

KINDS OF ESSAYS

PERSUASIVE ESSAY

- Goal: to present the reader with a new, original way of looking at a concept, whether it is a book, a historical event, or a scientific theory.
- Focuses mostly on a **primary source**. Primary sources include works of literature, historical documents, psychological studies, and sociological experiments.
 - **Compare and contrast**. This type of persuasive essay involves identifying similarities and differences between two arguments, events, ideas, or objects. However, simply pointing out similarities and differences is not enough. A good compare-and-contrast essay shows how the similarities and differences point to an interesting idea.
 - **Cause and effect**. In this type of persuasive essay, you should identify possible causes or effects of an event. However, these causes and effects must serve as evidence for a broader argument if your essay is to be persuasive. As you think about causes and effects, look for patterns and try to identify causes or effects that other writers or researchers have overlooked.

RESEARCH PAPER

- Goal: to present the reader with a new, original way of looking at a concept, but with a broader scope than a persuasive essay offers.
- In addition to analyzing primary sources, a research paper provides context for its argument by summarizing and commenting on **secondary sources**, which are other people's analyses of primary sources.
- Not a summary of many people's ideas. Instead, a research paper should evaluate those ideas and either propose a new argument or develop an existing one.

PERSONAL ESSAY

- Goal: to persuade the reader of the validity of a single main idea through the discussion of personal experience. Often, the main idea is the experience of a realization or decision.
- Like the other types of essays, a personal essay contains an argument. Explain how your experiences relate to your main idea, just as you explain how your evidence relates to your thesis in a persuasive essay or research paper.

STRUCTURING AN ARGUMENT

Writing an essay or term paper is faster and easier if you plan what you are going to say before you begin writing. Brainstorming topics, drafting argumentative statements, and outlining your ideas are effective ways of preparing to write.

FINDING A TOPIC

Sometimes, teachers will ask you to choose your own topic or choose from a list of general topics. Although such assignments can be confusing, there are some specific ways that you can come up with ideas for a topic.

REVISIT YOUR SOURCES

- Look for passages that stand out because they are confusing, unusual, paradoxical, or interesting to you personally.
- Take careful notes on a few such passages, underlining key words, circling interesting ideas, and writing your own comments in the margin.

READ SECONDARY SOURCES AND LECTURE NOTES

These sources can spark valuable ideas.

- Try to remember what parts of a lecture you found most interesting.
- Look up what other people have said about the source that you are writing about.
- If you disagree with what someone else has to say, think about why.

UNDERSTANDING THE ASSIGNMENT

Assignments commonly ask multiple questions about a single topic. These questions can be overwhelming, but there are a few specific strategies for understanding what you are expected to do. Your assignment might look something like this:

Discuss the idea of justice in Mark Twain's Huckleberry Finn. Which characters wrong other characters? How do social or political institutions create their own versions of justice in the novel? In the end, is the novel optimistic or pessimistic about the possibility of justice?

Identify key words. By picking out the most important ideas in the question, you can begin to think about the evidence you will use in your essay. In this assignment, the phrases "idea of justice," and "versions of justice," and "possibility of justice" all suggest that there are different ways to define "justice" in *Huckleberry Finn*.

DEVELOPING AN ARGUMENT

Brainstorm each part of the assignment. Address the question that the assignment asks. Take a moment to think about the separate questions right away, because this will make it easier to come up with an argument for your essay. In the question about *Huckleberry Finn*, there are three specific questions that must be answered throughout the paper. Take a moment to **jot down your recollections**.

1. Characters wrong other characters:

- Pap locks Huck inside the house (Chapter VI)
- The townspeople chain Jim inside a shed (Chapter XLI)

2. Social and political institutions and their versions of justice:

- The law: The new judge gives Pap custody of Huck despite the fact that Pap is an abusive father. The law values familial bonds over individuals' best interests. (Chapter IV)
- Pre-Civil War Southern society: Even though Jim's former owner has freed him, Jim is unable to assert his rights as a free citizen. The novel portrays the South as paying more attention to race than to legal status.

■ In this assignment, the final question—"In the end, is the novel optimistic or pessimistic about the possibility of justice?"—is in fact a **hidden key** to your statement of argument. Based on your initial brainstorming, you should be able to come up with a broad idea of how to make an argument about that question. If you've taken the time to think about the versions of justice of *Huckleberry Finn*'s characters and institutions, you can support with concrete evidence a statement about the novel's optimism or pessimism.

■ **Look for patterns.** Identify unusual patterns in your observations about a text or event. As you read through your list of evidence, **look for ideas that contradict each other, change, or aren't fully explained**. You might find that a particular writer assumes that there were only three causes leading to a war when you can identify a fourth. When writing about literature, a symbol's meaning might change or contradict itself in a poem, or a character might change his or her attitude toward an idea.

SEARCHING FOR EVIDENCE

Now is the time to skim through the text again to **find specific quotations and any other examples you may have missed**. Depending on the scope of your assignment, you may also want to consult historical or critical research. Focus on evidence that relates to your topic and strikes you as particularly interesting, confusing, or astute. Think about how each piece of evidence supports or contradicts your topic.

■ **Take notes.** It's a good idea to note each piece of evidence that may be relevant to your essay. List the source and page number, and make sure it's clear whether each piece of evidence is a direct quotation, a close paraphrase, or your own analysis or interpretation. You should pick one of the **three systems of notation**:

- **Notecards** may be helpful because you can shuffle the cards around, arrange them into groups, or discard them as your paper develops. Put one piece of evidence on each card.
- A **word processor file** may be convenient because it enables you to cut a note from one place and paste it somewhere else, including into your outline.
- A **plain old notebook** may be a good option because it gives you plenty of space to work out your ideas. When you use a notebook, it's important to think ahead of time how you want to organize your notes: by source? by chapter? by topic?

DEVELOPING A THESIS STATEMENT

A thesis statement notifies your reader of your original idea regarding a topic. While your general argument may be something like, "Twain takes a pessimistic approach to the concept of justice," your thesis statement gives your **original argument** about a topic. It should not be obvious or vague. A thesis must be controversial and arguable; it should be possible for someone to come up with a reasonable argument contradicting your own.

SOME POSSIBLE THESIS STATEMENTS

Weak: "Characters in *Huckleberry Finn* have differing views on justice. Some believe that their society is fair and just, whereas others believe that societal change is necessary."

- The statement is obvious because it does not say anything about the novel that wouldn't be immediately clear after reading it.

Strong: "Although Mark Twain uses the relationship between Huck and Jim to suggest that a society can be equally just to all of its racial groups, Twain himself perpetuates racial stereotypes by describing Jim as an superstitious, passive character."

- The statement is arguable because it is possible to interpret Jim's passiveness and superstition as appreciation for his natural landscape rather than as a racial stereotype.
- It is complex because it shows how an idea in the novel contradicts itself.

Weak: "The Civil War was caused by social, economic, and political disagreements in the North and South."

- The statement is vague because it does not explain which *specific* disagreements caused the war.
- The statement is not controversial because it would be impossible to claim that these kinds of developments did not cause the Civil War.

Strong: "Disagreement between the North and South over tariffs and states' rights was a more significant cause of the Civil War than opposing views about slavery."

- The statement makes a controversial claim because many people believe that slavery was the primary factor that caused the Civil War.
- The statement clearly identifies specific economic and political factors.

ESSAYS & TERM PAPERS

A STRONG COMPARE-AND-CONTRAST THESIS STATEMENT

"The Old Testament characters Moses and Joshua are virtual shadows of each other, as they perform similar functions and lead the Israelites in a similar manner. However, the lesser degree of the miracles that Joshua performs can be seen as an effective literary technique for promoting the idea that Moses was greater than any Old Testament prophet to follow him."

This thesis statement is good because it uses the differences between the two characters to point to a broader idea, identifying a literary technique in the Bible.

DEFINE A MOTIVE OR PURPOSE FOR WRITING

Teachers and professors read papers because they have to. But a good paper should be interesting to a broader audience. When you express your motive, you **indicate why you are writing your paper**. The motive is not the argument itself but rather the reason that your argument should be interesting to your reader. Motives may take into account what other critics have written, common perceptions of an event, or historical context. Some examples of motives:

- *"Many critics see the relationship between Huck and Jim as fair and harmonious, but closer examination of the novel reveals that this is not the case."*
- *"It is easy to assume that the main cause of the Civil War was disagreement over slavery simply because the outcome of that war had such dramatic effects on the institution of slavery."*
- *"When the movie Clueless was released, many people derided it as juvenile and silly, but since then, the film has appeared more and more frequently on college reading lists."*

PLANNING YOUR PAPER

Once you know your argument, thesis, and motive, you may want to go ahead and write your thesis paragraph (see below). Otherwise, you should begin to organize your evidence and observations. Group your evidence into categories, as this often leads to a strategy for organizing your paper. Common types of categories include:

CONTENT-BASED

Often, your topic itself will suggest categories for your evidence.

- In a paper on the Civil War, you might group evidence according to the different kinds of disputes that occurred between the North and the South.
- In a paper on *Huckleberry Finn*, you might categorize your argument by the social, political, and familial institutions that establish differing versions of justice.

ARGUMENT-BASED

Rather than use categories suggested by your topic, you can use categories that your argument suggests. This technique usually leads to more argumentative papers.

- In a paper on the Civil War, your categories might include common misperceptions involving the cause of the war, reasons for those misperceptions, and causes of the war that often go overlooked.
- In a paper on *Huckleberry Finn*, your categories might be ways in which Twain portrays Jim and Huck's relationship as an oasis of tolerance, ways in which that portrayal fails, and reasons for the failure.

OUTLINE

If you plan the steps of your argument before you write your essay, you're less likely to get stuck or not know where to go next. An outline is like a map of your argument; it should show the sequence of your ideas and argument. The first part of your outline should include your motive and your thesis statement. You also should write down the subcategories of your argument and note the evidence that you plan to use.

WRITING THE PAPER

THESIS PARAGRAPH

The first paragraph of the paper is the most important—and probably the most difficult to write, as it describes the focus of your argument and your reason for making it. If you know what your argument is before you write your first paragraph, you'll feel like you have something to say and be less nervous about staring at a blank screen.

BACKGROUND MATERIAL AND CONTEXT

An exhaustive summary of the subject matter relating to your argument will be time-consuming for you and tiresome for your reader. Assume that your reader is well-educated and can understand an argument about a book or event with which he or she is unfamiliar. **Give only the most relevant background information** in your first paragraph.

STATE YOUR MOTIVE AND THESIS

Your introductory paragraph should tell your reader why your paper is relevant. Typically, you'll want to make your thesis statement in the final sentences of the introductory paragraph.

EXAMPLE OF A STRONG THESIS PARAGRAPH

Almost as soon as the Civil War ended, Americans began to search for a way to understand the reasons for the bitter conflict. Even today, strong feelings and personal bias influence debate over the causes of the war. Because the years leading up to the war were characterized by growing conflicts over a series of political and economic disagreements between the Northern and Southern states, it is difficult to isolate individual causes of the war. It is easy to assume that the main cause of the war was disagreement over slavery simply because the outcome of the war had such dramatic effects on the institution of slavery. In fact, disagreement between the North and South over tariffs and states' rights was a more significant cause of the Civil War than were opposing views about slavery.

1. Relays background information that is concise and clearly related to the main argument

2. Author explains motive for writing by showing how his argument relates to contemporary discussion of war

3. Thesis statement makes an unusual claim about the topic

PERSONAL ESSAYS

Like the thesis paragraph of a persuasive essay, the introductory paragraph of a personal essay makes a claim, explains a motive for writing, and gives relevant background information. In a personal essay, the claim, or thesis, often involves a life change or a newly acquired perspective. The motive of a personal essay establishes the significance of the main claim, and the background information often takes the form of a short anecdote.

EXAMPLE OF A PERSONAL ESSAY INTRODUCTORY PARAGRAPH

On the day I was supposed to receive my grade for the first paper I wrote in my English literature class, my teacher announced that he had written comments on the class's papers, but had not yet given letter grades. He said he believed we were better writers than our papers showed and invited us to meet individually with him as we continued to work on our drafts. At first, his statement struck me as a sly tactic to get us to write multiple drafts of a paper, but as I read over his comments, I understood that his concern was sincere. In many ways, he had taken my paper more seriously than I myself had; he had asked detailed questions about ideas he found unclear and suggested further reading. His attention to detail and careful thought introduced me to what it might mean to be a teacher. His commitment to making me a better writer was heartfelt and went beyond the punishment or reward of grades. His personal commitment to improving our writing inspired me eventually to become a teacher, a profession I had never previously considered.

1. Establishes subject and background of essay with personal anecdote

2. Explains process of changing point of view

3. Relates anecdote and revelation to claim, or thesis

BODY PARAGRAPHS

Use the body paragraphs of your paper to develop your argument. Some standardized assignments, such as AP tests, expect you to write three body paragraphs between your thesis paragraph and your conclusion. For most essays, however, you should use as many paragraphs as you need to express your ideas effectively. Each paragraph should develop a single, specific component of your argument. A paragraph should not explore two separate ideas unless it explicitly tells why they are related to each other.

TOPIC SENTENCES

- Each paragraph should begin with a sentence that develops your thesis statement.
- Topic sentences should introduce new information that **confirms or complicates the argument** that you state in the first paragraph.

EVIDENCE AND ANALYSIS

- Within the paragraph, you should use specific evidence to support the idea stated in your topic sentence.
- Evidence may include historical events, passages from a fictional text, statistics, or arguments that other people have made about your topic.
- Analysis sentences explain why this evidence supports the argument that you are making.

TRANSITIONS WITHIN PARAGRAPHS

- The ideas within each body paragraph should come in a logical sequence. This sequence can explain, complicate, or develop the idea of the topic sentence.

CONTINUED ON OTHER SIDE

- Transitional words help your reader understand how you are developing your main idea. These words indicate contrast, provide examples, explain results, or establish a sequence.
- **Common transitional phrases** include “furthermore,” “in contrast,” “for example,” “as a result,” and “soon after.”

EXAMPLE OF AN EFFECTIVE BODY PARAGRAPH

Disagreements between the North and South regarding cotton tariffs created a divisive political atmosphere that was instrumental in states' decisions to secede from the Union. Vice President John Calhoun proposed that individual states had the right to nullify specific acts of Congress in order to protect the welfare of the states against the federal government. When Calhoun proposed this doctrine of nullification, it became clear that the South worried that the North was wielding power in order to damage the South's economy. This worry influenced the Southern states to consider separation from the North. In short, the economic issue of cotton export, separate from moral concerns over slavery, marked the initial split between North and South.

1. Topic sentence states argument which relates to thesis statement
2. Specific evidence supports claim of topic sentence
3. Analysis relates evidence to topic sentence
4. Concluding sentence conveys broader significance of the paragraph's argument and evidence

TRANSITIONS BETWEEN PARAGRAPHS

- Just as the ideas within the paragraph should come in a logical sequence, so should the paragraphs themselves.
- Each paragraph should relate explicitly to the preceding and following paragraph.
- Phrases like “also important,” “in addition,” or “we should also note that” are weak because they fail to explain the relationships between ideas in consecutive paragraphs.
- **Example:** In a paper on *Huckleberry Finn*, you might need to transition from a paragraph about Pa's attitude toward Jim to a paragraph about the townspeople's attitude toward Jim.
 - The transition “The townspeople's prejudice against black people is also important” is weak because the relationship it shows between the two ideas is obvious.
 - The transition “Whereas Pa's racism is based in ignorance and stupidity, the townspeople's racism is calculated and thought out” is stronger because it evaluates the link between the two ideas.

CONCLUDING PARAGRAPH

A conclusion should explain the significance of your thesis statement in a larger context. Although a conclusion should provide a sense of closure, it should not make broad generalizations that imply that you have supplied an absolute solution to the problem your paper addresses.

TECHNIQUES FOR CONCLUDING

- One of the most effective ways to provide a sense of closure is to **cite a relevant quotation** from the text you are working with and to explain **how to interpret that quotation using your argument**.
- Another technique is to explain a term that you bring up in your thesis statement.
- Ending your paper by showing that your argument can be applied to a related topic reiterates the relevance of your ideas.

EXAMPLE OF A STRONG CONCLUDING PARAGRAPH

In 1876, after the end of the Civil War, Confederate General Robert Hunter asked, “Had the South permitted her property, her constitutional rights and her liberties to be surreptitiously taken from her without resistance and made no moan, would she not have lost her honor with them?” Understanding that the South feared not only a loss of slave labor, but also a loss of honor, can make the root causes of the Civil War a bit clearer. In referring to “her constitutional rights and her liberties,” Hunter does refer to the institution of slavery. However, he also refers to the pride of economic productivity, which the South feared would wither and die under the economic policies of the North. Although an absolute understanding of the causes of the Civil War is unattainable, identifying the interactions among various causes is an ongoing project.

1. Incorporates quotation that relates to essay's thesis
2. Explains how an idea from that quotation, “honor,” can be understood differently after reading that author's essay
3. Suggests areas for further discussion

PLAGIARISM

If you fail to use citations to indicate which ideas you got from someone else, you are effectively claiming those ideas as your own, whether you mean to or not. Stealing an idea is called **plagiarism**, and it is a serious offense. Most colleges and high schools have very strict policies against plagiarism.

DEFINING PLAGIARISM

When most people think of plagiarism, they imagine turning in borrowed term papers, copying paragraphs out of books or off of the Internet, or reading another student's

work during an exam. While these activities constitute plagiarism, there are other forms of plagiarism as well.

- Even if you do not copy an idea word for word, if the idea is distinctive or unusual, you must cite it.
 - If an author invents a term or uses it in a specific way, you must credit that author. Even following the same structure of another person's argument can be considered plagiarism if the ideas and conclusions are similar.
- Many students commit plagiarism and don't even know they are cheating. When there's very little time to finish a paper, it's easy to be careless about indicating where your ideas come from and citing them properly.

COPYING AN ARGUMENT

A passage does not have to quote word for word without citing to qualify as plagiarism. You also are committing plagiarism if you claim an idea that you've taken from another source as an original idea. For example, if the original passage reads,

“Wild contrasts, such as the implicit comparison between the rough, earthy craftsmen and the delicate, graceful fairies, dominate A Midsummer Night's Dream. Puck's capricious spirit, magical fancy, fun-loving humor, and evocative language illustrate many of these contrasts within his own character. Puck could be seen as the paradoxical center of the play.”

The following is plagiarism:

“Puck's clever way of speaking and sprightly manner illustrate some of the dramatic contrasts that dominate A Midsummer Night's Dream, including the contrast between the vulgar craftsmen and the dainty fairies.”

The paragraph is careful not to duplicate the exact language of the original, but it still takes the exact same idea and presents it as the author's own—that Puck's character itself illustrates the contrasts present in Shakespeare's play.

COPYING AN IDEA

You must attribute single ideas, as well as entire arguments, to their sources. The statement “By observing the contrasts in *A Midsummer Night's Dream* and comparing them to Puck's role in the play, we find that Puck is in many ways the play's paradoxical center” plagiarizes the above idea that Puck embodies the contrasts of the play. However, the statement “Although the SparkNote on *A Midsummer Night's Dream* argues that Puck is the ‘paradoxical center’ of the play, his character actually undermines the contrasts that the rest of the play creates” is not plagiarism. This statement distinguishes between the author's original idea and the source's original idea.

COPYING VERBATIM

It is plagiarism to copy words verbatim. The statement “The rough, earthy craftsmen contrast Puck's capricious spirit” plagiarizes the SparkNote on *A Midsummer Night's Dream*.

COPYING INFORMATION

You must cite all actual information that is not widely known. The statement “In 1999, France prosecuted 78 people who were accused of homicide” would be plagiarism if a source were not cited. However, the statement “France does not use a death penalty as punishment” is not plagiarism, for this information is widely known.

DECEPTIVE QUOTING

Taking words or phrases out of context so that they say something different than what they say in the original text constitutes plagiarism. If the original reads, “The movie was so bad that I sunk into extraordinary depths of despair!” citing the source as saying simply “Extraordinary . . . !” is plagiarism.

TECHNIQUES FOR SUCCESSFUL EDITING

The goal of editing is to improve your paper as much as possible in as little time as possible. The highest priority of editing is to make sure that ideas are clear, persuasive, and logically linked. Some techniques for editing efficiently:

1. REREAD THE ASSIGNMENT

Make sure that you have addressed every part of the question and that your thesis statement does not simply reword the assignment.

2. LOOK FOR A CLEAR THESIS STATEMENT

You should be able to underline your thesis statement, which should almost always be the final sentence of your initial paragraph. Your thesis is the main argument that you present and prove in your paper.

3. IDENTIFY TOPIC SENTENCES

One quick way to make your argument stronger is to rewrite topic sentences so that they clearly support the thesis statement. Even if the rest of your paragraph is slightly off-topic, relevant topic sentences can make your paper seem coherent.

4. USE THE ACTIVE VOICE

The active voice names the performer of an action and is more persuasive. Passive: “Alex was kicked in the face.” Active: “Ron kicked Alex in the face.”

5. CHECK SPELLING AND GRAMMAR

Computer spell-checking misses many, many mistakes. Reread your paper and look at spelling, subject-verb agreement, long sentences, and long paragraphs.

6. LET YOUR ESSAY SIT

Putting your essay away for several days without reading it allows you to revisit your writing with fresh insights and a more distanced critical eye.

FORMATTING, CITATIONS, AND EDITING

If your instructors have their own rules for citations and formatting, follow them. However, the following guidelines, based on the citation rules of the Modern Language Association, are standard for most situations.

BASIC FORMATTING RULES

- **Standard paper:** 8.5 inches x 11 inches
- **Font:** 12-point Times New Roman
- **Double-spaced**
- **Margins:** 1-inch margins on all sides
- **Paragraphs indented** 0.5 inch from the left margin
- **Block quotations indented** 1 inch from the left margin
- **Page numbers:** Number the first page in the upper right-hand corner. On all subsequent pages, place your last name before the page number (Garcia 12). Put the page numbers in the upper right-hand corner of the page, 0.5 inches from the top.
- **The heading** should include your name, your instructor's name, the course name, and the date. Double-space the heading.
- **Title:** You do not need a separate title page. Center the title and place it one double space below the heading. Capitalize all principal words. Do not underline or italicize. Double-space titles longer than one line.

EXAMPLE OF HEADING AND TITLE

Peter Bosworth
Professor Rhollo
History 800
17 November 2001

The Investiture Conflict and the Catholic Church

The political and social result of medieval investiture was a startling incentive towards the fomentation of radical religious thought. Mystical sects such as the Abszin Monks, the Furrows, and the Trilax Council rose as underground alternatives to the perceived narrowness of the doctrine of the Catholic church. Many modern historians tend to ridicule the followers of these marginal sects; noted historian and poet Benton LaRusso goes so far as to refer to them in his work, "Entropy," as astute but absorbed in the trappings of ponderous history unable to enter this eternal debate. (lines 13-16)

While poet-historians like LaRusso thumb their noses at these sects,

CITING QUOTATIONS

- **Three lines of text or fewer:** include in the text, surrounded by double quotation marks.
- **Three lines of text or more:** indent 1 inch from the left margin of the text; omit quotation marks.
- **Three lines of poetry or fewer:** include in the text, using solidi (/) to indicate line breaks.
- **Three lines of poetry or more:** offset as you would more than three lines of text (see rules above). Include line breaks. Do not use slashes to indicate line breaks.
- **To indicate errors in the original text:** use [sic], italicized and bracketed.
Example: "Stephen Kin [sic] has written many horror novels."
- **To indicate an omission:** use an ellipsis (three periods in a row with spaces between them). If the omission is of the end of a sentence or more than one sentence, add a period to the ellipsis.
- **To insert or change material:** place the inserted or changed material between brackets.

CITING IN TEXT

For every quotation or reference in the text of your paper, indicate the author and page number of the referenced work in a parenthetical note immediately following the reference. The final quotation mark comes before the first parenthesis, and the sentence's punctuation comes after the final parenthesis. If you do not directly quote the author, but still reference his or her ideas, these rules apply. For information on when you need to include a reference, see the section on plagiarism.

- **Works by one author:** In parentheses, after the quote, include the author's last name and the page number. If you name the author in the text of the paper, include the page number but not the author's name.
Example: It has been said that "all men may be created equal, but not all men live equally well" (Howard 421).
Example: Finton Howard firmly insists that "all men may be created equal, but not all men live equally well" (421).
- **Works by two or three authors:** Include each author's name in the parentheses, separated by "and."
Example: "A man who knows where the fish eat may soon eat fish himself" (Rogers and Llewellyn 15).

- **Works by more than three authors:** Either list every author in the parenthetical note, in the same order in which they appear in the Works Cited section, or list only the first author, followed by "et al."
Example: The Platonic theory of forms had nothing to do with Plato and "probably would have been entirely unfamiliar to him during his life" (Cheng et al. 301).

- **Two or more works by the same author:** Include a short version of the work's title in the parenthetical note, separated from the author's name with a comma.
Example: In her theory of representation, on the other hand, she is less interested in notions of beauty than in notions of "linguistic accuracy" (Martin, *Language* 143).

- **Poems and verse dramas:** Cite act, scene, and line numbers, separated by periods. Do not cite page numbers. Do not use Roman numerals. When poems are not divided into acts or scenes, cite only line numbers.
Example: (Shakespeare, *Hamlet* 1.23.218–219)
Example: (Keats 14–16) or (Keats lines 14–16)
When poems are offset in block quotes (more than three lines), include the parenthetical citation to the right of the last line of the quote. If it doesn't fit, include it on the next line, aligned with the right margin of the page.

WORKS CITED

The Works Cited section should follow the end of your paper. The purpose of this section is to make it possible for your readers to identify and consult the sources that you use to make your argument.

BASIC RULES:

- The Works Cited section must include every work you cite in your paper.
- Place the Works Cited section at the end of the paper, starting on a separate page.
- Single-space entries but leave an additional space between entries.
- Center the words "Works Cited" one inch below the top of the page.
- Place the first line of each entry flush with the left margin of the page. Indent each subsequent line of each entry 0.5 inches from the left margin.
- Alphabetize the entries by author's last name. For works with no listed author, alphabetize by title.
Example:
Henderson, Jonathan. *Processes of Consciousness Encoded in Semiotic Sign-Sequences: A Political Approach*. New York: Oxford University Press, 1987.

- **Books with one, two, or three authors:** Authors' names, title (italicized), city of publication (include state abbreviations for smaller cities), publisher, and date.
Example:
Watson, Michael, and Samantha Willis. *Chemistry and Chemists*. New York: Random House, 1982.

- **Books with more than three authors:** You may use "et al." after the first author's name.
Example:
Kramer, Devin, et al. *Microwave Cooking and You*. Boston: Chef's Press, 1992.

- **Books with authors and editors or translators:** Include the name of the editor or translator after the title, abbreviating "editor" to "Ed." and "translator" to "Trans."
Example:
Eliot, George. *Middlemarch*. Ed. Phillippa Howitzer. New York: Overlook Press, 1981.

- **Two or more works by the same author:** Sort alphabetically by title. For every entry after the first, replace the author's name with three em-dashes.
Example:
Kelley, Randolph. *My Time in Eden*. Los Angeles: El Dorado Press, 1990.
———. *You Can So Go Home Again*. Los Angeles: El Dorado Press, 1972.

- **Journal articles:** Authors' names, title of article (in quotes), journal title (italicized), date or volume and issue number, and page numbers.
Example:
Satchel, Marcus. "Shakespeare's Women." *Shakespearean Times* 26.7 (1982): 34–41.

- **Websites:** Complete URL and, if available, author information, title information, date text was posted, date site was accessed, and company or organization information.
Example:
Berry, Brandon. "Dodgers Strike Out on New Stadium Deal." *ESPN.com*. 17 December 2001. 20 December 2001. <http://www.espn.com/berry121701.html>.

- **Articles in an encyclopedia or reference book:** Author's name, title of the article, title of the work, and publication information (including number of volumes).
Example:
Ellerbe, Hyman. "Abraham Lincoln." *Encyclopedia of Political Leaders*. Ed. Lavar O'Denby. 4 vols. New York: Random House, 1977.

- **If no author is given,** alphabetize by article title.
Example:
"Prolegomena." *The Oxford English Dictionary*. 2nd ed. 1989.

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Chandler, Louis. *Catholicism in Crisis*. Pittsburgh, PA: Forster Press, 1994.

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Fernandez, Miguel and Cora Hessler, eds. *Mystical Sects*. 4th ed. Detroit, MI: Outlook Press, 1974.