

**PLATTEVILLE
HIGH SCHOOL**

STYLE BOOK

**Platteville High School
English Department**

**PLATTEVILLE HIGH SCHOOL
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ACADEMIC INTEGRITY AND YOUR WRITING

Every time you sit down to write, the quality of your thought and the thoroughness of your research make a statement that really is a reflection of you. Your papers reveal your mind as a photograph reveals your features. Care in your wording and pride in your scholarship should therefore always be your goal when writing. A necessary part of this care and pride is your academic integrity, a term that refers to honest and sincere effort in your studies. Academic integrity allows the “photograph” of your mind to be real and true.

This booklet was written to address the importance of your personal integrity, especially as revealed by your writing. The most serious breach of academic integrity, plagiarism, is an act of dishonesty that is widely misunderstood. It is important for you to learn how simply it can be avoided and why it is so serious. The following sections of this booklet will clarify plagiarism and will give you a simple and accurate format by which you can present your writing honestly.

The English Department wants to help you acquire a sense of responsibility for your own learning. We do not relish catching students in an act of plagiarism. Rather, teachers are concerned when confronted with these instances because they are so unnecessary and easily avoided. This booklet hopes to show you how.

Above all, above the quality of your writing and the grade it receives, the honesty and sincerity of your work

is required. Teachers have been trained to respond to student writing with honesty and compassion. Instances of academic dishonesty break the trust that teachers naturally accord to students. Academic dishonesty neither helps you learn nor helps your instructor gauge how your writing or the thinking that produced it can be improved.

We hope that this booklet can help you in your writing. In this as in all your academic endeavors, we wish you well.

Dominic Belmonte, English Department Chairman
Gerald Langner, Instructor, English Department
Spring 1990, York High School, Elmhurst, IL

(This forward written by Belmonte and Langner states opinions also held by the Platteville English Department.)

WHAT PLAGIARISM IS

All universities have established policies that define plagiarism and list consequences for committing it. For our purposes, DePaul University provides the clearest definition:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one’s own. Plagiarism includes but is not limited to the following:

- 1) The direct copying of any source, such as written and verbal material, computer files, audio discs, video programs, or musical scores, whether published, in whole or in part, without proper

- acknowledgment that it is someone else's.
- 2) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.
 - 3) The paraphrasing of another's work or ideas without proper acknowledgment.

The three parts to this definition clarify what plagiarism is. Note how the last statement recognizes that even another person's **ideas** cannot be used without acknowledgment. Joseph Gibaldi and Walter Achtext, in their work *The MLA Handbook for Writers of Research Papers*, simplify the definition as the attempt "to give the impression that you have written or thought something that you have in fact borrowed from someone else" (21).

HOW SOURCES MAY BE USED

In the process of writing, you may have to consult published sources for information or direction. There are three ways that you can incorporate another person's writing into your paper:

- quotation - transcribing word-for-word the published material
- paraphrase - putting into one's own words the published words or changing a few words or the sentences
- summary - restating the published words with fewer words, condensing the idea.

These are legitimate, acceptable methods of using another author's words or ideas, providing that the author

and/or the work is cited in your pages "Cited" simply means acknowledged, named, specified.

HOW PLAGIARISM CAN BE AVOIDED

Note how the following examples show plagiarized and acceptable forms of citation:

Original source -

"The classic Hemingway hero, courting danger to prove himself, obsessed with the fear-courage and tough-tender dialectic, in a sense defined the writer himself." (From: *Benet's 3rd Edition Reader's Encyclopedia*, ed. Carol Cohen [New York: Harper and Row, 1987] 438).

All these versions demonstrate plagiarism:

- a. The classic Hemingway hero courted danger to prove himself.
- b. The Hemingway hero was obsessed with the fear and courage.
- c. Hemingway's heroes tried to prove they were not afraid.
- d. Hemingway's heroes were a reflection of the writer himself.

All of the above versions are plagiarized simply because the source is not cited. However, these are acceptable:

- a. *Benet's Reader's Encyclopedia* refers to the Hemingway character as preoccupied with fear and courage and tough or tender speech (438).
- b. According to *Benet's Reader's Encyclopedia*,

“the classic Hemingway hero obsessed with the fear-courage and tough-tender dialectic, in a sense defined himself” (438).

- c. The idea that Hemingway characters are a reflection of the author himself is an assertion stated by the writers of *Benet's Reader's Encyclopedia* (438).

In each of these instances, it does not matter how you reshape or form the published source as long as you acknowledge the source. The number in parenthesis at the end corresponds to the page number where the quote can be found in a particular source book.

Even if you wish to use one word or an idea that you have found in a published source, you must simply state where that word or idea came from. To do so is acceptable scholarship; not to do so is pure and simple plagiarism.

WHEN DOCUMENTATION IS UNNECESSARY

Looking at the preceding examples of how to cite or document a source correctly, you might think that everything in a research paper must be cited. But that is not the case. It is after all, your paper, and it should be a blend of your ideas and words and the ideas and words you found in published source material. How do you distinguish between what should be cited and what does not need to be? One rule of thumb is to determine what information from your sources is “common knowledge.” Common knowledge is information that would be known by those who are familiar with the subject about which you are writing. Information that was new to you

before you researched your subject may also be common knowledge.

A guideline that you can use to determine what should be documented is that information uncited in two or more sources can be considered common knowledge. For example, when Robert E. Spiller says in *The Cycle of American Literature* that “the boy Samuel Clemens was native to the river town of Hannibal, Missouri” (12), that information would be commonly found in numerous other sources and would not need to be cited since it is common knowledge among those familiar with the subject of Samuel Clemens. On the other hand, Spiller’s comment that “The difference between Tom and Huck is the difference between the early and late Mark Twain” (124) is an interpretation by Spiller and should be cited.

WHY PLAGIARISM IS SERIOUS

In the world outside of school, plagiarism is a violation of copyright laws that protect writers from unauthorized and uncompensated use of their words or ideas. Violators are subject to lawsuits and, if convicted, monetary fines and /or imprisonment.

In academia, all colleges have policies concerning plagiarism that range from failure of a course to expulsion from the college for one conviction. Faculty members guilty of plagiarism are subject, in addition to legal ramifications, to losing their employment, and complete credibility as a scholar.

In high school, though, there is slight chance for students to suffer legal difficulties because of plagiarism, the issue is academic integrity. Your teacher must insist on honesty in scholarship. You must put forth sincere,

scrupulous effort. The entire basis of student-teacher relationship is trust, and anyone who breaks that trust places learning in jeopardy.

ENGLISH DEPARTMENT PLAGIARISM

Platteville's English Department is about education, not about punishment. Our goal is to help you acquire a sense of responsibility for your learning, not to penalize errors you make while growing as a scholar and writer. However, since plagiarism is a serious act of academic dishonesty, we must present an established policy on instances of plagiarism.

A teacher has the responsibility to gauge whether plagiarism has occurred and what awareness of plagiarism the student has. In most instances, instruction about plagiarism and a request for revision will be the teacher's response. The teacher is free to establish the time frame and manner in which the revision is accomplished.

Under these guidelines, we assume that the plagiarism noted by the teacher is incidental and based on lack of awareness. However, more gross and obvious attempts at plagiarism can result in more serious consequences. They include a failing grade on the assignment without recourse for rewriting and, if the instance of plagiarism is flagrant and occurs in a major project for the quarter, a failing grade for a quarter.

You have the right to appeal a teacher's decision to the English Department Chairman, who will review the case with you, your parents and your teacher. Any further appeal would go to the building principal.

These policies are reserved for the unusual, seri-

ous case. As it is not the role of the English Department to mete out punishment in what is primarily a learning experience, it is not your role as a student to try to take an unfair advantage by claiming another's work as your own, especially when it is a rather simple task to cite your source.

The following will serve as a guide for you in the structure of your essays that will include proper citation of sources.

PROPER FORM FOR DOCUMENTATION

The following examples illustrate the correct form for citing sources in a paper according to the third edition of the *MLA Handbook for Writers of Research Papers*. The MLA form is not the only standard method of documentation, but it's commonly used for many types of papers at the college level. You should always remember that the form required for an assigned paper is established by the teacher who has assigned the paper. Therefore, you should always check with the teacher before using a method of documentation. Most of the different methods are similar in form, but there may be specific ways of setting up documentation for particular subject fields or for the specific form that is assigned, so it is wise to check what is required prior to typing a paper. The MLA form is not difficult, but you must be precise in following the form in order to avoid confusion about your sources. Even the punctuation must be according to form in order to keep the information about your sources clear. The examples given here do not include all of the kinds of sources that you might use in a paper. They only include examples from the basic categories of sources that you are likely to use. We encourage you to seek the more

detailed information in the *MLA Handbook*.

**PARENTHETICAL
DOCUMENTATION AND THE LIST
OF WORKS CITED**

Clear documentation requires two things: an exact indication of what you have derived from your sources and a list of complete bibliographical information for each source cited. Currently, the most common practice is to exactly indicate information derived from sources in parentheses. Parenthetic documentation replaces footnotes and endnotes. A “Works Cited” page at the end of the paper then lists the complete bibliographical information for each source actually used (cited) in a paper. The following excerpt from a sample paper about the author, Katherine Anne Porter, illustrates how this is done:

<i>One inch margins should be used</i>	Smith 7
<p>Katherine Anne Porter suggested that her life and her art were related and to know her work is to gain insight into her life. In her journal of 1936, Porter wrote that “the chief occupation of my mind and all my experience seems to be simply memory Now and again thousands of memories converge, harmonize, arrange themselves around a central idea in a coherent form, and I write a story” (Hendrick 15). Ironically, though, Porter protected her personal life from public scrutiny and apparently enjoyed creating confusion about the facts of her life. For years she supplied her birthdate as May 15, 1894, though her mother is believed to have died in 1982 (Hendrick 17). Likewise, of her short-lived, first marriage, Porter described her husband simply as “a rich man who shut me up” (Allen 6B) and left him unnamed. Nevertheless, some facts are known. For instance, Porter was surrounded by books as a child and she herself reported that she began writing stories at about three years of age (<i>Twentieth Century Authors</i> 118-19). Porter’s extensive travel in Mexico during the 1920’s also proved to be a valuable source of inspiration for such works as <i>Flowering Judas and Other Stories</i>. Descriptions such as “keeping to the middle of the white dusty road, where the maguey thorns and the treacherous curved spines of organ cactus had not gathered so profusely” (7) in “Maria Conception” reveal Porter’s influence by firsthand experience.</p>	

Works Cited

- Allen, Henry. "Katherine Anne Porter: 'You Can't Surprise Me.'" *St. Louis Post-Dispatch* 13 July 1974: 6B.
- Hendrick, George. *Katherine Anne Porter*. New York: Twayne Publishing, Inc., 1965.
- Porter, Katherine Anne. *Flowering Judas and Other Stories*. New York: New American Library, Inc., 1970.
- "Porter, Katherine Anne." *Twentieth Century Authors*. New York: Random House, 1944.

Note the placement and punctuation of parenthetical notes in the text example on the previous page. Note also the punctuation, indentation and order of information in the Works Cited entries. Your teacher will cover the information about documentation form in greater detail in your class.

The sample sources entries on the following page illustrate the form used on a "Works Cited" page for sources that are common for research papers. These examples have been taken from the third edition of *MLA Handbook for Writers of Research Papers*, which you should consult for a more thorough explanation of the form for the many other types of sources that may be used in a research paper.

The information compiled is attributed to
York High School.

Works Cited

- "Alexander H. Stephens and Jefferson Davis." *American Historical Review* 12 Jan. 1994: 301-24.
- Barney, William L. *Flawed Victory: A New Perspective on the Civil War*. New York: Praeger, 1975.
- Boritt, Gabor S. "Civil War Scholars Put Jefferson Davis and Confederate Generals in Their Sights." *St. Louis Post--Dispatch* 1 Aug. 1999: C10. Badgerlink. ProQuest. 5 Jan. 2001 <<http://proquest.umi.com/pqdweb>>.
- "Jefferson Davis Biography." *Civil War Biographies*. 8 Jan. 2000. Shotgun's Home of the American Civil War. 23 Feb. 2001 <<http://www.civilwarhome.com/jdavisbio.htm>>.
- McMurry, Richard M. "Davis, Jefferson." *Grolier Multimedia Encyclopedia*. Grolier, Inc., 2001. 1 March 2001 <<http://go.grolier.com:80/>>.
- The Papers of Jefferson Davis*. 4 Oct. 2000. Rice University. 20 Feb. 2001 <<http://www.ruf.rice.edu/~pjdavis/jdp.htm>>.
- Patrick, Rembert W. "Thomas Jefferson." *The New Columbia Encyclopedia*, 1980.
- Randall, J. G., dir. *The Divided Union*, 1961.
- Thomas, Louise, Sen. Personal interview, 18 May 2000.

General Guidelines for Listing Sources in Works Cited

A list of all your sources must appear at the end of your paper, in a section titled *Works Cited*. Arrange the items alphabetically according to the author's last names. If a source has no known author, list it alphabetically according to the first word of its title (ignoring **A**, **An**, or **The**).

Do not inflate your list of Works Cited by including items that were not direct sources of the information in your paper. This means that, as a rule, no item should appear among your Works Cited unless at least one note in the paper refers to it.

To be useful to your reader, a bibliography or list of Works Cited must answer several basic questions about each source.

What is its full title?

Who wrote or created it?

Where and when was it published? And by what publisher?

And for articles in periodicals and for essays in books, on what pages can it be found?

Occasionally other kinds of information will have to be added. For books, there may be translators and editors, or volume numbers; for periodicals, the handling of dates and of volume and issue numbers varies according to the type of periodical (annual, monthly, weekly, daily); and for non-print sources, such as films, recordings, television programs, yet other kinds of information must be included.

Our list of sample entries in this section covers the most common variations, dividing them into four categories: *books*, *periodicals*, *on-line sources*, and *other kinds of*

source materials. Later in your college career, advanced research may lead you to rarer kinds of publications. At such times you may need to check the *MLA Style Manual* for the correct format. But of course, you will often discover these unusual sources through specialized indexes or in bibliographies attached to other sources, in which case, you would see the correct entry form before you picked up the source.

BASIC FORMAT

Pay close attention to spacing and punctuation in each case. In general, however . . .

1. Periods separate main parts of an entry--author, title, publisher & after the date.
2. Each punctuation mark is followed by ONE space.
3. Titles of books are italicized or underlined.
4. Quotation marks are used to indicate titles of essays and other short works contained within books or periodicals. (Exception: See "Critical Review")
5. Double space entire document.

Group One: Sample Entries for Books

A SINGLE AUTHOR

Author of a Book

note punctuation and indentation; *Viking* is a press owned by Random House, so note both

Thomas, Lewis. *The Lives of a Cell*. New York: Viking, Random House, 1974.

"Eds." stands for "editors," the compilers of the book's essays or other writings; pages on which full essay appears are shown, even if only a page or two are used as sources

Author of an Essay in a Collection or a Titled, Authored Pamphlet

Frake, Charles O. "How to Ask for a Brink in Subanum." In *Directions in Sociolinguistics*. Eds. John J. Gumperz and D. Hymes. New York: Holt, Rinehart and Winston, 1972: 127-32.

Note: If all the essays in a collection are by the same author, you do not need to include the individual essay title in the Works Cited entry. But if the collection contains essays by various authors as in the second example, the essay title should be cited.

TWO OR MORE AUTHORS

authors' names in the order in which they appear on title page of source

Bar-Adon, Aaron, and Werner F. Leopold. *Child Language*. Englewood Cliffs, NJ: Prentice-Hall, 1971.

Dugan, James, Robert C. Cowen, Bill Barada, and Richard M. Crum. *World Beneath the Sea*. Washington: National Geographic Soc., 1967.

TWO OR MORE SOURCES HAVING SAME AUTHOR

line of three hyphens is used in place of author's name for all entries after the first works listed alphabetically by title

Thomas, Lewis. *The Lives of a Cell*. New York: Viking, Random House, 1974.

---. *The Medusa and the Snail*. New York: Viking, Random House, 1979.

AUTHOR OF SEVERAL SOURCES HAVING DIFFERENT CO-AUTHORS

co-authored books follow singly authored books alphaetically by coauthor

Chomsky, Noam. *Syntactic Structures*. The Hague: Mouton, 1957.

Chomsky, Noam, and Morris Halle. *The Sound Pattern of English*. New York: Harper and Row, 1968.

Chomsky, Noam, and George A. Miller. *Analyse formelle des langues naturelles*. No. 8 of *Mathematiques et sciences de l'homme*. The Hague: Mouton, 1971.

SPECIAL CASES

ANONYMOUS AUTHOR

Classical Literature

The Song of Roland. Trans. Frederick B. Luquines. New York: Macmillan, 1960.

Unsigned Pamphlet

both writer and publisher unknown *Push for Pot*. Ann Arbor: n. pub., 1969.

THE BIBLE AS A SOURCE

No need to list this work in Works Cited unless you use a version other than the King James. Just provide the book, chapter, and verse numbers in your parenthetical note (Gen. 3: 14-20).

CORPORATION AS AN AUTHOR

could also be entered by title; choice is yours Phillips Petroleum. *66 Ways to Save Energy*. Bartlesville, OK: 1978.

EDITOR--Editor's Ideas Were Cited

Gardner, Martin, ed. *The Annotated Alien. Alice's Adventures in Wonderland and Through the Looking Glass*. By Lewis Carroll. New York: Clarkson Potter, 1960.

The Work Itself Was Cited

Carroll, Lewis. *The Annotated Alice. Alice's Adventures in Wonderland and Through the Looking Glass*. Ed. Martin Gardner. New York: Clarkson Potter, 1960.

ENCYCLOPEDIA ARTICLE

although article's title is "Isaac Newton," it is entered under "Newton," under which a reader would look it up; second example shows form for signed article; publisher's name is not necessary; third example shows unsigned article

"Newton, Isaac." *The New Columbia Encyclopedia*, 1975.

Kaufmann, Walter. "Friedrich Nietzsche." *Encyclopaedia Britannica*, 1969.

"Gambling." *World Book Encyclopedia*, 1990.

GOVERNMENT AS AUTHOR

could also be entered by title; choice is yours

Federal Council for Science and Technology. *First Annual Report of Ad Hoc Committee on Geodynamics*. USIGP-F476, Washington, 1978.

PREFACE, FOREWORD, INTRODUCTION, OR AFTERWORD

reference here is to Edl's rather than Wilson's writing; had Wilson's text also been cited, book would be entered twice, once under each author's name

Edel, Leon. Foreword. *The Thirties*. By Edmund Wilson. New York: Farrar, Straus & Giroux, 1980.

REPRINT

note distinction between reprint and revised edition; revision means that changes were made, and date given is that of the changes; reprint leaves everything as in the original; important date is that of the first writing

Boys, C. V. *Soap Bubbles and the Forces Which Mould Them*. 1916; rpt. New York: Doubleday, 1969.

REVISED OR ENLARGED EDITION

editions other than first must be identified

Chomsky, Noam. *Language and Mind*. Enl. ed. New York: Harcourt Brace, 1972.

TITLE WITHIN A TITLE

Especially in the field of literary criticism, titles of books and essays often contain titles of other works.

When a book's title includes the title of another book, do not italicize the interior title.

Grant, Cary. *The Theological Underpinning of Moby Dick*. New York: Random House, 1925.

When a book's title includes the title of a poem or essay, do not italicize the interior title, but place it within quotation marks.

Pitt, Brad. *The Anthropological Background of "The Wasteland" of T. S. Eliot*. Boston: Penguin Press, 1990.

TRANSLATOR

Translator's Ideas Are Cited

Fitzgerald, Robert, trans. *Iliad*. By Homer.
Garden City, NY: Anchor, 1974.

Only the Work is Cited

Homer. *Iliad*. Trans. Robert Fitzgerald.
Garden City, NY: Anchor, 1974.

VOLUME NUMBERS

For works that are published in more than one volume, you must indicate which volume(s) you used in your paper.

More Than One of the Volumes Was Cited

bibliographic entry indicates that all three volumes have been used

Dickinson, Emily. *The Poems of Emily Dickinson*. Ed. Thomas H. Johnson. 3 vols. Cambridge, MA: The Belknap Press, Harvard Univ. Press, 1955.

Just One Volume Was Cited

a volume will often have its own title; if that title is prominent in its own right, it is cited first

Wellek, Rene'. *A History of Modern Criticism: 1750-1950*. Vol. 2. New Haven: Yale Univ. Press, 1955.

Nevins, Allan. *The Organized War, 1863-64*. Vol. 3 of *The War for the Union*. New York: Scribner, 1971.

Group Two: Sample Entries for Periodicals

**Special note: Most PHS students use Badgerlink for periodical information (see p. 23 for citation information).

A periodical entry contains two titles: that of the article (within quotation marks) and that of the periodical (underlined, like the title of a book).

Volume numbers are needed for periodicals that do not carry specific dates--month, or day and month. Academic journals are especially likely to go by volume and issue rather than a date.

Page numbers of the full article are placed at the end of the entry.

A SINGLE AUTHOR

Bethell, Tom. "Agnostic Evolutionists." *Harper's* Feb. 1985: 49-61.

ARTICLE IN AN ANNUAL, SEMIANNUAL, OR QUARTERLY PERIODICAL

when author's name is not given, source is listed by title

Moore, John B. "The Role of Gulliver." *Modern Philological Quarterly* 25 (1928): 169-80.

"Do Cities Change the Weather?" *Mosaic* 5 (Summer 1974): 29-34.

ARTICLE IN A MONTHLY PERIODICAL

volume number is generally unnecessary; "+" indicates article continues elsewhere in magazine

Premack, Anne James, and David Premack. "Teaching Language to an Ape." *Scientific American* Oct. 1972: 92-99.

Sahgal, Pavan. "Idiot Geniuses." *Science Digest* May 1981: 12-13+.

ARTICLE IN A WEEKLY PERIODICAL

issue is identified by date, month, and year

Dorschner, John. "Look Out! Here Comes the Sahara!" *Tropic* 29 Dec. 1974: 34-45.

"Women's Bank: A Modest Profit." *Newsweek* 20 April 1981: 16.

ARTICLE IN A DAILY NEWSPAPER

when only writer's initials are known, they follow normal order (not "K., J."); note quotation marks within quotation marks in the third example; section number or letter, if there is one, is included; when the paper's title does not include the name of the city, that information is shown in parentheses (the *Daily Worker* was a national newspaper);

Roughton, Roger. "Barber's Bust with Loaf on Head." *Daily Worker* 8 April 1936: 7.

J. K. "Explodes an Illusion." *Daily Worker* 30 Dec. 1936: 7-8.

"Presidential Panel Holds Hearings on Right to Die." *New York Times* 12 April 1981, late ed., sec. 1: 24.

"Rebirth of a City." *News-Times* (Danbury, CT) 6 Sep. 1977: 2.

Special Cases

CRITICAL REVIEW OF ANOTHER WORK

Chomsky, Noam. Review of *Verbal Behavior* by B. F. Skinner. *Language* 35 (1959): 26-58.

(Note that the entire title is neither underlined nor enclosed within quotation marks.)

ISSUE NUMBERS

Some journals do not publish in "volumes"; they assign issue numbers only. Treat the issue number exactly as you would a volume number. In this example, 94 is the issue number.

Pritchard, Allan. "West of the Great Divide: A View of the Literature of British Columbia." *Canadian Literature* 94 (1982): 96-112.

REPRINT OF A JOURNAL ARTICLE

Mazzeo, Joseph A. "A Critique of Some Modern Theories of Metaphysical Poetry." *Modern Philology* 50 (1952): 88-96. Rpt. in *Seventeenth-Century English Poetry*. Ed. William R. Keast. New York: Oxford Univ. Press, 1962: 63-74.

TITLE WITHIN A TITLE

Italicize or underline the titles of books, plays, and long poems (Iliad).

"Hawthorne's Reaction to *Moby-Dick*."

Place single quotation marks around the title of an essay, short story, or short poem.

"A Psychoanalytic Interpretation of 'The Emperor of Ice Cream.'"

SOURCE WITHIN A SOURCE

An example of when you would use this is when you are using the *Opposing Viewpoints* pamphlets or books.

Wattleton, Faye. "The Right to Privacy Includes Abortion." From Faye Wattleton's speech to employees of Esprit de Corps, 11 Dec. 1990. Cited in "How Should the Right to Privacy Be Defined?" *Opposing Viewpoints Pamphlets*. San Diego, CA: Greenhaven Press, Inc., 1994.

Group Three: Sample Entries for On-line Sources

BADGERLINK DATABASE

Newspaper Format

Author's name. Henneberger, Melinda. "Author Reveals Much About Others and Little of Herself."
Article title. Newspaper title. Date: page numbers. *New York Times* 6 Dec. 1999: A16.
Badgerlink. ProQuest. Date of access <URL>. Badgerlink. ProQuest. 10 Feb. 2000 <<http://proquest.umi.com/pqdweb>>.

Magazine Format

Author's name. Lancken, Dane. "When the Earth Moves."
Article title. Magazine title. Date: page numbers. *Canadian Geographic* March-April 1996: 66-73.
Badgerlink. Publisher. Date of access <URL>. Badgerlink. EBSCO Publishing. 15 Apr. 1998 <<http://www.epnet.com/ehost/login.html>>.

COMPUTER SOFTWARE

Career Visions. Computer software. Wisconsin Career Information System. Madison, WI: University of Wisconsin School of Education, 1996.
Connections. Computer software. Krell Software, 1982.

EMAIL MESSAGE

Author's name. Subject line. Description of message that includes recipient. Date of sending. Neuheisel, Delila (neuheisel@mwci.net). "Library Access to JSTOR." Email to Evelyn Turner. 24 May 2000.

INTERNET SOURCES

Electronic Encyclopedia

Author's name. Article title. Electronic publication title. Publisher, Copyright date. Date of access. <URL>. Pasquier, Roger F. "Owl." *Encyclopedia Americana Online*. Grolier, Inc., 2001. 8 Feb. 1999 <<http://ea.grolier.com>>.

Example with no author listed. "Jumping Mouse." *Encyclopedia Americana Online*. Grolier, Inc., 2001. 8 Feb. 1999 <<http://ea.grolier.com>>.

Personal site

Author's name. Document title. Date of Internet publication. Date of access <URL>. Pellegrino, Joseph. Home page. 16 Dec. 1998. 1 Oct. 1999 <<http://www.english.eku.edu/pellegrino/personal.html>>.

Professional site (gov., edu., com.)

William Faulkner on the Web. 7 July 1999. NU of Mississippi. 20 Sept. 1999 <<http://www.mcsr.orlmiss.edu/~egjbp/faulkner/faulkner.html>>.

Issues and Controversies

Article title. Issues and Controversies On File. FACTS.com. Site where you accessed info including city, state. Date of access <URL>. "Hate Speech." *Issues and Controversies On File*. FACTS.com. Sam Barlow High School Lib. Grisham, OR. 1 Feb. 2000 <<http://www.2facts.com>>.

Group Four: Sample Entries for Other Material

CARTOONS AND ADVERTISEMENTS IN PRINT

Addams, Charles. Cartoon. *New Yorker* 22 Feb. 1988: 33.

Air France. "The Fine Art of Flying." Advertisement. *Travel and Leisure* May 1988: 9.

FILM

Enter either by title or director; when studying director's work, name is given first; when studying film itself (as art form or as adaptation of a novel), title is used

A Clockwork Orange. Dir. Stanley Kubrick. Based on *Clockwork Orange* by Anthony Burgess, 1971.

Kubrick, Stanley, dir. 2001: *A Space Odyssey*, 1969.

INTERVIEW

Date interview was conducted is listed.

Moynihan, Patrick, Sen. Personal interview, 17 March 1983.

LECTURE

Date lecture was delivered is listed.

Thomas, Lewis. Notes of a Biology Watcher." Lecture at the Princeton Club of New York, 21 Feb. 1978.

LETTER

Entwhistle, Jacob, M.D. Personal letter to Joe Dell, 28 May 1998.

MAPS AND CHARTS

Sonoma and Napa Counties. Map. San Francisco: California State Automobile Assn., 1996.

PERFORMANCES

A Walk in the Woods. By Lee Blessing. Dir. Des McAnurf. With Sam Waterston and Robert Prosky. Booth Theatre, New York. 17 May 1998.

Ozawa, Seiji. coed. Boston Symphony Orch. Concert. Symphony Hall, Boston. 30 Sept. 1998.

RADIO PROGRAMS

"If God Ever Listened: A Portrait of Alice Walker." Horizons. Prod. Jane Rosenthal. NPR. WBST, Muncie. 3 Mar. 1994.

RECORDING

Purpose dictates order in which information is presented; when topic is music, second form is used; when artist is topic, his/her name is entered; when artist or author is identified by nickname or pseudonym, supply the true name in parenthesis.

Leadbelly (Huddie Ledbetter). *Rock Island Line*. Notes by Frederick Ramsey, Jr. Folkways, FA 2014, 1956.

"Black Girl." *Rock Island Line*. Sung by Leadbelly (Huddie Ledbetter). Folkways, FA 2014, 1956.

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