

**THE MLA FORMAT EXERCISE PACKET:
(IN-TEXT CITATIONS, WORKS CITED, PARAPHRASING, SUMMARIZING,
QUOTING, AND USE OF BRACKETS, SLASHES, & ELLIPSIS)****PART I: IN-TEXT CITATIONS EXERCISE**

Directions: You will need to use a separate sheet of paper when you include a parenthetical in-text citation at the end of each quote, paraphrase, or summarized passage below.

1. Provide a parenthetical citation at the end of the quoted material below from page 6 in this anonymous source: "The Impact of Global Warming in North America." *GLOBAL WARMING: Early Signs*. 1999. Web. 23 Mar. 2009.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change."

2. Provide the first author's last name (that's listed first in this source) followed by et al. or list all the last names in a parenthetical citation at the end of the quoted material below from page 25 in the following source: Stein, Norman, Mindy Lubber, Stuart L. Koman, and Kathy Kelly. *Family Therapy: A Systems Approach*. Boston: Allyn, 1990. Print.

"Help your step children find their own identity in their own space. You can do this by allowing them to decorate their space the way they want. Even better, you can make it a project for the both of you."

3. Provide a parenthetical citation for a block quote with two authors from page 189 in the following source: Nazarene, Jacob and Sarah Moses. *Marriage Rules*. Chicago: Tyndale, 2011. Print.

The rules of a successful marriage are clearly outlined for newlyweds and seasoned couples in Marriage Rules:

First, you must marry the right person, one you love and one who loves you. Second, give and take is a necessity. Let love cover the disagreements which will come in any marriage. Three, never carry into tomorrow the petty troubles of today. Forgive at the end of the day, and then forget. Four, don't discuss your disagreements and personal problems with others. You will soon forget these quarrels, but others will remember them forever. Five, try to live within your financial means. Don't try to keep up with some other couple; keep within your income. And be sure to set aside something for a rainy day.

4. Provide parenthetical citations to distinguish two separate quoted sources by the same author for the first passage on page 47 in the following source: Kurtz, Michelle. *Insiders and Outsiders*. New York: Random House, 2005. Print. As for the second quote, the passage comes from page 92 by the same author, but the second source is as follows: Kurtz, Michelle. *American Debutante*. New York: Simon & Schuster, 2008. Print.

Some personal revelations about self-awareness come from the same woman who originally wrote:

"The outsider reigns terror on the common man's ignorance until they reach enlightenment and can reach out to the outside with courage and faith," but in later years, she also reveals her growth and development: "It was not very long before I was taught proper etiquette and all the social graces to be ready for my first high society Ball."

5. Provide a parenthetical citation for a source with one author from page 3 in the following source: Burke, Kenneth. *Language as Symbolic Action: Essays on Life, Literature, and Method*. Berkeley: U of California P, 1966. Print.

- A. Human beings have been described by Kenneth Burke as "symbol-using animals."
- B. Human beings have been described as "symbol-using animals."

PART II: WORKS CITED EXERCISE

Directions: On a separate sheet of paper, you will apply the MLA format for the “Works Cited” page for the following sources.

1. For the following online source, you will need to list it in the correct order for the MLA format.

Author: Wolfgang Jung and Nathan Nelson	Page Range: 642-44
Essay/Article Title; “Nature’s Rotary Electromotors”	Title of Website, Project, or Online Book: <i>Science Online</i>
Journal Title: Science	Medium of Publication: Web
Date of Publication: April 29, 2005	Date Accessed: March 5, 2009

2. For the following book by one author, you will need to list it in the correct order for the MLA format.

Author: Patricia Henley	Publisher: MacMurray
Book Title: <i>The Hummingbird House</i>	Date of Publication: 1999
City of Publication: Denver	Medium of Publication: Print

3. For the following example of a work in an anthology, you will need to list it in the correct order for the MLA format.

Author: Robert Burns	Publisher: Dover
Poem Title: “Red, Red Rose”	Date of Publication: 1995
Title of Anthology: <i>100 Best-Loved Poems</i>	Page Range: 26
Editor: Philip Smith	Medium of Publication: Print
City of Publication: New York	

4. For an anonymous article in a periodical, you will need to list it in the correct order for the MLA format.

Title of Article/Essay: “Aging; Women Expect to Care for Aging Parents but Seldom Prepare.”	
Title of Periodical: <i>Women’s Health Weekly</i>	Page Range: 18
Date of Publication: May 10, 2007	Medium of Publication: Print

5. For a source with more than three authors, you will need to list it in the correct order for the MLA format. You may choose to list only the first author followed by the phrase et al. (Latin for “and others”) in place of the subsequent authors’ names, or you may list all the authors in the order in which their names appear on the title page. (Note that there is a period after “al” in “et al.” Also, there is never a period after the “et” in “et al.”)

Authors: Anne Frances Wysocki, Johndan Johnson-Eilola, Cynthia L. Selfe, and Geoffrey Sirc	Publisher: Utah State UP
Book Title: <i>Writing New Media: Theory and Applications for Expanding the Teaching of Composition</i>	Date of Publication: 2004
City and State of Publication: Logan, UT	Medium of Publication: Print

PART III: QUOTING EXERCISE

Directions: Use a separate sheet of paper and insert double and single quotations marks when needed.

1. In *Araby* by James Joyce, the boy reveals his epiphany at the end: **I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger (5).**
2. According to Sammy in *A & P* by John Updike, **“That’s all right,” Lengel said. “But this isn’t the beach”** when Queenie tells him that she only came to pick-up a jar of herring snack for her mother (37).
3. Edwin Arlington Robinson demonstrates irony when he writes, **And Richard Cory, one calm summer night, / Went home and put a bullet in his head (15-16).**

PART IV: SUMMARIZING EXERCISE

In summarizing texts, you will want to gather the main points by condensing the information to ¼ the original text. Consider the following steps to help you:

- Skim the text to get a general idea of the topic.
- Delete unnecessary or redundant material
- Find the main ideas (Who, What, Where, When, Why, How?) in the text
- Find or create a topic sentence (for each paragraph or section).
- Substitute general or "umbrella" terms when appropriate (for example, *trees* instead of *oak, maple, and pine*).

Directions: Use a separate sheet of paper and summarize the following text in example one and two below.

<p><u>EXAMPLE ONE:</u></p> <p>"Eldorado" by Edgar Allen Poe</p> <p>Gaily bedight, A gallant knight, In sunshine and in shadow, Had journeyed long, Singing a song, In search of Eldorado.</p> <p>But he grew old - This knight so bold - And o'er his heart a shadow Fell as he found No spot of ground That looked like Eldorado.</p> <p>And, as his strength Failed him at length, He met a pilgrim shadow - "Shadow," said he, "Where can it be - This land of Eldorado?"</p> <p>"Over the mountains Of the Moon, Down the Valley of the Shadow, Ride, boldly ride," The shade replied - "If you seek for Eldorado!"</p>	<p><u>STEP ONE:</u> Read the poem and underline key words while omitting unnecessary details.</p> <p><u>STEP TWO:</u> In your own words, write one sentence for each stanza that gathers a main point being presented on the what, who, where, when, why and how of this poem?</p> <p>Stanza 1: _____</p> <p>Stanza 2: _____</p> <p>Stanza 3: _____</p> <p>Stanza 4: _____</p> <p><u>STEP THREE:</u> In one or two sentences, summarize this poem in your own words by reviewing your main points above.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Note: Eldorado (or El Dorado) is Spanish for "the gilded one." Spanish explorers coined the term in the early 1500's to refer to a legendary South American tribal chief in northern South America. According to tales the Spaniards heard, this ruler presided over a kingdom rich in gold and precious gems. It was said that he covered his body with gold dust during festivals, then later washed it off in a lake. The "golden city" in which he was believed to reside was called Omagua (or Omoa). As time passed, the kingdom itself came to be called Eldorado, and explorers from Spain, Portugal, Germany, and England searched northern reaches of the continent to find the kingdom and its fabulous treasures. None of the expeditions succeeded. Subsequently, Eldorado was used to refer to any place or any enterprise promising to yield wealth or opportunity.</p>
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EXAMPLE TWO:

Abraham Lincoln wrote this letter to **Mrs. Bixby** during the Civil War, and it was featured in the World War II movie *Saving Private Ryan*.

November 21, 1864

Dear Madam,

I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle.

I feel how weak and fruitless must be any word of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering you the consolation that may be found in the thanks of the Republic they died to save.

I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the

solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours, very sincerely and respectfully,

Abraham Lincoln

STEP ONE: Read the letter and underline key words while omitting unnecessary details. Use a dictionary if you do not understand a term.

STEP TWO: In your own words, write one sentence for each stanza that gathers a main point being presented on the what, who, where, when, why and how of this poem?

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

STEP THREE: In one or two sentences, summarize this poem in your own words by reviewing your main points above.

PART V: PARAPHRASING EXERCISE

Directions: On a separate piece of paper, write a paraphrase of each of the following passages. Try not to look back at the original passage and remember to cite the source in the MLA format for each one.

1. "The Antarctic is the vast source of cold on our planet, just as the sun is the source of our heat, and it exerts tremendous control on our climate," [Jacques] Cousteau told the camera. "The cold ocean water around Antarctica flows north to mix with warmer water from the tropics, and its upwellings help to cool both the surface water and our atmosphere. Yet the fragility of this regulating system is now threatened by human activity." From "Captain Cousteau," *Audubon* (May 1990):17.
2. "The twenties were the years when drinking was against the law, and the law was a bad joke because everyone knew of a local bar where liquor could be had. They were the years when organized crime ruled the cities, and the police seemed powerless to do anything against it. Classical music was forgotten while jazz spread throughout the land, and men like Bix Beiderbecke, Louis Armstrong, and Count Basie became the heroes of the young. The flapper was born in the twenties, and with her bobbed hair and short skirts, she symbolized, perhaps more than anyone or anything else, America's break with the past." From Kathleen Yancey, *English 102 Supplemental Guide* (1989): 25.
3. "Of the more than 1000 bicycling deaths each year, three-fourths are caused by head injuries. Half of those killed are school-age children. One study concluded that wearing a bike helmet can reduce the risk of head injury by 85 percent. In an accident, a bike helmet absorbs the shock and cushions the head." From "Bike Helmets: Unused Lifesavers," *Consumer Reports* (May 1990): 348.
4. "Matisse is the best painter ever at putting the viewer at the scene. He's the most realistic of all modern artists, if you admit the feel of the breeze as necessary to a landscape and the smell of oranges as essential to a still life. "The Casbah Gate" depicts the well-known gateway Bab el Aassa, which pierces the southern wall of the city near the sultan's palace. With scrubby coats of ivory, aqua, blue, and rose delicately fenced by the liveliest gray outline in art history, Matisse gets the essence of a Tangier afternoon, including the subtle presence of the bowaab, the sentry who sits and surveys those who pass through the gate." From Peter Plagens, "Bright Lights." *Newsweek* (26 March 1990): 50.
5. "While the Sears Tower is arguably the greatest achievement in skyscraper engineering so far, it's unlikely that architects and engineers have abandoned the quest for the world's tallest building. The question is: Just how high can a building go? Structural engineer William LeMessurier has designed a skyscraper nearly one-half mile high, twice as tall as the Sears Tower. And architect Robert Sobel claims that

existing technology could produce a 500-story building." From Ron Bachman, "Reaching for the Sky." *Dial* (May 1990): 15.

PART VI: BRACKETS EXERCISE

Brackets are used for a number of purposes:

- **Use #1:** Sometimes, you may wish to clarify or add to an original quote. Put words that are being added to an original quote within brackets.

Example A: Original: She said, "I found their services invaluable."

Amended: She said, "I found their [printing] services invaluable."

Example B: Original: According to Katherine Payne, "Many are below our range of hearing, in what is known as infrasound."

Amended: According to Katherine Payne, "[Elephant rumbles] are below our range of hearing, in what is known as infrasound."

*****Always put the changes in brackets, not parentheses. This tells your readers exactly how you have altered the original.*****

- **Use #2:** Use brackets as parentheses within parentheses. You will see this with bibliographic references.

Example: (For more on the topic, see *The Blue Book of Grammar and Punctuation* [2008].)

- **Use #3:** Use brackets to show the pronunciation of a word.

Example: He mispronounced *mischievous* [mis-chuh-vuhs].

- **Use #4:** Use brackets surrounding *sic* and italicize it.

Example: She wrote, "They made there [*sic*] beds."

*****The Latin term *sic* is used to indicate that something written is intentionally left in the original form, which may be incorrect.*****

Directions: Place brackets where needed.

1. (For more details on brackets, see *The Chicago Manual of Style* 2003.)
2. He has difficulty correctly pronouncing *nuclear* noo-klee-er.
3. The instructions read, "Be sure to tighten it's *sic* lid securely."
4. She said, "My proposal was approved by the committee." (Note: Clarify *the project* with **marketing** inserted in brackets.)
5. Civil War Historian Jacob Maxwell writes, "He issued the Emancipation Proclamation in 1863 and promoted the passage of the Thirteenth Amendment to the United States Constitution, abolishing slavery, and as the Sixteenth President of the United States, his most famous speech was the Gettysburg Address." (Note: Clarify **He** at the beginning of the quote with Abraham Lincoln inserted in brackets.)

PART VII: SLASH EXERCISE

The Slash, Slant, Solidus, or Virgule [/] (Take your pick of names) is used in several ways, but four main ones are listed below as the most commonly used.

- **Use #1:** To indicate a choice between words it separates.

Example: Using the pass/fail option backfired on her; she could've gotten an A.

- **Use #2:** The slash can be translated as *or* and should not be used where the word *or* could not be used in its place.

Example: To avoid gender problems with pronouns, some writers use he/she, his/her, and him/her.

*****Many authorities despise that construction above and urge writers either to pluralize when possible and appropriate (to *they, their, them*) or to use *he or she*, etc. instead. Notice there is no space between the slash and the letters on either side of it.*****

- **Use #3:** There *is*, however, a space when the slash is used to indicate a line-break in quoted poetry:

Example: Frost wrote, "The woods are lovely, dark, and deep / But I have promises to keep" (13-14).

***** (This way of quoting poetry is limited to four or five lines of verse, within the normal flow of text.) *****

- **Use #4:** When using slashes in a **Uniform Resource Locator** (URL) for a World Wide Web address (<http://www.ccc.commnet.edu/grammar/>), be especially sure not to include spaces and not to confuse the slash with its backward cousin, \, used as a path separator in Windows (for example, c:\program files\Adobe).

Directions: Place the slash between the lines of poetry.

1. "Let the learned say what they can, Tis ready money makes the man." These lines of poetry by the Englishman William Somerville (1645-1742) may apply to a current American economic problem.
2. The "hermit" of Robert Bly's poems of the same name "is a man whose body is perfectly whole. He stands, the storm behind him, And the grass blades are leaping in the wind. Darkness is gathered in folds. About his feet. He is no one."
3. W.B. Yeats wrote, "When you are old and grey and full of sleep And nodding by the fire, take down this book And slowly read of the soft look Your eyes had once, and of their shadows deep."

PART VIII: ELLIPSIS EXERCISE

Sometimes it is necessary to omit context from quoted material. An ellipsis (. . .) is used to indicate something was omitted. MLA requires ellipsis before or after the words used when you are quoting more than just a word or a phrase; however, writers only need to use ellipsis if it's unclear that the quotation does not completely reproduce the original passage.

For example, a writer would not need to use ellipsis in the following sentence: Lincoln spoke of "government of the people, by the people, for the people" in the *Gettysburg Address*. In this case, it's clear that the writer is not quoting the entire speech or even an entire sentence. Importantly, MLA advises writers to ensure that omission does not change the meaning of the quoted material (the author's intent) or create grammatical errors.

Ellipsis in MLA Within a Sentence:

To form an ellipsis in MLA within a sentence, use three periods with a space before each period and a space after the last period. Notice that the punctuation before and after an omission is included in MLA (the introductory phrase in the example below is maintained in the version where parts are omitted).

- **Original:** Dampened by years of self-distrust, displaced by years of corporate codependency in which we have channeled our creative energies into managing others' perceptions of us, those energies awaken with startling power and poignancy.
- **Parts Omitted:** "Dampened by years of self-distrust, . . . those energies awaken with startling power and poignancy" (Bryan, Cameron, and Allen 188).

Ellipsis at the End of a Sentence:

To form an ellipsis in MLA when the omitted material appears at the end of your sentence, type the ellipsis with three periods with space before each period and include the closing quotation marks immediately after the third period. Note that the period to end your sentence comes after the parenthetical citation.

- **Original:** It also requires you to listen to emotions, not just to facts, and to understand the players – speaker and audience – intended and otherwise.
- **Parts Omitted:** Bryan, Cameron, and Allen emphasize that listening ". . . requires you to listen to emotions . . ." (147).

If your sentence ends in omitted material and a parenthetical citation isn't used, then four periods are included in the ellipsis, with no space before the first period or after the last one.

Ex. Winston Churchill in a speech that became known as *We Shall Fight on the Beaches* declared, "We shall go on to the end, we shall fight in France . . . we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender. . . ."

Ellipsis Within a Paragraph:

When quoting paragraphs in MLA style, you may need to omit entire sentences. If the omission begins at the end of a sentence, simply include the ellipsis in addition to the closing punctuation of the previous sentence:

- **Original:** On a side note, why do airports have to be so challenging to navigate? Terminals and gates and going up to go down. Sound-minded individuals become utterly lost. Anxious and jet-lagged individuals have no hope. I mean, you can hire people to navigate the process of buying a plane ticket, but why can't you hire someone to navigate the airport? Better yet, we should just have airport safaris.
- **Parts Omitted:** "On a side note, why do airports have to be so challenging to navigate? . . . Sound-minded individuals become utterly lost. Anxious and jet-lagged individuals have no hope" (Jones 1).

If the omission begins in the middle of a sentence, include the ellipsis and the punctuation of that sentence only if it is needed for the resulting quotation to make sense:

- **Original:** On a side note, why do airports have to be so challenging to navigate? Terminals and gates and going up to go down. Sound-minded individuals become utterly lost. Anxious and jet-lagged individuals have no hope. I mean, you can hire people to navigate the process of buying a plane ticket, but why can't you hire someone to navigate the airport? Better yet, we should just have airport safaris.
- **Parts Omitted:** "On a side note, . . . you can hire people to navigate the process of buying a plane ticket, but why can't you hire someone to navigate the airport?" (Jones 1)

[The comma from the first sentence is included since it is needed grammatically to maintain the introductory phrase *on a side note*.]

- **Original:** The French teacher taught me the most--he gave an update on the situation in the North. Though peace has come, the war left its toll. He said that students aren't learning in school because they did not receive basic training from their parents--there was no time or thought for training while they were being killed or avoiding being abducted.
- **Parts Omitted:** "The French teacher taught me the most[:] . . . He said that students aren't learning in school because they did not receive basic training from their parents" (Jones 1).

[The colon is added in brackets to indicate an addition was made to the original in order to make the whole sentence grammatically correct. Without it, the sentence would be a run-on. The dash could also be retained.]

Ellipsis in Poetry:

For poetry, MLA includes a line of ellipses, approximately the length of a complete line of the poem if an entire line is omitted from a poem.

- **Parts Omitted from Poem:**

In his poem *Marginalia*, Collins paints a picture of those delightful side comments that so many writers use:

Sometimes the notes are ferocious,
skirmishes against the author
raging along the borders of every page
in tiny black script.
Sometimes the notes are ferocious,
.....
raging along the borders of every page
in tiny black script. (1, 3-4)

Ellipses in Work that Includes Ellipsis:

If the original work includes ellipses, include your ellipses in brackets [. . .] to distinguish between yours and the author's.

- **Original:** I had an experience I can't prove, I can't even explain it, but everything . . .tells me that it was real. I was part of something wonderful, something that changed me forever; a vision of the Universe that tells us undeniably how tiny, and insignificant, and how rare and precious we all are.
- **Parts Omitted:** "I had an experience I can't prove, I can't even explain it, but everything . . . tells me that it was real. I was part of something wonderful, [. . .] a vision of the Universe that tells us undeniably how tiny, and insignificant, and how rare and precious we all are" (*Contact* 231).

Directions: For each of the following, use an ellipsis to replace the underlined material.

1. You not only must understand your audience but also keep this audience in mind at all times as you draft your paper. Many times your audience will be dictated to you by your instructor or workplace situation; other times you will get to choose an audience. In either case, you'll have to understand and then adapt your writing to that audience
 - From the second page of Summer Leibensperger's "Define the Purpose, Consider the Audience, and Develop the Thesis" copyrighted 2003.
2. Of key importance to the theoretical structure of the model is the tenet that individual styles must be assessed and that, if a learner is going to have the best opportunity to learn, instructional techniques must be used that are congruent with each student's style.
 - From page 205 in DeBello's "Comparison of Eleven Major Learning Styles Models" copyrighted 1990.
3. The thought police would get him just the same. He had committed--would have committed, even if he had never set pen to paper--the essential crime that contained all others in itself. Thought-crime, they called it.
 - From page 19 in Orwell's book *1984*.
4. I wish I could explain this place to you . . . everywhere is green and in the near distance a great mountain juts out against the sky, beckoning.
 - From page 3 Karalyn Jones' blog, copyrighted 2008