

Students will find detailed help on all these topics in Troyka and Hesse, *Handbook for Writers* (e.g., chapter 4 on writing paragraphs, chapters 7-15 on grammar, etc.).

## XI. Guidelines for Academic Writing

CMU has adopted the following as its standard guide for all academic writing:

Troyka, L. Q. and D. Hesse. *Simon & Schuster Handbook for Writers*. Fourth Canadian Edition. Toronto: Pearson Prentice Hall, 2006.

Students should acquire this handbook (available at the CMU bookstore) and an up-to-date dictionary as reference tools for all written assignments.

The purpose of the following pages is to offer a quick reference for students to follow in preparing their written assignments. Students should, however, consult Troyka and Hesse as the authoritative and comprehensive guide.

These pages offer brief comments on formatting (i.e., how to present text on a page), elements of writing (i.e., punctuation, spelling, word choice, etc.), using inclusive language, the nature of academic writing, how to make a quotation, and how to document sources. Troyka and Hesse offer extensive sections on most of these topics.

### Formatting the Document

1. *Title page*: Include a title page for all essays and for other written assignments if the instructor requires it. Various styles of presenting information on a title page are acceptable, but the information should include the full title of the essay (capitalized and centred on the page, not underlined, and not in quotation marks), the course number and the course name, the name of the instructor, the date, your name, and the name of the university. The title page should be included in the pagination, but no page number should appear on it.
2. *Margins, line spacing, and font and print size*: Leave one-inch margins on all sides of the page. Use double-spacing throughout your paper (except for footnotes, endnotes, and bibliographical entries, which are single-spaced when following the University of Chicago style). Use a formal font such as Times New Roman, Arial, CG Times, or Goudy Old Style, selecting a 10- to 12-point size.
3. *Page numbers*: Number all pages using Arabic numerals, excepting the title page (and the page bearing the Table of Contents, if included), which should, nonetheless, be included in the pagination.
4. *Paper usage*: Use white, 8.5" x 11" bond paper.
5. *Works Cited, References, or Bibliography*: When writing an essay, you must provide a list of the sources used. That list will be entitled Works Cited, References, or Bibliography, depending on the style of documentation you are following. This section must begin on a separate page at the end of the essay.

### Elements of Writing

Students sometimes complain that their instructors are too picky about grammar, spelling, and writing style. Such students argue that content is what really matters, not the way in which it is presented. Of course, good content is the primary stuff out of which a good paper is written. However, good content cannot be separated easily from correct and aesthetically pleasing style in presentation. "Good ideas" are not really good if presented in a grammar or a language that obscures the meaning.

Thus, effective writing does require correct punctuation, spelling, and grammar. Effective writing does require well-constructed sentences and paragraphs, and coherent organization within the essay.

### Inclusive Language

At CMU, faculty, staff, and students are expected to use inclusive and nondiscriminatory language. When writing about people of both genders, students should seek to use language inclusive of both genders. For instance, instead of writing, "Man has inhabited the earth for thousands of years," write, "Humans (or homo sapiens, or people) have inhabited the earth for thousands of years." Gender-specific language should be used only when one intends to speak about one specific gender.

You may use a variety of strategies to meet the challenge presented by pronouns. For example, the non-inclusive language of the sentence, "A teacher must treat his students respectfully," may be rewritten acceptably in the following ways:

A teacher must treat students respectfully.

A teacher must treat her or his students respectfully.

Teachers must treat their students respectfully.

Some manuals on inclusive language argue for acceptance of the strategy of using plural pronouns to refer back to singular antecedents as in the sentence, "Everyone can choose their own rooms," or as in the sentence, "No student who reads these few paragraphs will be able to say honestly that they know all there is to know about using inclusive language." However, many instructors at CMU will find such constructions grammatically unacceptable, so you should either avoid using them or you should check with your instructor to learn whether that instructor will accept such usage.

The appropriate use of language in reference to God remains a contentious issue. Though it is possible, and some people find it desirable to avoid all gender-specific language when speaking or writing about God, such is not a requirement at CMU. However, all persons are encouraged to use sensitivity, discretion, and consultation to arrive at acceptable practice.

The CMU library has several resources that provide guidelines for developing an inclusive language, including the following:

Val Dumond, *The Elements of Nonsexist Usage: A Guide to Inclusive Spoken and Written English* (New York: Prentice Hall, 1990).

Casey Miller and Kate Swift, *The Handbook of Nonsexist Writing for Writers, Editors, and Speakers*, second edition (New York: Harper Collins, 1988).

Rosalie Maggio, *The Bias-Free Word Finder: A Dictionary of Nondiscriminatory Language* (Boston: Beacon, 1991).

### The Nature of Academic Writing

Your instructors may require or invite you to write in a variety of forms, e.g., essay, book report, journal, reflection paper, position paper, etc. Some of these forms require that you gather information and ideas from various sources and present them as such; others require that you provide mainly your own observations and opinions. However, whatever form the assignment takes, instructors expect students to submit their own work.

To submit your own work means to submit material written in your own words. In order to write on a subject in your own words, you need an adequate understanding of the ideas and information you have gathered from various sources to enable you to express those ideas and information in your own way as your own knowledge. Occasionally students submit writing assignments made up of blocks of material copied word for word from various sources and tied together by a few sentences in the students' own words. Such submissions do not qualify as the students' "own work."

Instead, such submissions may be viewed as plagiarized. See Troyka and Hesse on “Using Sources and Avoiding Plagiarism” (chapter 33).

When you present the information and ideas you have gathered, academic honesty requires that you provide documentation to indicate the sources of such information and ideas. There are conventional ways you must follow in doing this, as will be explained in subsequent subsections.

### Making a Quotation

Carefully selected quotations are often essential to high quality academic writing. You may wish to support a controversial claim you are making by quoting the words of an authority on the subject. Or it may be necessary to quote the words of another author in order to present that author’s opinion precisely. This is especially important if you wish to argue against that author’s opinion.

When making a quotation, follow these guidelines:

1. Quote with complete accuracy even to the extent of reproducing errors in the original.
2. Where the original contains an error, insert [sic] (italicized and in square brackets) immediately following the error, as the following example illustrates:  
We can read from a Babylonian text of [sic] that Jehoiachin (he of 2 Kings) was given rations at the Babylonian court. . . . Shall we say ‘archaeology confirms the Bible!’?<sup>1</sup>
3. You may omit parts of the text you are quoting if you indicate such omissions with ellipsis points (spaced periods). Three spaced periods indicate an omission within a sentence of prose, as illustrated in the immediately preceding quotation (notice that the first period is the punctuation at the end of the sentence while the three periods following it mark the omission), and a full line of spaced periods indicates the omission of a line or more of poetry, as illustrated by the following example:  
Because I do not hope to turn again  
Because I do not hope  
Because I do not hope to turn  
Desiring this man’s gift and that man’s scope  
.....  
Why should I mourn  
The vanished power of the usual reign? (T. S. Eliot, “Ash Wednesday”)
4. You may add words to explain, clarify, or correct the quotation by inserting them in square brackets [like these (not parentheses)].
5. Make scrupulously certain that in selecting and using a quotation you preserve the meaning that it had in its original context.
6. Integrate quotations smoothly into your essay. Make certain that every quotation you present fits grammatically and logically within the text you provide to introduce it and discuss it.
7. Short quotations of prose or poetry may appear within the text of your writing, framed by quotation marks. Use virgules or slashes (/) to indicate ends of lines in run-on quotations of verse.
8. Longer quotations should appear in block form, that is, separated from the main body of your text, beginning on a new line, indented from the left, and without quotation marks. Any quotation of more than two lines of verse should follow this form. Depending on the style guide you are following, a prose quotation of 40 words or more (APA), of more than four lines (MLA), or of two or more sentences that runs to eight or more lines (Chicago Manual) should appear in block form.

The Chicago Manual requires single spacing within the quotation. APA and MLA styles use double-spacing within the quotation.

9. Regarding punctuation, you must frame quotations that appear within your text with quotation marks. Periods and commas fall within the quotation marks, semicolons and colons go outside, and question marks or exclamation points should be placed outside the quotation marks unless the question mark or exclamation point is part of the quotation. Do not place quotation marks around a block quotation unless they belong to the original.
10. Musical quotations are to be clearly identified either above the musical example or through a footnote by indicating the composer, composition, movement, and bar number. All sources for musical examples are to be included in the bibliography.

### Providing Documentation

#### 1. When to provide documentation

Whenever you quote directly, paraphrase, or present information or ideas from another person’s written or spoken work, the rules of academic honesty require that you acknowledge your source by providing a reference (i.e., a parenthetical note, an endnote, or a footnote) which your reader can follow to find the same information. Common knowledge, such as the fact that Thomas Edison invented the light bulb, does not require documentation. Nor is it necessary to document information that you have confirmed by your own observation and calculation, even if you first became aware of it when reading another author, or an opinion that you have established for yourself, even though you first became aware of that opinion when listening to someone else. However, in such circumstances, you may wish to support your claims by providing a reference to those sources where claims similar to yours are made.

#### 2. Failing to provide documentation

If you neglect to acknowledge your source of information or ideas, you may be accused of plagiarism. Plagiarism is presenting the work of others as if it were one’s own, that is, without explicitly and clearly indicating its source. It is a serious offence, and penalties for students found guilty of plagiarism will be determined by the dean’s office.

For much more extensive discussion and guidance on this topic, see Troyka and Hesse on “Using Sources and Avoiding Plagiarism” (chapter 33).

#### 3. The conventions for providing documentation

The different disciplines tend to favour different conventions for providing documentation. Consequently, it is important that you give careful attention to directions provided by your instructor, both within the syllabus and in class. Three common conventions are described and illustrated in the following three subsections. They are the Modern Language Association (MLA) style, which is used commonly in the humanities; the American Psychological Association (APA) style, which is generally preferred in the social sciences and sciences; and the University of Chicago style, which is preferred in disciplines such as history, philosophy, music, and theology.

Troyka and Hesse provide extensive discussion and illustration of these various conventions in chapters 34, 35, and 36, respectively.

<sup>1</sup> Philip R. Davies, *In Search of ‘Ancient Israel’* (Sheffield: JSOT Press, 1992), 33.

### 3.1. Providing Documentation according to the University of Chicago Style

The standard reference manual for the University of Chicago Style<sup>2</sup> actually presents two different styles of documentation. For writing in most areas of the humanities, the manual indicates a preference for footnotes presented beneath a short horizontal line at the bottom of the page. When following this style, the writer has two choices: either to present footnotes including full bibliographical information, or to present abbreviated footnotes and include a new page entitled “Bibliography” at the end of the document, listing all the works consulted. In place of footnotes, it is also acceptable to gather the notes for presentation on a new page entitled “Endnotes” at the end of the document before the bibliography.

The second style of documentation presented by the Chicago manual uses parenthetical references within the body of the document, citing only the author’s name, the date of publication for the source, and the reference page number. Complete bibliographical information for the sources consulted is then presented on a new page entitled “References,” “Works Cited,” or the like at the end of the document. Since subsequent sections of this essay illustrate the use of parenthetical references according to the MLA and APA guidelines, this section will not discuss parenthetical references according to the University of Chicago style. If you prefer to follow the latter for parenthetical references, you should consult its standard style manual.<sup>3</sup>

The following pages offer a brief description and illustration of the formation of footnotes and bibliographical references, following the University of Chicago style. You may also follow these guidelines when preparing endnotes, since aside from their respective locations within a document, footnotes and endnotes follow the same format.

Notice the location of footnote numbers in the text—they appear in superscript, after the punctuation within a sentence, and after the closing punctuation if the footnote number appears at the end of the sentence. When preparing a footnote, indent its first line. Use single-spacing within the footnote and double-spacing between footnotes.

If you choose to use abbreviated notes and to provide a bibliographical page at the end of your document, your abbreviated note should consist of the last name(s) of the author(s), the key words of the title, and the volume and page number(s), if applicable.<sup>4</sup>

If you choose to provide full bibliographic information within the notes (and, therefore, no bibliography at the end of the document), present the following reference information:

- author’s first name, initial, and last name, followed by a comma;
- the complete title of the book in italics (or underlined if italics are not available) followed by a comma;
- the edition number and the names of the editors, revisers, and translators;
- the publication information within parentheses consisting of the place of publication, followed by a colon, the name of the publisher, followed by a comma, and the date of publication.

<sup>2</sup> Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed., rev. by John Grossman and Alice Bennett (Chicago: The University of Chicago Press, 1996).

<sup>3</sup> That is, the manual referred to in the previous footnote.

<sup>4</sup> For example, Turabian, *A Manual for Writers*, p. 10.

If you are referring to particular pages in your source, place a comma after the parentheses containing the publication information and present the page numbers thereafter.

You will find the information you need for your footnotes on the title page and the copyright page of the item to which you are referring. If no place of publication is given, you should write “n.p.” where that information should appear in your footnote; if no publisher is named, you should write “n.p.” where that information should appear; and if no date is provided, you should write “n.d.” where that information should appear. The date you should provide is the latest copyright date given. If many places of publication are given, provide only the first named.

If in an immediately subsequent footnote you wish to refer your reader to the same page in the same source, you should use the term “Ibid.” (exactly as shown here with a period following) to indicate that you are referring to the same source. If you are referring to the same source but to another page, you must indicate the page number, as illustrated by the footnote to this sentence.<sup>5</sup> If you wish to refer your reader to a source you have already cited, but footnotes intervene between the two references, you may abbreviate the information from the first reference, providing the author’s last name, a recognizable abbreviation for the title of the book, and the page numbers.<sup>6</sup>

Footnotes to this paragraph illustrate (and occasionally explain) the form you must follow when making reference to a book by a single author;<sup>7</sup> a book by two, three, or more authors;<sup>8</sup> a book within a series;<sup>9</sup> an essay in a collection of essays;<sup>10</sup> a book translated from another language;<sup>11</sup> an article in a newspaper;<sup>12</sup> a signed article in a

<sup>5</sup> Ibid., 138.

<sup>6</sup> Davies, *Ancient Israel*, 33. The reader can find full bibliographic information by flipping back three pages to footnote 1, in this example.

<sup>7</sup> Parker J. Palmer, *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life* (San Francisco: Jossey-Bass, 1998).

<sup>8</sup> James M. Kouzes and Barry Z. Posner, *Credibility, How Leaders Gain and Lose It, Why People Demand It* (San Francisco: Jossey-Bass, 1993); Susan R. Komives, Nance Lucas, and Timothy R. McMahon, *Exploring Leadership: For College Students Who Want to Make a Difference* (San Francisco: Jossey-Bass, 1998); and Robert Dubin et al., *Leadership and Productivity: Some Facts of Industrial Life* (San Francisco: Chandler, 1965). Notice that if the book has more than three authors, you provide the name of the first one listed on the title page of the book and follow it with “et al.” (or “and others”). However, in the bibliography you must list the names of all the authors.

<sup>9</sup> Robert J. Schreiter, ed., *Faces of Jesus in Africa*, Faith and Cultures Series (Maryknoll: Orbis Books, 1995).

<sup>10</sup> Michael T. Klare, “Low-Intensity Conflict: A Growing Threat to Peace,” in *Peace: Meanings, Politics, Strategies*, ed. Linda R. Forcey (New York: Praeger, 1989), 113-20.

<sup>11</sup> Albert Camus, *The Plague*, trans. Stuart Gilbert (Hammondsworth, England: Penguin Books Ltd., 1974).

<sup>12</sup> Jeff Sallot and Andrew Mitrovica, “Canada’s Troops Mired in Threats and Revenge,” *The Globe and Mail*, 2 June 2000, section A, p. 1.

multi-volume dictionary or encyclopaedia;<sup>13</sup> and an unsigned article in a standard dictionary or encyclopaedia<sup>14</sup>; a journal article referenced earlier in your document;<sup>15</sup> an article accessed at a website;<sup>16</sup> the Bible;<sup>17</sup> an unpublished work;<sup>18</sup> a personal interview;<sup>19</sup> an article in a journal;<sup>20</sup> and an article in a magazine.<sup>21</sup>

If you have chosen to provide abbreviated notes, using the University of Chicago style, you must provide a list of the sources you consulted, including those to which

<sup>13</sup> John J. Collins, "Essenes," in *The Anchor Bible Dictionary*, ed. David Noel Freedman et al. (New York: Doubleday, 1992), 2: 619-26. The 2 in 2: 619-26 indicates that the dictionary in use has at least two volumes and that the article being referenced appears in the second volume.

<sup>14</sup> *Webster's Encyclopedic Unabridged Dictionary of the English Language* (1989), s.v. "intervocalic;" or *Columbia Encyclopedia*, 5th ed., s.v. "cold war." Notice that when citing a well-known reference book, you need not list the facts of publication (place of publication, publisher, and date), but you must specify the edition, unless it is the first, or the date of publication if no edition is specified on the title page.

<sup>15</sup> Spear, "Controversy and Consensus," 322.

<sup>16</sup> Tony Clarke, "The Battle after Seattle: How to take advantage of the WTO's 'crisis of legitimacy'," *The Canadian Centre for Policy Alternatives Monitor*, June, 2000 [Magazine article on-line]; available from <http://www.policyalternatives.ca/publications/index.html>; accessed 2 June 2000. Notice that information appears in the same format as for an in-print magazine, but in addition the universal resource locator (URL) is provided along with the date the item was accessed.

<sup>17</sup> Ps. 10:2 NRSV. You may use a footnote as illustrated here to provide a reference to a biblical text. However, it is preferable that you give biblical references within parentheses at the points in your document to which they pertain. If you make a quotation from the Bible, your reference should also indicate the version you are quoting, e.g., Ps. 110:3 NEB or I Tim. 3:16 NIV. However, it is not necessary to provide bibliographical information regarding the particular Bible you are using, neither in the footnotes nor in the bibliography, unless you are making reference to annotations supplied by the editors of your Bible.

<sup>18</sup> George Rawlyk, "Is Jesus Your Personal Savior? In Search of Canadian Evangelicalism in the 1990's" (J. J. Thiessen Lecture Series, Canadian Mennonite Bible College, Winnipeg, MB, 17 October 1995).

<sup>19</sup> Timothy Johnston, an interview by the author, Calgary, AB, 31 May 2000.

<sup>20</sup> Karen Spear, "Controversy and Consensus in Freshman Writing: An Overview of the Field," *The Review of Higher Education* 20 (1997): 319-44. When citing journals, you need not supply information regarding the place of publication or the name of the publisher. Rather, after the title of the journal, present the following information: the volume number, the date of publication within parentheses, a colon, and the page number.

<sup>21</sup> Jeffrey Kluger, "Will We Live on Mars?" *Time*, Canadian edition, 10 April 2000, 40-43. Notice the similarities between citations of journals and citations of magazines.

you made no explicit reference, beginning on a new page entitled "Bibliography" at the end of your document. Bibliographical entries present essentially the same information as reference footnotes, but the order in which the information appears changes slightly (e.g., the authors' last names appear first<sup>22</sup>), and the punctuation is different (e.g., periods take the place of most commas). Arrange the bibliographical entries in alphabetical order. Use single-spacing within the entries, double-spacing between entries. The first line of each entry should begin at the left margin and subsequent lines should be indented (i.e., hanging indentation). The following illustration shows how items referenced in this subsection should appear in a bibliography.

<sup>22</sup> Or, more precisely, the names of the leading authors of each entry appear in inverted order. If a book has more than one author, present the name of the author that appears first on the title page of that book in inverted order, but present the names of the other authors first names first, as illustrated by various entries in the sample bibliography that follows.

## Bibliography

- Camus, Albert. *The Plague*. Translated by Stuart Gilbert. Hammondsworth, England: Penguin Books Ltd., 1974.
- Clarke, Tony. "The Battle after Seattle: How to take advantage of the WTO's 'crisis of legitimacy'." *The Canadian Centre for Policy Alternatives Monitor* June, 2000 [Magazine article on-line]; available from <http://www.policyalternatives.ca/publications/index.html>; Internet; accessed 2 June 2000.
- Collins, John J. "Essenes." In *The Anchor Bible Dictionary*. Edited by David Noel Freedman et al. New York: Doubleday, 1992. 2: 619-26.
- Dubin, Robert, George C. Homans, Floyd C. Mann, and Delbert C. Miller. *Leadership and Productivity: Some Facts of Industrial Life*. San Francisco: Chandler, 1965.
- Johnston, Timothy. Interview by the author, 31 May 2000, Winnipeg, MB.
- Klare, Michael T. "Low-Intensity Conflict: A Growing Threat to Peace." In *Peace: Meanings, Politics, Strategies*. Edited by Linda R. Forcey. New York: Praeger, 1989. 113-20.
- Kluger, Jeffrey. "Will We Live on Mars?" *Time*, Canadian edition. 10 April 2000, 40-43.
- Komives, Susan R., Nance Lucas, and Timothy R. McMahon. *Exploring Leadership: For College Students Who Want to Make a Difference*. San Francisco: Jossey-Bass, 1998.
- Kouzes, James M. and Barry Z. Posner. *Credibility, How Leaders Gain and Lose It, Why People Demand It*. San Francisco: Jossey-Bass, 1993.
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Publishers, 1998.
- Rawlyk, George. "Is Jesus Your Personal Savior? In Search of Canadian Evangelicalism in the 1990's." J. J. Thiessen Lecture Series. Canadian Mennonite Bible College, Winnipeg, MB, 17 October, 1995.
- Sallot, Jeff and Andrew Mitrovica. "Canada's Troops Mired in Threats and Revenge." *The Globe and Mail*. 2 June 2000, section A, p. 1.
- Schreiter, Robert J., ed. *Faces of Jesus in Africa*. Faith and Cultures Series. Maryknoll: Orbis Books, 1995.
- Spear, Karen. "Controversy and Consensus in Freshman Writing: An Overview of the Field." *The Review of Higher Education* 20 (1997): 319-44.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth edition. Revised by John Grossman and Alice Bennett. Chicago: The University of Chicago Press, 1996.

### 3.2. Providing Documentation according to the Modern Language Association (MLA) Style

The MLA style requires that citations within the body of a paper provide the minimum information needed by the readers to identify the source of the citation in the "Works Cited" list that appears at the end of the document. As writer you may choose from a few options as to how to make the citation, as the following examples illustrate:

In his recent book, Palmer offers a rather provocative image of truth, especially for persons who place a very high value on objective thinking: "Truth is an eternal conversation about things that matter, conducted with passion and discipline"(104).

In contrast to the modern view of truth as something objectively verifiable, absolute, and unchanging, a recent author has offered as an image that "truth is an eternal conversation about things that matter, conducted with passion and discipline" (Palmer 104).

Palmer suggests that truth is not objective, unchanging knowledge, but rather, that truth is a process of inquiry within community by which old conclusions come under critical scrutiny, are refined or perhaps rejected, and new conclusions are formed (ch. 4).

Notice that you may name the author within the sentence you construct and place in parentheses only the information regarding the precise location within that source (e.g., page numbers or chapter number), or you may place all of the information within parentheses. Within the parentheses, no punctuation separates the information regarding the author and the page, chapter, or section number.

If you are citing a source prepared by two or three authors, cite the names of all the authors. If your source has four or more authors, you may list all of the authors or you may include only the name of the first author followed by the "et al.," but be sure to treat the authorial information in the same way in the "Works Cited" list. The following examples illustrate:

Komives, Lucas, and McMahon assert that "having a charismatic personality is not a prerequisite for leadership" (28).

The impact of leadership on productivity within an organization has also become a topic of inquiry (Dublin, Homans, Mann, and Miller).

Dublin et al. explore the impact of leadership on productivity within an organization.

Sometimes you may wish to cite several works at once, i.e., within the same parentheses. You may do so by presenting the sources, separated by semicolons, as in the following example:

Several sources that address the topic of leadership have been consulted in preparation of this paper (Komives, Lucas, and McMahon; Kouzes and Posner; Dublin et al.).

When citing personal communications received by way of conversation, letter, telephone interview, e-mail, etc., provide the given name, initials, and the surname of the communicator, the type of communication, and the date, as for example:

Though many students apparently think of the mid-term reading break as vacation time, K. Schroeder, former Director of Enrolment and Marketing at CMU, suggests that many others learn from experience of the first year at college, as she did, that the reading break is necessary time for completing assignments (personal interview, June 14, 2000).

If your "Works Cited" list includes more than one work by a particular author, you must give your reader sufficient information by which to identify the particular item you are using. If, for example, the list were to include two or more sources authored by Parker J. Palmer, it would be necessary to offer shortened forms of titles within all references to Palmer, as for example, (Palmer, Courage to Teach 92). If your "Works Cited" list includes two or more authors who have the same last name, your citations must include information to distinguish between those authors, namely, initials or first names together with surnames, as for example, (P. Miller 12) and (J. Miller 52).

When following the MLA style, you may also use footnotes or endnotes if you wish to provide additional information or explanation that does not fit well into the main body of your text, or to provide a reference that contains so many citations that it would prove disruptive if presented within the main body of your document.

The list of sources used in preparing your document should appear as "Works Cited" (though the titles "Literature Cited" and "Bibliography" are also accepted). It should begin on a new page at the end of your document, and it should be numbered consecutively with the rest of your document. All entries should begin at the left margin with lines subsequent to the first indented (i.e., hanging indent). Use double-spacing within and between entries. Arrange the entries alphabetically according to the authors' last names.

Information presented within the individual entries according to the MLA style is the same as that presented in a bibliography according to the University of Chicago style, except that abbreviations are used for the publisher's name and for the names of months, and you should also use "Trans." in place of "Translated by," "Ed." in place of "Edited by," and "Rev." in place of "Revised by."

When using the MLA style, be sure to consult the standard style manual prepared by Gibaldi for the many details not covered here. You will find full bibliographical information on his book in the sample "Works Cited" that follows.

### Works Cited

Camus, Albert. The Plague. Trans. Stuart Gilbert. Hammondsworth, England:

Penguin Books, 1974.

Clarke, Tony. "The Battle after Seattle: How to take advantage of the WTO's 'crisis of legitimacy'." The Canadian Centre for Policy Alternatives Monitor. June,

2000. [Magazine article on-line]. 2 June 2000.

<http://www.policyalternatives.ca/publications/index.html>.

Collins, John J. "Essenes." The Anchor Bible Dictionary. Ed. David Noel Freedman et al. 6 vols. New York: Doubleday, 1992. 2: 619-26.

Dubin, Robert, and George C. Homans, Floyd C. Mann, and Delbert C. Miller.

Leadership and Productivity: Some Facts of Industrial Life. San Francisco:

Chandler, 1965.\*

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 5th edition. New York: Modern Language Association, 1999.

Klare, Michael T. "Low-Intensity Conflict: A Growing Threat to Peace." Peace:

Meanings, Politics, Strategies. Ed. Linda R. Forcey. New York: Praeger, 1989.

113-20.

Kluger, Jeffrey. "Will We Live on Mars?" Time, Canadian edition 10 Apr. 2000: 40-43.

Komives, Susan R., Nance Lucas, and Timothy R. McMahon. Exploring Leadership:

For College Students Who Want to Make a Difference. San Francisco: Jossey-

Bass, 1998.

Kouzes, James M. and Barry Z. Posner. Credibility, How Leaders Gain and Lose It,

Why People Demand It. San Francisco: Jossey-Bass, 1993.

Palmer, Parker J. The Courage to Teach: Exploring the Inner Landscape of a

Teacher's Life. San Francisco: Jossey-Bass, 1998.

Rawlyk, George. "Is Jesus Your Personal Savior? In Search of Canadian

Evangelicalism in the 1990's." J. J. Thiesen Lecture Series. Canadian Mennonite

Bible College, Winnipeg, MB. 17 Oct. 1995.

Sallot, Jeff and Andrew Mitrovica. "Canada's Troops Mired in Threats and Revenge."

The Globe and Mail 2 June 2000: A1.

Schroeder, Kirsten. A personal interview. 14 June 2000.

Spear, Karen. "Controversy and Consensus in Freshman Writing: An Overview of the

Field." The Review of Higher Education 20 (1997): 319-44.

\*Alternatively, this entry could appear as:

Dubin, Robert, et al. Leadership and Productivity: Some Facts of Industrial Life. San Francisco: Chandler, 1965.

### 3.3. Documenting according to the American Psychological Association (APA) Style

This style of documentation resembles the MLA style in that citations are made by providing brief (often parenthetical) references within the text and full bibliographical information regarding the sources in an alphabetical list at the end of the paper. However, the references differ from those in the MLA style in that they provide the publication date for the source used in addition to the name of the author and the page numbers.

The following examples illustrate various ways in which you may provide a citation for an idea, whether you present it as a direct quotation, as in the first two examples, or as a paraphrase, as in the third:

In a book published in 1998, Palmer offers a rather provocative image of truth, especially for persons who place a very high value on objective thinking: "Truth is an eternal conversation about things that matter, conducted with passion and discipline" (p. 104).

In contrast to the modern view of truth as something objectively verifiable, absolute, and unchanging, a recent author has offered as an image that "truth is an eternal conversation about things that matter, conducted with passion and discipline" (Palmer, 1998, p. 104).

Palmer (1998) suggests that truth is not objective, unchanging knowledge, but rather, that truth is a process of inquiry within community by which old conclusions come under critical scrutiny, are refined or perhaps rejected, and new conclusions are formed (ch. 4).

Notice that you may provide the author's name and the date of publication within the sentence you construct and place in parentheses only the information regarding the precise location within that source (e.g., page number or chapter number), or you may place all of the information within parentheses, or you may present the author's name within your text followed by the date of publication within parentheses and provide page references within parentheses at the end of your sentence. When following the APA style, use commas to separate the author's name, the date, and the location within the source.

If you are citing a source prepared by two authors, you must cite both names every time you make reference to their work. If your source has three or more authors, cite all the authors in your first reference, but in subsequent references, include only the name of the first author followed by "et al." as shown in the following two examples:

Komives, Lucas, and McMahon (1998) assert that "having a charismatic personality is not a prerequisite for leadership" (p. 28). [Thus your first citation from this source.]

Komives et al. offer the following as their view of leadership: "Leadership [is] a relational process of people together attempting to accomplish change or make a difference to benefit the common good" [italics as in the original] (p. 68).

Sometimes you may wish to cite several works at once, i.e., within the same parentheses. You may do so by presenting the sources in the same order in which they appear in your list of references, as for example:

Several sources that address the topic of leadership have been consulted in preparation of this paper (Dubin, Homans, Mann, & Miller, 1965; Komives, Lucas, & McMahon, 1998; Kouzes & Posner, 1993).

When citing personal communications received by way of conversation, letter, telephone interview, e-mail, etc., provide the initials and the surname of the communicator plus the date, as for example:

Though many students apparently think of the mid-term reading break as vacation time, K. Schroeder, former Director of Enrolment and Marketing at CMU, suggests that many others learn from experience of the first year at college, as she did, that the reading break is necessary time for completing assignments (personal interview, June 14, 2000).

Notice, however, that the APA style does not include sources of personal communication in the reference list.

When following the APA style, you may also use endnotes to provide additional information or explanation that does not fit well within the body of your essay. Gather all such notes together and present them on a separate page entitled "Notes" at the end of your document. Use Arabic numerals as note numbers. Indent the first line of each note, and use double-spacing.

A list of all the sources you have cited within your document (excepting personal communications) must appear on a new page entitled "References" at the end of your document. This section should be numbered consecutively with the rest of your document. Indent each entry and double-space within and between entries. Arrange the entries alphabetically by author, and where you offer two or more entries by the same author, arrange them chronologically.

Information presented in the "References" section when following the APA style is almost identical to that presented in the "Bibliography" when following the University of Chicago style or in the "Works Cited" section when using the MLA style. However, the presentation of information differs in several ways. The most visible difference is that according to the APA style, the publication date appears within parentheses immediately after the name of the author. However, you should notice as well that when following the APA style,

- the names of all authors are inverted,
- given names are presented only as initials,
- only the first word of a title and the first word of a subtitle of articles or books is capitalized,
- titles of articles in periodicals or titles of chapters in books do not appear within quotation marks,
- italicization (or underlining) of periodical titles extends to include the volume number,
- information about translators, editors, and editions appears somewhat differently in comparison to the MLA format.

To identify the many differences in detail, compare the "References" list presented below with the "Bibliography" and the "Works Cited" lists presented in the previous subsections.

## References

- American Psychological Association. (1994). *Publication manual of the American Psychological Association (4th ed.)*. Washington, D.C.: American Psychological Association.
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## 4. When a documenting situation is not covered by the manuals:

Occasionally you will encounter a documenting situation not fully covered by CMU's standard style guide (i.e., by Troyka & Hesse) or by the Chicago, MLA, or APA style guides. A suggested procedure for such a situation is as follows: (1) Find the closest analogies to your situation and determine the principles followed in those cases; (2) Produce your entry following the principles you have discerned; and (3) Check with your instructor for guidance since specialists in the area may have already developed a format to cover such a situation.