“Greece, Ancient, was the birthplace of Western civilization about 2,500 years ago. The magnificent achievements of the ancient Greeks in government, science, philosophy, and the arts still influence our lives. The ancient Greeks prized their freedom and way of life. This way of life stressed the importance of the individual and encouraged creative thought. Greek thinkers laid the foundations of science and philosophy by seeking logical explanations for what happened in the world around them. Greek writers created new forms of expression, which explored human personalities and emotions. Greek civilization reached its height in Athens during the mid-400's B.C.”


Reference Collection

R 291.1 M553f The Facts on File encyclopedia of world mythology and legend
R 291.13 B933m Mythology: The age of fable; or, Stories of gods and heroes.
R 291.13 C379m Mythology: an illustrated encyclopedia
R 291.13 F587e The encyclopedia of mythology: gods, heroes, and legends of the Greeks and Romans
R 291.13 W687i DK illustrated dictionary of mythology: heroes, heroines, gods, and goddesses from around the world
R 292 C297m Mythology, Greek and Roman
R 292 D239d D'Aulaires Book of Greek myths
R 292 G449g The Greek myths
R 292 K91w Who's Who in Greek and Roman mythology
R 292.02 A954n The New Century handbook of Greek mythology and legend
R 292.03 G762g Gods and mortals in classical mythology
R 292.1 N224g The Greenhaven encyclopedia of Greek and Roman mythology
R 292.13 D153g Greek and Roman mythology A to Z: a young reader’s companion
R 355.003 D263e Encyclopedia of invasions and conquests from ancient times to the present
R 355.009 R286r The reader's companion to military history
R 355.01 W362w Weapon
R 355.02 K79d Dictionary of wars
R 355.09 D945e The encyclopedia of military history; from 3500 B.C. to the present
R 355.4 T894b Battles that changed history: an encyclopedia of world conflict
R 355.8 B935h An historical guide to arms & armor
R 355.8 K61a Animals in the military: from Hannibal's elephants to the dolphins of the U.S. Navy
R 703 D554d The dictionary of art
R 703 E56a Encyclopedia of world art
R 703 L284y The Yale dictionary of art and artists
R 703 O98o The Oxford dictionary of art
R 709 F848p The Penguin concise dictionary of art history
R 709 S874a Art history
R 709.2 E56e Encyclopedia of artists
R 709.2 I161i International dictionary of art and artists
R 880.3 H324h A handbook of classical drama
R 880.9 L935a Ancient writers
R 903 M169b Berkshire encyclopedia of world history
R 909.07 P337g Great events from history: The Middle Ages, 477-1453
R 920.3 D554d Dictionary of world biography
R 928 C995c Cyclopedia of world authors
R 930 C178c The Cambridge ancient history
R 930 C512g Great events from history: The ancient world, prehistory-476 C.E.
R 930.03 G762c Civilization of the ancient Mediterranean: Greece and Rome
R 930.03 R129w Who’s who in the ancient world: a handbook to the survivors of the Greek and Roman classics
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<td><strong>Daily Life through History - ABC-CLIO</strong></td>
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<td><strong>Encyclopedia Americana</strong></td>
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| | - Great Lives from History: Notorious Lives includes biographies of notorious personages, from the merely controversial to extremely negative, from ancient times to the present and worldwide, with emphasis on
their roles in historical events or impact on law enforcement or popular culture.

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<th>World History Collection</th>
<th>World Book: Ancient and Medieval Eras - ABC-CLIO</th>
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<tr>
<td>• Early World of Learning</td>
<td>World History Collection provides access to scholarly journals and magazines useful to both novice historians as well as advanced academic researchers. The database offers balanced coverage of events in world history and scholarly work being established in the field.</td>
<td>World History: Ancient and Medieval Eras covers early human history around the globe—from prehistoric times to the beginnings of the Renaissance.</td>
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Remote Access to Hedges Library Online Databases

You may also access the library page from the Baylor School homepage:
(http://www.baylorschool.org/

Mouse over ACADEMICS and click on the library link located at the right side of that drop down menu.

From there, select “Online Resources” from the options from the menu on the left side of the page.

Once on that page, in the center column directly beneath the heading “Collections & Databases,” click on Remote access information. You will be prompted for your current First Class account username and password.

Click the link "Remote access" again and a pdf file with database information will open. Select desired database and follow directions.

Vetted General Internet Sites

Greek Architecture: Three Styles
URL: http://www.bc.edu/bc_org/avp/cas/fnart/arch/greek_arch.html
Were you aware that the ancient Greeks were the forbearers or architectural art? There are three main styles of Greek architecture: the Doric, the Ionic, and the Corinthian. On this web site you can take a look at all three styles, and learn a little bit about each one. There are examples of each style for you to see here, and there are links that you can follow if you would like to see more information.

ANCIENT ART & ARCHITECTURE
URL: http://arthist.cla.umn.edu/aict/html/ancient.html
Discover the elements of design of the ancient sculptures and structures presented in this museum-like website. Find art and architecture from the ancient Near East, Egyptian, Aegaen, Archaic Greek, and Classical Greek periods. Find famous designs from ancient times and many examples of Greek and Roman sculpture. Each category includes both thumbnail and color photos of art, physical descriptions, and exhibit location. Pictures are downloadable and quick references are given for further research on each piece.

Dr. J’s Illustrated Greek Theater
URL: http://people.hsc.edu/drjclassics/lectures/theater/ancient_greek_theater.shtm
Examine the general design of a Greek theatre as you learn about these ancient theatrical experiences designed for thousands of people in the days before microphones and electricity. Each of the more than one hundred Greek theatres provides a flat performing area and a breathtaking view as they were always built into a slope. Instead of a collection of musical instruments, the orchestra was where a chorus sang and danced as a single flute played. No support pillars existed to block the audience’s view and the exceptional acoustics meant the entire audience could hear a match being lit.
Dionysus and Greek Drama
URL: http://www.cnr.edu/home/bmcmanus/tragedy_dion.html
Although the Greed god Dionysus is primarily identified as the god of wine, he is also known as the god of the theatre. On this web site from the College of New Rochelle, you will learn why Dionysus is specifically linked with Greek drama. Both tragedy and comedy in Greece had deep roots in the religious and communal life of the people and were closely connected with the worship of Dionysus. You will also see artwork featuring Dionysus that is explained in the text.

Ancient Greek Theatres
URL: http://www.historyforkids.org/learn/greeks/architecture/theater.htm
Ancient Greek theater is explained quite well at this web site. Readers are brought into it easily with six topic choices to explore. They are the Origins of Theater, the Festivals, the Dithyramb (special song), the Playwrights (the actors), the Performance Space, and the Audience. There are embedded glossary links for difficult words and some photos and drawings to go with the text.

Athens and Attica: Home of Classical Greek Civilization
URL: http://www.library.csi.cuny.edu/siias/greek.html
The Classical period of Greek Civilization was between 450-400 BCE. At this time Ancient Greece was composed of many city-states that were independent of each other. It was during the Classical period that the Parthenon, the Erechtheion and the Temple of Nike were built. Drama and theatre were very popular at that time as well. On this site you can also read about Early Greece and Olympia, the origin of today’s Olympic games. The Mycenaean period and Delphi settlement is also covered here.

Greece
URL: http://eawc.evansville.edu/grpage.htm
Welcome to the ancient world of Greece. Explore the culture of this ancient world and of the early people primarily through the writings and plays of that time period. Read through historical essays as they recount actual events. View a chronological timeline that assists in putting times and events in an understandable sequence. Additional links are available for further research on related ancient cultures and topics.

Athens and the Dangers of Democracy
URL: http://www.stoa.org/projects/demos/article_democracy_overview?page=all&greekEncoding=UnicodeC
A professor from Boston University explores the Athenian Empire and democracy. He tells about two political rivals from this era of history. Find out why he believes Pericles was a dangerous leader. As architecture and philosophy were flourishing, the poor of Athens gained a political voice. Investigate the believed ethnic superiority of the Athenians, who voted that their conquered subjects would have to vow to love their oppressors. Nationalism was rampant, and Athenians saw themselves as a school to all of Greece.

5b. Democracy Is Born
URL: http://www.ushistory.org/civ/5b.asp
You could get in trouble for shirking your duties as a citizen if you lived in Athens. Athens had a democracy, but that didn't mean that you could choose whether to take part. Only men were citizens, and they had to be adults and not slaves. Foreigners, slaves, and women couldn't vote or attend assembly meetings. Reforms allowed the poor to vote and attend the meetings. The legislative body was randomly picked from the citizens. The agora was where citizens gathered to discuss issues, vote, and serve on juries.

Greek Poets
URL: http://www.poetseers.org/the_great_poets/greek-poets/
Explore a collection of information on some of the greatest Greek poets. You can read a biography on the modern poet, Yannis Ritsos, and access some of his best known poetry. The majority of this site is dedicated to the classic Greek poets such as Virgil, Aeschyulus, Homer, and Sophocles. You can learn a great deal about these classic poets and explore many of their famous works. You will also find a great deal of information on Homer's the Iliad and the Odyssey.

Ancient Greek Architecture
URL: http://www.historyforkids.org/learn/greeks/architecture/greekarch.htm
Have you ever seen pictures of the beautiful architecture that the ancient Greeks created? They were master craftsmen, and their buildings have stood for thousands of years! On this web site you can take a look at some of these buildings and learn more about how the Greek people built them. There are also a lot of links that you can follow here as well if you would like some more information on these incredible artists.

**Greek Art**
URL: [http://www.historyforkids.org/learn/greeks/art/greekart.htm](http://www.historyforkids.org/learn/greeks/art/greekart.htm)
This web site has information on four main types of Greek art. Their art can be found in painting, architecture, sculpture, and painted pottery. Read about why not much of the artwork has survived over the years and see examples of what we have left today. There are lots of inner-text links to other aspects of Greek life. Many time periods are covered at this site also.

**Ancient Greek Mathematics**
The Ancient Greeks didn’t like math, mostly because they had very awkward ways of trying to record numbers. Geometry was much easier in Greece so they often used geometry to solve mathematical problems. They wanted to prove that things were true using geometry. They liked when things made sense and enjoyed the rules of music, architecture, and mathematics. Read about famous Greek mathematicians like Pythagoras, Euclid, and Archimedes and their proofs, theorems, philosophies, and logic.

**An Overview of the History of Mathematics**
URL: [http://www-groups.dcs.st-and.ac.uk/~history/HistTopics/History_overview.html](http://www-groups.dcs.st-and.ac.uk/~history/HistTopics/History_overview.html)
This web page provides a printable version of an overview of the history of mathematics. Mathematics starts with counting. It is not reasonable, however, to suggest that early counting was mathematics. Only when some record of the counting was kept and, therefore, some representation of numbers occurred can mathematics be said to have started. The author continues this article with discussions about early Babylonian basic mathematics. Greek progress in mathematics, advances made in various centuries, and much more. Textual links provide additional information about mathematicians.

**Ancient Greek Science**
Making order out of chaos was the goal of Greek science. They were trying to understand the ocean, weather, and astronomy. The Greeks learned from the Babylonians about astronomy and also learned things from Egypt and Persia. Learn about five famous Ancient Greek scientists. Pythagoras studied the rules and patterns of math and music and developed proofs. Socrates tried to figure out the truth using logic. Aristotle classified plants and animals. Hippocrates was a doctor who wrote medical textbooks.

**Ancient Greek Medicine**
In the ancient and medieval world, disease was a big problem. A lot of babies died and half the kids died before they were ten years old. Learn about the four humors that Greek doctors believed determined human health. Find out why they would put leeches on a sick person to suck their blood. Another common treatment was to send a sick person to a drier and warmer climate until they were feeling better again. Discover what Greek doctors got right and wrong.

**The Art of Classical Greece**
URL: [http://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm](http://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm)
This stop on the Timeline of Art History at the Metropolitan Museum of Art covers the span of years from 480-323 B.C. You can learn about the history of the Athenian Akropolis and explore the art of Classical Greece. Read about some of the artists during that time period and see images of their works. Works of art to view include sculptures, reliefs and vases. The artistic importance of classical expression is discussed. Roll over the words in red within the article for further descriptions.

**Olympic Pantheon**
URL: [http://www.uncg.edu/cla/myth/pantheon.html](http://www.uncg.edu/cla/myth/pantheon.html)
This academic website offers information on many of the ancient Greek gods and goddesses. You can click onto any one of fourteen images of the Greek gods or goddesses for a larger photograph with facts and information about the deity. Read about the goddess of love Aphrodite to learn about her attributes and responsibilities. Or read about the god of the underworld, Hades. You will learn a lot about the Greek pantheon on this site.

**Peloponnesian War**
URL: [http://history.howstuffworks.com/ancient-greece/peloponnesian-war.htm/printable](http://history.howstuffworks.com/ancient-greece/peloponnesian-war.htm/printable)
Athens was once the center of a Greek empire but the Peloponnesian War allowed Sparta to gain political control. The Peloponnesian War happened in two parts with an uneasy peace in the middle. An exiled general from Athens wrote about the history of the war. Before the war, the aristocratic Spartans gained power on land but the
democratic Athenians gained power by sea. The walls of Athens stood strong against a Spartan invasion but a plague struck the city. Yet, Athens still managed to capture Spartan soldiers alive. A plan to conquer Sicily and cut off Spartan supplies failed.

**The Peloponnesian War**


Athens became wealthier and more powerful than the rest of Greece and started controlling the rest of the country. After they raised a joint army to defeat Persia, they used the army to control everybody else. All the other city-states had to use its money and all trials were held in Athens. Sparta and the other city-states started a civil war against Athens. The Spartans even made a deal with the Persians to get their help. Find out who won the Peloponnesian War and discover how everybody really lost.

**The Peloponnesian War**

**URL:** [http://europeanhistory.boisestate.edu/westciv/peloponn/](http://europeanhistory.boisestate.edu/westciv/peloponn/)

Learn about the Peloponnesian War. Athens demanded ships and money from Delian League members to control the Persian threat. Athens also expanded on the mainland by treaty and force. Pericles made Athens powerful, beautiful, and rich. Sparta and Corinth viewed Athens as a danger to Greek liberty. The War began as both sides came to the defense of their allies. When Attica was invaded, the ships prevented an effective siege, but a plague broke out. Peace came, and then war again. Alcibiades planned the Sicilian expedition, a daring plan that could mean great victory or great defeat.

**Peloponnesian War**

**URL:** [http://www.factmonster.com/encyclopedia/history/peloponnesian-war.html](http://www.factmonster.com/encyclopedia/history/peloponnesian-war.html)

The Peloponnesian War was a battle between Athens and Sparta in ancient Greece. The long standing rivalry between Athens' maritime domain and Sparta's land empire turned to war in 431 B.C. The Spartan army invaded Attica, and the Athenian fleet began raids. A plague hit Athens. Brasidas, a Spartan leader, began a successful campaign in northeast Greece. He was killed in the Spartan victory in Amphipolis, along with Cleon, who had won a victory at Sphacteria. The new Athenian leader, Nicias, wanted peace, but his rival Alcibiades joined the Spartans.

**Plato and the Legacy of Socrates**

**URL:** [http://www.pbs.org/empires/thegreeks/background/41a.html](http://www.pbs.org/empires/thegreeks/background/41a.html)

Plato fled Athens after the execution of his teacher, Socrates. It is said that what we know today about Socrates actually comes from Plato's writing. This article provides you with explanations of Plato's beliefs and compares and contrasts some of these beliefs with those of Socrates. The second page of the article features information on Plato's student, Aristotle. You will find that just as Plato was inspired by Socrates, Aristotle was a great supporter of Plato. Both pages are accompanied by pictures of busts.

**Socrates**

**URL:** [http://www.history.com/topics/ancient-history/socrates](http://www.history.com/topics/ancient-history/socrates)

In addition to biographical information about Socrates, this resource discusses the Socratic method and the historical context of Socrates life and death. Examine the influence of Socrates on philosophy and drama. Respected by some and ridiculed by others, Socrates and his influence were not ignored. Plato, Xenophon, and Aristotle described Socrates life and philosophy. The method of questioning by Socrates followed a specific format, but the Socratic method has come to be associated with anytime a teacher cross-examines his or her students. Investigate the connection between Socrates' personality and his philosophical outlook. Analyze how fragile free speech was in Athens.

**History of Greece: Bronze Age**

**URL:** [http://ancient-greece.org/history/bronze-age.html](http://ancient-greece.org/history/bronze-age.html)

Greece was the center of activity during the Bronze Age, an era that saw significant social, economic, and technological advances. The people of this time period have been identified as three different societies that overlap. You will learn about these the Mycenaean society, the Minoans, and the Cyclades. You will discover where these societies developed, their similarities, and their differences. The damage caused during this time period is also described along with its impact on the Dark Ages.

**The Bronze Age on the Aegean Islands**


The Aegean Sea is filled with islands of all sizes and also enormous waves. The sea provided a water route from mainland Greece to Asia Minor, Crete, and the Balkans. Investigate the development of metals, navigation, trade, and democratic structures. The Cyclades, known for their skill at sea, combined forces with the rich Minoans and the culture built urban centers that survived natural disasters. The Mycenaean's developed architecture, art, administrative organization, and religion. Learn about the settlement of the Aegean islands based on traces of tools, ceramics, settlements, agriculture, raw materials, and burial sites.
Giving credit where credit is due: If you don’t give credit when you use other’s thoughts and information that is plagiarism. At Baylor: Plagiarism >> Violation of Honor Code >> Honor Council >> If found guilty >> Final Warning and penalties >> Guilty of 2nd offense >> Possible dismissal from Baylor >>> Not good 😞

The Core Elements of MLA
You will not need to use all elements for every citation.

Author. (Last Name, First Name MI.)
Title of Source. (Title of Book/Book Chapter/Article/Webpage)
Title of Container, (Book/Encyclopedia/Periodical/Website)
Other Contributors, (directed by/edited by/translated by)
Version, (Edition)
Number, (Volume, Issue, Season)
Publisher, (Name of Publisher)
Publication Date, (Day Month Year/Month Year/Year)
Location, (Page Numbers/DOI/Web Address/Physical Location)
*Title of Container #2, (Name of Library Database/Online Video Service)
*Location #2. (Web Address of Library Database/Online Video Service)
Date accessed. (Day Month Year web site retrieved)

Understanding Containers
When the source being documented forms a part of a larger whole, then the larger whole can be thought of as a container. The title of the container is italicized, followed by a comma, since the information that comes next describes the container. A source may have two containers such as a magazine article found in a database. The article is found in the original journal and in the database. A given resource might have both a primary and a secondary container, depending on how that resource is house and accessed. For example, a magazine article is a source. The magazine in which that article is found is the primary container. The database in which the journal is found is the secondary container. If a database is the producer and publisher of original content, then the database functions as the primary (and only) container, but most of the time databases are secondary containers.

Below is the general format for any citation -- whether it be print or digital. If the information is present, include it. If the information is missing, omit that component:
Author. Title. Title of container (self-contained if book), other contributors (translators or editors), version (edition), number (vol. and/or no.), publisher, publication date, location (pages, paragraphs URL or DOI). 2nd container's title, other contributors, version, number, publisher, publication date, location, date of access (if applicable).

Remember -- the following sample citations are single-spaced to conserve space -- your entire paper including the “Works Cited” page should be double-spaced Times New Roman 12 point font.

BOOKS AND EBOOKS
Elements of the citation for a book with one author:
Center. Firstname. Title of Book. Publisher, year.

Example for a book with one author:

Example of two author book - MLA p. 21:
1Doris, Michael, and Louise Erdrich. 2The Crown of Columbus. 3HarperCollins, 41999.

Example of 2-3 authors or editors:

KEY: 1author 2title of source 3publisher 4publication date
Elements of the citation for a specialized reference book or chapter/section in an anthology:
1. Author Last name, Author First name. 2. “Section Used.” 3. Title of Reference Book or Anthology, 4. edited by Name of editor(s), 5. edition, 6. vol. number, 7. name of publisher, 8. year of publication, 9. p (or pp.) page numbers.

Example of a citation for a specialized reference book or chapter/section in an anthology:

Note: If the article appears on a single page, use “p.” only and the page number. If the article is multiple pages, use “pp.” and the page number.

GENERAL WEB PAGES

Note: If only using a portion or section of the webpage, place quotes around the title.

Example of journal articles accessed from online databases:

Example of article from the ProQuest Central database:

Example of article from the Issues and Controversies database (SOURCE WITH NO AUTHOR IN A CONTAINER):

Example of article from the JSTOR database:

Note: The publisher’s name, InfoBase Learning, is significantly different from the name of the database, Issues and Controversies. Therefore, the publisher’s name is listed.

Example of article from the JSTOR database:

Note: When you cite an email in your list of works cited, use the subject of the message as the title. The title should be capitalized and in quotation marks.
Citing a Tweet:


KEY: ① author ② title of Tweet ③ title of service ④ day month year, time ⑤ location (url)

Note: The full text of the tweet should be your title -- enclose the text in quotation marks.

Citing a Video from Classroom Video on Demand:


KEY: ① title of the segment ② title of source ③ publisher ④ publication date (release date) ⑤ title of container (website) ⑥ location (url) ⑦ accessed day month year

Citing a Video from YouTube:


KEY: ① author ② title of source ③ publisher ④ publication date (release date) ⑤ title of container (website) ⑥ location (url) ⑦ accessed day month year

BE AWARE THAT SOME DATABASE VENDORS DO A BETTER JOB OF PROPERLY CITING ARTICLES THAN OTHERS.

ABC-CLIO does a relatively good job of citing articles -- but states -- “Although every effort has been made to adhere to MLA rules, minor discrepancies may occur.”

ANNOTATED WORKS CITED GUIDELINES

What is an Annotated Works Cited or Annotated Bibliography?

An annotated works cited or bibliography is a essentially a listing of citations to books, articles, and documents. Each citation is followed by a brief (usually about 100 - 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited -- in short -- you are asked to comment on and/or explain why each source cited is useful.

First, you locate the information (books, periodicals, and documents) that may contain useful information and ideas on your topic and briefly examine/review those works that provide a variety of perspectives on your topic.

Second, you cite the book, article, or document using the MLA style.

Third, write a concise annotation that summarizes the central theme and scope of the book or article.

This annotation should answer three main questions:

• WHO -- who wrote it; why is that person an authority or provide background of the author; or the group that sponsored it.

• WHAT -- what did it say; did it provide information or mis-information; compare or contrast this work with another you have cited -- does it agree or disagree.

• WHY -- explain why you think it is a good addition to your research. Also, comment on the intended audience -- who was the intended audience and most importantly why was it written.

Example for an article available from the ProQuest Direct database


The article discusses the “current evangelical wave” and presents a variety of methods and attitudes dealing with the work of this new brand of missionaries. It illustrates how both believers in Judaism and Islam are possible targets to these new evangelists. Also, it provides a general understanding of this missionary movement and of the goals and dangers expected in achieving those goals. The article also presents a historical background to this current missionary wave and to past efforts elsewhere.

David Van Biema is a staff writer for Time magazine. This article is just one of many covering primarily topics dealing with the Middle East and/or religion. This article is the “cover story” for this issue of Time magazine and is written for the general public.
In-Text Citation (Formerly Parenthetical Documentation) Examples:
According to MLA, the author's last name and a page reference are enough to identify the source and the specific location from which you obtained material. As shown in the following example:

**REMEMBER:** Given the author’s last name, your readers can find the complete publication information for the source in the alphabetically arranged list of works cited that follows the text of your paper.

<table>
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<th>In-Text Citation Example</th>
<th>Comment/Notes</th>
<th>Citation</th>
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<tr>
<td>Author's name in text</td>
<td>According to Naomi Baron, reading is &quot;just half of literacy. The other half is writing&quot; (Baron 194).</td>
<td>You only need to indicate page numbers, since the author's name appears in the text.</td>
<td>Baron, Naomi S. “Redefining Reading: The Impact of Digital Communication Media.” <em>PMLA</em>, vol. 128, no.1, Jan. 2013, pp. 193-200.</td>
</tr>
<tr>
<td>Author's name in “in-text” reference</td>
<td>Reading is &quot;just half of literacy. The other half is writing&quot; (Baron 194).</td>
<td>Author's name and page numbers are placed at the end of the attributed text.</td>
<td>Stearns, Elizabeth, and Elizabeth J. Glennie. &quot;When and Why Dropouts Leave High School. <em>Youth Society</em>, 2006, vol. 38: pp. 29-57, yas.sagepub.com/content/38/1/29. Accessed 3 October 2016.</td>
</tr>
<tr>
<td>Two authors' names in “in-text” reference</td>
<td>The dataset includes information on the entire population of children who have dropped out of North Carolina’s public schools (Stearns and Glennie 37).</td>
<td>To avoid interrupting the flow of your writing, place the parenthetical reference where a pause would naturally occur (preferably at the end of a sentence), as near as possible to the material documented. The in-text reference precedes the punctuation mark that concludes the sentence, clause, or phrase containing the borrowed material.</td>
<td>Boswell, James. <em>The Life of Johnson</em>. Ed. George Birkbeck Hill and L.F. Powell. 6 vols. Clarendon, 1934-50.</td>
</tr>
</tbody>
</table>
| Quotation found in indirect or "secondhand" source | Samuel Johnson admitted that Edmund Burke was an "extraordinary man" (qtd. in Boswell vol. 2: 450). | If only an indirect source is available (only an indirect source is available—for example, someone's published account of another's spoken remarks), put the abbreviation *qtd. in* [which means "quoted in"] before the indirect source you cite in your in-text reference. | *Reading at Risk: A Survey of Literacy in America*.

The nine grades of mandarins were “distinguished by the color of the button on the hats of office” ("Mandarin").

In this example, there are no page numbers to include.


**NOTE:** Some sources, especially those on the Internet, do not give page numbers. The general rule is to give a section number if it is given; otherwise simply don't use anything other than the author's name or title if no author is given.

**NOTE:** Periods should always follow the parenthetical citation. They should NEVER go within the quotation. Only exclamation points (!) and question marks (?) should be included in the quote.
According to the 8th edition of the MLA Handbook, there are specific requirements and/or recommendations for the format of a research paper. If there are questions check with your teacher, otherwise the following MLA recommendations are the most common for printing or typing, margins, spacing, etc.

**Printing or Typing**

If you composed your paper on a computer, be aware of the following guidelines:

- **EVERYTHING** in your essay should be DOUBLE-SPACED. Everything including the heading, the title, the text, block quotations, and Works Cited page.
- Choose a standard, easily readable typeface (e.g., Times New Roman) and type size (e.g., 12 point)
  - Do not justify the lines of your paper at the right margin.
  - Turn off your word processor's automatic hyphenation feature.
  - Print on one side of the paper only.
  - Be sure to keep a copy of your paper either in hardcopy or a backup copy on disk.

**Spacing**

A research paper must be double-spaced throughout, including quotations, notes, and the list of works cited or annotated list of works cited.

1. **The FIRST PAGE of the essay should have a HEADING.** It should contain the following:
   1) your full name
   2) your teacher's name
   3) course name
   4) the date
   20 Oct. 2003 (day month year format)

2. **Indent the first line of every paragraph 1/2 inch.**

3. **Quotations of 4 lines or more should be set off as BLOCK QUOTATIONS indented 1 inch from the left margin — do not indent from the right margin.

4. **Give a TITLE to the essay.** Do not underline your title or put it in quotation marks or type it in all capital letters. Capitalize each word (except articles, conjunctions, and prepositions), but don't type the title in all capitals.

5. **Do not skip additional lines before or after the quotation.** Also, do not indent the right margin.

6. There should be a one inch margin on the right, left, top, and bottom of the page.

7. The HEADER consists of 1) your last name and 2) the page number.

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Ellington's Adventures in Music and Geography

In studying the impact of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copland, George Gershwin, Henry Cowell, Alan Hovhaness, and John Cage (Brindle, George and Whale in: Music and race in America 1738-1928). They usually look back at the Latin American Suite, or Afro-Eurasian Eclipse, explore his impressions of the people, places, and music of other continents.

Not all music critics, however, have ignored Ellington's excursions into longer musical forms. In the 1950s, for example, while Ellington was still very much alive, Raymond Horricks, comparing him with Ravel, Delius, and Debussy, wrote:

> The continually enquiring mind of Ellington . . . has sought to extend steadily his imaginative boundaries of the musical form on which it subsists . . . Ellington since the mid-1930s has been engaged upon extending both the imagery and the formal construction of written jazz. (122–23)

Ellington's earliest attempts to move beyond the three-minute limit imposed by the 78 rpm recordings of the time include Black, Brown, and Beige (ori-
MLA Format for Works Cited

Like EVERYTHING else in your essay, your Works Cited should be typed in upper and lower case and DOUBLE SPACED. DO NOT SKIP lines after “Works Cited” or between citations.

The first line of each entry in your list should be flush left. Subsequent lines should be indented one-half inch. This is known as a hanging indent.

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.


“Works Cited” should be centered 1 inch from the top of the 1st page of the bibliography. On all other bibliography pages, begin typing entries here.

No page number at the bottom

Elements of a citation

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. Putting people’s names in alphabetical order is done on a letter-by-letter basis. Ignore articles of speech: a, an, and the when alphabetizing citations.


Page numbers of the entire article or chapter.

The title of the article or book chapter is in quotations.

The title of the book is italicized