reader can locate the article either in its original print form or retrieve it from the online database (if they have access).

Provide the following information in your citation:

- Author's name (if not available, use the article title as the first part of the citation)
- Article Title
- Publication Name
- Publication Date
- Page Number/Range
- Database Name
- Service Name
- Name of the library where service was accessed
- Name of the town/city where service was accessed
- Date of Access
- URL of the service (but not the whole URL for the article, since those are very long and won't be able to be re-used by someone trying to retrieve the information)

The generic citation form would look like this:

Author. "Title of Article." Publication Name Volume Number (if necessary) Publication Date: page number-page number. Database name. Service name. Library Name, City, State. Date of access <electronic address of the database>.

Here's an example:


**Article in a reference database on CD-ROM**


**Article from a periodically published database on CD-ROM**


(from Dr. Mary Ellen Guffey, available at http://www.westwords.com/guffey/mla.html),
and Citing Electronic Sources-- MLA (from Middlebury College, available at
http://www.middlebury.edu/~lib/citing.mla.html). The Gale Group also has a page about
how to cite publications retrieved from their databases in MLA format (available at
http://www.galegroup.com/customer_service/technical_information/citing.htm) that
includes examples of different kinds of publications.

The following information must remain intact on every handout printed for distribution.

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