

Intro  
to

# MLA Style



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# Intro to MLA

## About This Handbook:

This resource was created by Writing Center staff as a supplement to the *MLA Handbook*. The *Intro to MLA* provides an overview of the most important elements of MLA Style, with sections on formatting, citations, and using Microsoft Word for MLA.

Throughout this resource are links to helpful handouts and videos on MLA Style and other related topics.

## Other Writing Center Services:

The Writing Center, Winona offers in-person, email, and virtual consultations as well as webinars and workshops on a variety of topics. Students can also access writing, citation style, and other resources on our website. Please go to [write.smumn.edu](https://write.smumn.edu) for more information.

## Some tips and notes:

- Throughout this booklet, you will see references to the *MLA Handbook* in brackets like this [1.1]. You should refer back to the *MLA Handbook* for additional information as needed.
- While we will provide you with MLA Style guidelines and rules here, instructors may have own approach to MLA Style, and you should always follow assignment instructions first. When in doubt, ask your instructor for their preference.
- The booklet is not intended to replace the *MLA Handbook* but rather will help you interpret the manual and call your attention to some of its most important features. You should always refer back to the *MLA Handbook* as needed for more detailed information.
- This handbook is not formatted in MLA Style, as MLA Style was designed for academic papers, not instructional manuals.



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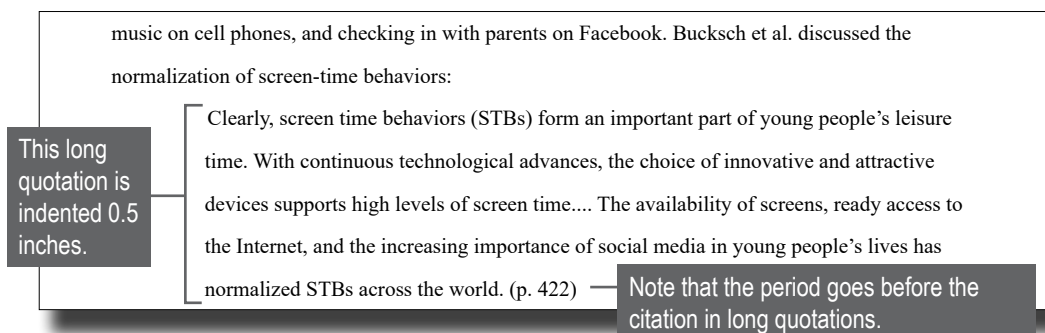
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# Part One: Formatting

## Margins [1.1] and Indents

Set margins at 1 inch on all sides unless instructed otherwise. (Check the default setting which may not be 1 inch.) Your last name and page number should be 0.5 inches from the top of the page.

Indent the first sentence of each paragraph 0.5 inches (one Tab space). Indent long quotes (four or more lines) 0.5 inches on the left side only. Do not indent the first line of the quote unless the original is the beginning of a paragraph. For example:



## Font [1.2]

We recommend using Times New Roman size 12. Do not use underlining or all capitals unless your instructor specifies these. Keep the font the same throughout the paper.

## Line Spacing [2.21]

Double-space all lines in the paper, including Works Cited page entries unless your instructor specifies otherwise. The first line of each page begins at the top margin. Use the double-space setting; do not double-space manually by pressing the Enter key twice between lines.

## Alignment

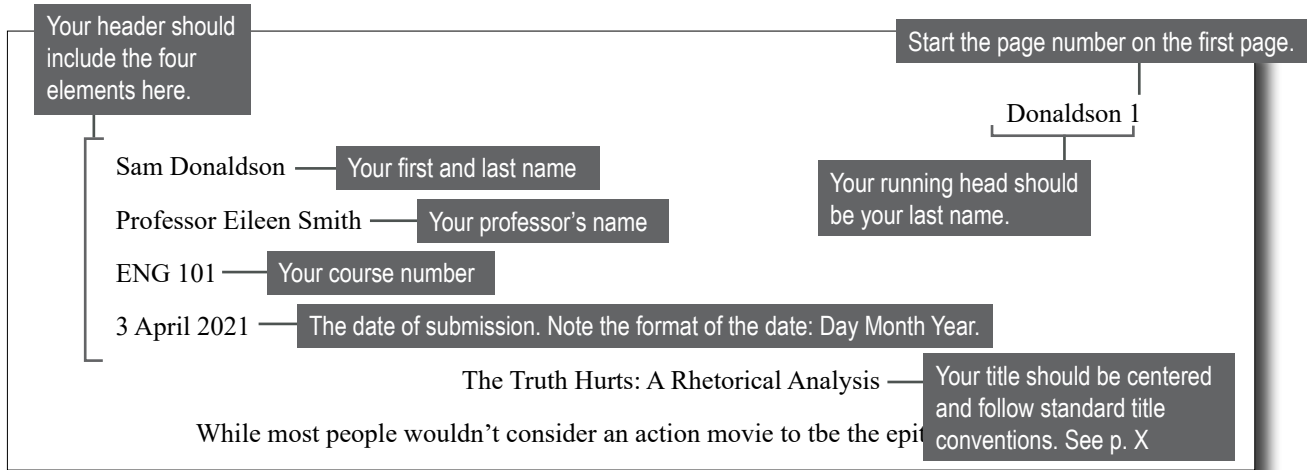
Alignment is set at the left margin for all text except for titles and your running head. Text should align evenly on the left margin but be ragged on the right margin, like the text on this page.

	<b>Grammar Help</b> Check out these resources for additional help
	<a href="#"><u>Commas</u></a>
	<a href="#"><u>Clauses and Phrases</u></a>
	<a href="#"><u>Semicolons and Colons</u></a>
	<a href="#"><u>Parallel Structure</u></a>



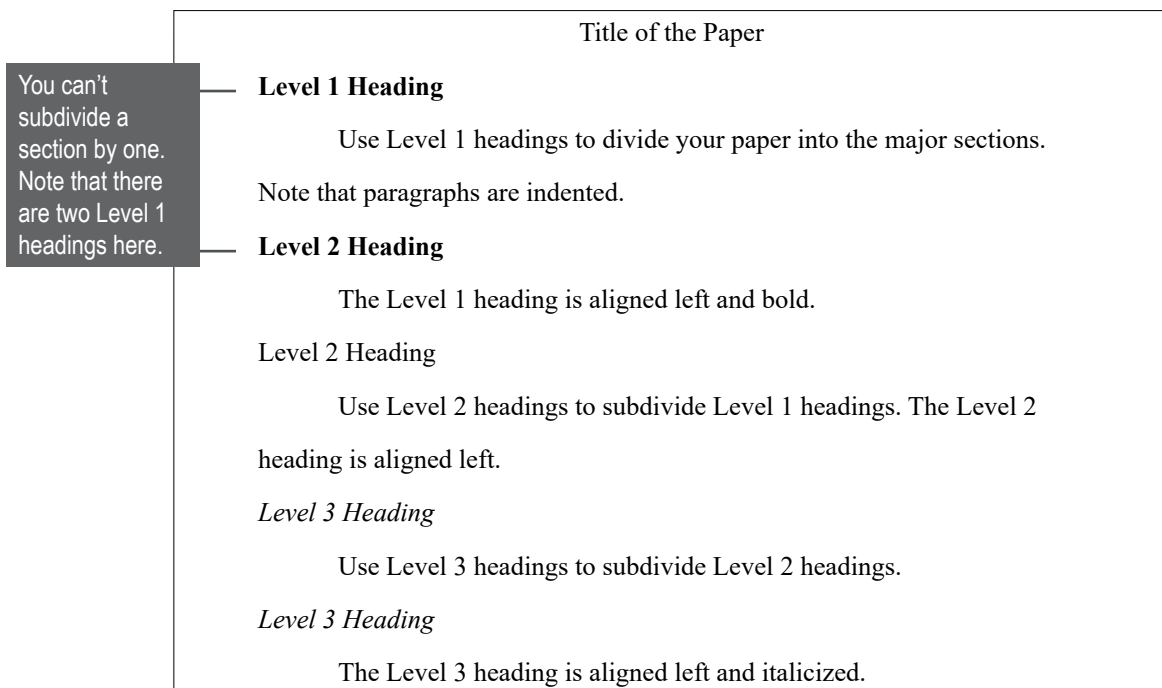
## Title, Running Head, and Page Numbers [1.3, 1.4]

You should include a header, page number, and title for your essay:



## Headings [1.5]

Headings may be appropriate for long papers. You must have at least two of each level of heading. Headings should be aligned left (not centered). Here is the format we recommend:



# Part Two: Crediting Sources

## Where and Why We Credit Sources

Sources are credited both within your essay in in-text citations and at the end of your essay on the Works Cited page. You need to credit sources for several reasons:

**Academic Ethics:** Honesty and fairness require you to let your readers know whose words or ideas you have borrowed and/or analyzed. Even when you put a direct quote in your own words by paraphrasing, you are still obligated to identify the source.

**Scholarly Credibility:** All research is founded on or related to previous scholarly work. Therefore, you need to relate your ideas to what has been written before. Crediting this previous work establishes your credibility and provides context for your ideas.

**Source Retrieval:** For various reasons, readers may want to view the sources you used in a piece of writing. You are responsible for providing sufficient documentation in a systematic way (e.g., in MLA Style) so that readers can retrieve the information being used.

## How to Begin

Compose your Works Cited page as you do your research for the following reasons:

1. Creating the MLA Style Works Cited entry helps you understand your source—who wrote it, when it was published, and who published it.
2. When you compose your Works Cited entry, you will recognize if a crucial piece of source information is missing. You can then decide whether to locate the missing information or avoid using the source.
3. You will know how to cite the source in the body of your paper. The first element of the Works Cited entry (author name) tells you how to write the brief citation in your paper.

### How do I cite an indirect source?

Sometimes you might use an indirect or second-hand source. If you use an indirect source, you would not include an entry on your Works Cited page for it, but you would cite it within your essay like this:

Patterson agreed with this assertion about the author (qtd. in Smith 421).

# Works Cited Page

## Works Cited Page Format

Your Works Cited page should have the same margins and font as the rest of your paper. Here are some other formatting tips:

### Do

- Start your Works Cited page on a new page following the last page of your essay.
- Double-space your entries.
- Alphabetize your entries (see p. 30).
- Use a hanging indent (see p. 29).

### Don't

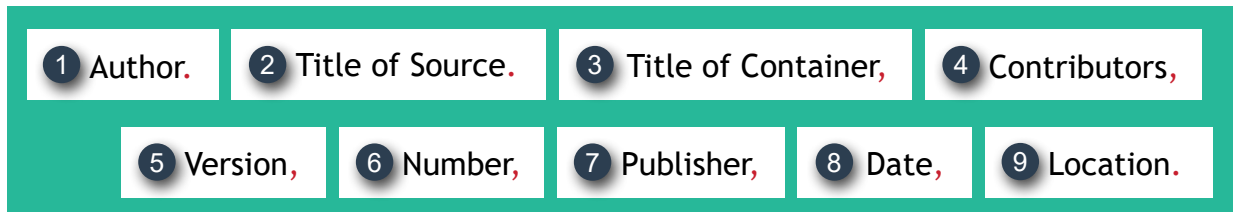
- Include extra spaces between entries.
- Use bullets or numbers for your entries.
- Copy and paste from a database without checking for correctness (see p. 38).



[Click here to see how to cut and paste entries from a database like SuperSearch.](#)

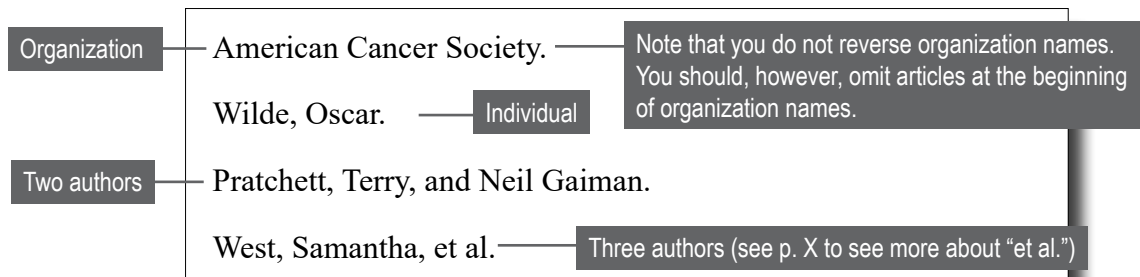
## Works Cited Entry Basic Format

MLA Style is easier to learn when you recognize patterns of rules. Instead of trying to remember dozens of individual examples, learn the nine basic elements that comprise all entries. Note the required punctuation between elements in **red**.



### 1 Author. [5.3-5.22]

The first author's name should be reverse order—lastname, firstname—since the last name is how your reader will locate the source from your in-text citation. If there are two authors, the second author's name is in “normal” order—firstname lastname. You can see some samples below.



## 1 Author. [5.3-5.22], continued

In the rare case in which the author of a source is not identified, move the work's title into the author position and alphabetize by the first word of the title in place of the author's name. Click [here](#) to see an example.

## 2 Title of Source. [5.23-5.30]

Titles should be as in the published text except that capitalization should be standardized as needed.

Title as Published:



Title on Works Cited Page:

"Black Lives Matter and the Revitalization of Collective Visionary Leadership."

Quotation marks were added because this is an article title.

The capitalization was standardized to be title case (all words were capitalized except articles, conjunctions, and short prepositions).

Here are some other title examples:

Article published in the journal *PLoS ONE*

"Pathos & Ethos: Emotions and Willingness to Pay for Tobacco Products."

*Wuthering Heights.* — Book title

"Aristotle and Education." — A page on a website



### 3 Title of Container, [5.31-5.37]

Many types of sources have “containers.” This means they are smaller works published within larger works. Not all sources have a container, but if your source appears within another text (a collection, website, journal, etc.), then it will have a container title.

Some sources will even have two containers. For students, this is mainly journal articles that are located on a library database. The chart below identifies common sources and their containers:

Source	Container 1	Container 2
<i>Title of Book.</i>		
“Short Story.”	<i>Title of Collection,</i>	
“Title of Chapter.”	<i>Title of Book,</i>	
“Title of Poem.”	<i>Title of Book,</i>	
“Title of Webpage.”	<i>Title of Website,</i>	
“Title of Article.”	<i>Title of Journal,</i>	<i>Database Name.</i>

Sometimes a website may just be the place you accessed the source. For example, if you purchase an e-book from an online website, the website is not a container because it did not publish the text. Here are some sample containers:

<i>Alcoholics Anonymous,</i> —	A website title
<i>Journal of Further &amp; Higher Education,</i> —	A journal title
<i>The Norton Anthology of Poetry,</i> —	An anthology title

### 4 Contributors, [5.38-5.47]

Some sources have additional contributors—directors, editors, actors, translators, etc.—that you should recognize in your entries. Here are some examples:

translated by Helen R. Lane, —	A translator
edited by Harold Bloom, —	An editor
directed by Quentin Tarantino, —	A director

## 5 Version, [5.48-5.50]

Some sources will have a version identified. This most commonly will be an edition number for a book. Here are some samples:

3rd ed., — Note the period after “ed.”

Updated ed.,

unabridged version,

## 6 Number, [5.5-5.53]

A source may also have a “number,” which is usually a volume and/or issue number.

Vol. 12, no. 3, — Capitalize the number element when what precedes it is a period.

no. 9, — Do not capitalize the number element when what precedes it is a comma.

## 7 Publisher, [5.54-5.67]

The publisher is the company or entity that produces the source. Here are some examples:

Penguin Press, — A book publishing company

Mayo Clinic, — An organization that publishes a website

## 8 Date, [5.68-5.83]

For most sources, you will give the year of publication. For sources that have an exact date of publication, format it like this: 11 May 2021. Note that all months except May are abbreviated to three letters (e.g., Oct., Nov., Dec.).

## 9 Location. [5.84-5.99]

A source's location might be its page numbers within its container, the URL where it was published, or a DOI number.

pp. 34-41. — Page numbers

[https://www.theguardian.com/cities/2020/oct/15/study-reveals-worlds-most-walkable-cities.](https://www.theguardian.com/cities/2020/oct/15/study-reveals-worlds-most-walkable-cities)

[https://doi.org/10.1177/0907568215570072.](https://doi.org/10.1177/0907568215570072) — A DOI

A URL

## Optional Elements.

The MLA Handbook recommends providing additional elements in your Works Cited page entries to help your reader locate and/or understand your source. While there are many, here are the most common optional elements students might use:

Lecture. — Include a word/phrase like this if you heard the information.

Accessed 5 May 2021. — Include the date of access for webpages.

Transcript. — Use "transcript" if you read a speech instead of listened to it.

## Works Cited Page Examples: Print Sources

### Book

Kamenetz, Anya. *The Art of Screen Time: How Your Family Can Balance Digital Media and Real Life*. PublicAffairs, 2018.

Book titles should be in italics.

### Chapter in an Edited Book

Place the authors of the chapter at the beginning.

Cuijpers, Pim, et al. "Technology-Assisted Treatments for Mental Health Problems in Children and Adolescents." *Evidence-Based Psychotherapies for Children and Adolescents*, edited by John R. Weisz et al., 3rd ed., Guilford Press, 2017.

Do not invert the editors' names.

### Periodical Article: Journal

Use the first name and "et al." when a source has three or more authors.

Bucksch, Jens, et al. "International Trends in Adolescent Screen-time Behaviors from 2002 to 2010." *Journal of Adolescent Health*, vol. 58, no. 4, 2016, pp. 417-425.

Journal titles should be in italics.

## Works Cited Page Examples: Digital Sources

### Webpage or Document From a Website

This page was found on the NPR website, so we need to note the title of the container (in italics).

Summers, Juana. "Kids and Screen Time: What Does the Research Say?" *NPR*, 28 Aug. 2014.  
[www.npr.org/sections/ed/2014/08/28/343735856/kids-and-screentime-what-does-the-research-say](http://www.npr.org/sections/ed/2014/08/28/343735856/kids-and-screentime-what-does-the-research-say). Accessed 21 April 2021.

Give the date of access if there is no publication date or if you think the webpage/site may be taken down or changed.



## Works Cited Page Examples: Digital Sources, continued

### Webpage With No Named Author

If the webpage is written and published by a non-government entity, move the title into the author position and give the organization name as the publisher only [5.19].

*Artificial Sweeteners and Other Sugar Substitutes: Bewildered by the Variety of Sugar Substitutes Available These Days?* Mayo Clinic, 20 August 2015, <http://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/artificial-sweeteners/art-20046936>

### Journal Article from a Database

Craig, Shelley, et al. "Connecting Without Fear: Clinical Implications of the Consumption of Information and Communication Technologies by Sexual Minority Youth and Young Adults." *Clinical Social Work Journal*, vol. 43, no. 2, 2014, pp. 159-168. <https://doi.org/10.1007/s10615-014-0505-2>.

Format the DOI number like a URL (<https://doi.org/10.1007/s10615-014-0505-2>).

### DOI numbers [5.93]

DOI is an abbreviation for Digital Object Identifier, a unique set of characters assigned to identify a source so that it is searchable on the Internet. Most, but not all, databases now assign DOI numbers to sources. In some databases, the DOI appears in the short citation; in others, you must click on the source title to obtain the DOI. Within your Works Cited page entries, the DOI should be formatted as a hyperlink (<https://doi.org/10.1007/s10615-014-0505-2>).

The instructions below explain how to use a DOI to find a source on the Internet. If the DOI is long, you can use <http://shortdoi.org> to shorten it.

The screenshot shows the DOI.org website. At the top is the DOI logo. Below it is a navigation bar with links: HOME | HANDBOOK | FACTSHEETS | FAQs | RESOURCES | USERS | NEWS. The main section is titled "Resolve a DOI Name". It contains a text input field labeled "doi:" and a "Go" button. Below the input field is a small instruction: "Type or paste a DOI name into the text box. Click Go. Your browser will take you to a Web page".

1. Go to your web browser and type the following on the address line: [dx.doi.org](http://dx.doi.org).
2. When the DOI page opens, type or copy the DOI and then click Go.

## Works Cited Page Examples: Digital Sources, continued

### Course Materials (PowerPoint slides, lecture notes, handouts, etc.)

The title of the item should be in quotation marks.

The title of the course should be in italics since it's a container.

"Week 5 Introduction." *Advanced Research, Writing and Communication*, taught by Michelle Herrin. Canvas, Saint Mary's University of Minnesota, 21 April 2020, [https://smumn.instructure.com/courses/4137/discussion\\_topics/46369?module\\_item\\_id=247590](https://smumn.instructure.com/courses/4137/discussion_topics/46369?module_item_id=247590)

### TED Talk, YouTube, or Other Streaming Video

Park, Youngna. "How We Make Screen Time for Kids Beautiful and Meaningful." *YouTube*, uploaded by TEDxNewYork, 1 Dec. 2016, [http://www.youtube.com/watch?v=0M-2mc7xB\\_fw](http://www.youtube.com/watch?v=0M-2mc7xB_fw). Accessed 13 May 2021.

## Works Cited Page Examples: Other Sources

### Film

You might include other contributors, too. For example, if you are specifically writing about the acting, you might include a specific actor's name.

*The Squid and the Whale*. Directed by Noah Baumbach, Samuel Goldwyn Films, 2005.

### Supreme Court Decisions

United States, Supreme Court. *Sanders v. United States*. 1 June 2021. Legal Information Institute, Cornell Law School, <https://www.law.cornell.edu/supremecourt/text/20-6400>.

# In-text Citations

## Purpose of Citing in Your Paper

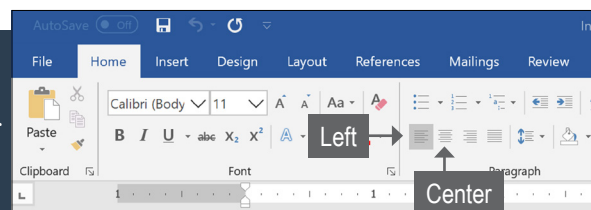
A citation is a “note” within your paper that lets your reader know where the information came from. You must include an in-text citation for all exact quotations and paraphrases taken from sources and also cite all information that isn’t common knowledge.

“Common knowledge” doesn’t have a universal definition, so we suggest erring on the side of finding (and citing) support for all claims, controversial stands, specific facts, etc. The table below gives you some guidelines on what may and may not be “common knowledge,” but you will need to use your best judgement and/or ask for clarification from your instructor or Writing Center staff as needed.

Probably Common Knowledge	Probably Not Common Knowledge	
All citizens are guaranteed public education from kindergarten to twelfth grade.	The IDEA guarantees special education services to those students who need them.	<i>Most people wouldn't know what this specific law is.</i>
There are many different kinds of learning strategies.	Active learning has been shown to impact knowledge retention more than other learning strategies.	<i>These are claims that someone might disagree with.</i>
Meditation is a well-known mindfulness strategy.	Meditation has been shown to reduce blood pressure.	
It is imperative to maintain stable hemodynamics during surgical procedures.	One in three Americans has high blood pressure.	<i>This is a specific statistic.</i>
Leading is different than managing.	Good leaders build strong interpersonal relationships with their employees.	<i>This is a claim that someone might disagree with.</i>

**How do I center my title or headings?**

Don’t press Tab or Enter to center your text. There are two ways to align your text (see p. 23, too), but this is the quickest. First, highlight the text you want to center. Then click the Center button as shown above.



## In-text Citation Basics

In MLA Style, the first item in the in-text citation should be the author of the source because this enables the reader to easily locate the source's entry on your Works Cited page. You can see this connection below:

### Paragraph from the essay:

Because of the increasing use of technology, the evidence is clear that STBs are increasing worldwide. Over 65% of adolescents exceed the recommended amount of screen time per day (Straatmann et al. 240). Similarly, Bucksch et al. found the STBs for adolescents increased two hours per day from 2002 to 2010 even while some experts recommend less than two hours of total screen-time per day. While it's clear that STBs are increasing, it's less clear if these behaviors are overall negative or positive.

### Works Cited

- 1 Bucksch, Jens, et al. "International Trends in Adolescent Screen-time Behavior 2002 to 2010." *Journal of Adolescent Health*, vol. 58, no. 4, 2015, p. 425. <https://doi.org/10.1016/j.jadohealth.2015.11.014>.
- 2 Straatmann, Viviane S., et al. "Changes in Physical Activity and Screen Time to Psychological Well-Being in Early Adolescence: Findings from the Longitudinal Study ELANA." *BMC Public Health*, vol. 16, no. 1, Sept. 2016, pp. 1–11. <https://doi.org/10.1186/s12889-016-3606-8>.

A reader would look at the Straatmann et al. citation (2) and know that in order to learn more about this source, they could look on the Works Cited page under Straatmann.

If there is no named author, you would use the first element that appears in the Works Cited page entry (see example [here](#)), which would be either an organizational author (e.g., World Health Organization) or a title. You should put the title into either italics (books) or quotation marks (articles or webpages) as appropriate.



## Where and When to Cite?

Two frequent MLA questions are: How often should I cite and where should I cite? The answers depend on how you are using the sources. You can cite using running text or parenthetical citations:

To cite in running text means to place the author's name in the sentence without parentheses (always place the page number in parentheses at the end of the sentence).

According to Bradford, Alcott's family got "all her affection, all her personal devotion" (393). Alcott spent most of her childhood in Concord, Massachusetts where her family was poor but content ("Louisa May Alcott").

To cite parenthetically means to place the author's name (or the title in this case because there was no named author) in parentheses at the end of the sentence (along with the page number if there is one).

## Citing Works by Multiple Authors (using "et al.")

The table below explains how to cite sources with three or more authors in running text and parenthetical citations using the phrase "et al." which means "and others."

	Parenthetical Citation	Running Text Citation
One or Two Authors	... (Matsuda and Silva 34) .	Matsuda and Silva say...
Three or More Authors	... (Bucksch et al. 243).	Bucksch et al. write...

Note that there is a period after "al."

## Essay Help

Check out these essay resources for additional help

[Paragraph Organization](#)

[Essays 101](#)

[Reverse Outlining](#)

# Quoting and Paraphrasing

## Quoting

Use direct quotes sparingly. Quoting does not indicate how well, or even if, you understand the material you are quoting. Overuse of quotes, therefore, can cause you to lose credibility with your readers. Quoting can also disrupt the flow of your writing; suddenly encountering another person's writing style can be jarring to readers.

If you do quote, have a good reason to do so. For example:

- to discuss the way an author expressed his or her ideas,
- to present a controversial or disputed statement verbatim,
- to convey precise technical data or directions,
- to produce a rhetorical effect when introducing or emphasizing a point.

Quoted text of fewer than about four lines must be enclosed in quotation marks and followed by the page number of the original text:

Cheak-Zamora and Thullen write that "education and training for providers is essential to ensure they understand the needs of people with DD and/or multiple conditions and are working to address quality and access issues" (43).

Quoted text of four or more lines should be formatted as a [block quotation](#).

Quotations *within* a block quotation should be surrounded by double quotation marks.

Paterson and Chicola describe their informal mentorship as follows:

Omit the quotation marks around a block quotation. See p. 3 for more information.

We co-negotiated difficult solutions to problems with our pesky "human" resources; we explored structural and governance strategies; and we diffused the challenges in our personal lives by talking with an empathetic female ally who was at the same time a professional colleague and friend. (36)

Also note that the end punctuation occurs before the parenthetical citation in block quotations.

## Quoting, continued

### Integrating Quotations

If the quote is a complete sentence, capitalize the first word.

Harris said, "Finding information is an art, not a science" (214).

According to Li, "Information technology is an important part in Flipped Classroom, which decisively influences the depth of the students' extracurricular learning and the creation of students' learning environment" (1962).

However, if the quoted text is not a complete sentence or if a quoted sentence follows the word "that," do not capitalize the first word or precede it with a comma.

Quincy acknowledged that "negotiations over bride price sometimes involved more than the price of the bride" (105).

Do not capitalize the first word of a quoted phrase (i.e., an incomplete sentence).

Bryson called the English language "a merry confusion of quirks and irregularities that often seem willfully at odds with logic and common sense" (1).

You should not use an ellipsis before or after a phrase taken from a complete sentence.

Sutter was fascinated with Lake Superior's ore boats and foreign freighters because they "seemed impossibly exotic" (2).

This is a phrase taken from a complete sentence in the source, but it doesn't need ellipses around it.

You should use an ellipsis to indicate missing words/sentences from the middle of a quotation; however, this would be rare since you shouldn't be using long quotations in general.

## When to Cite

You should always ensure clarity when citing. This means that it must be 100% clear to your reader what information is from a source (and which source).

When you are using only one source within a paragraph, you can sometimes only cite once, but **remember that your reader cannot know your intent, so it must be completely clear from your writing/citing alone what is and isn't taken from a source.** Here is a sample:

### Incorrect:

It can be difficult to reconcile these two sides of the issue. As Smyth says, there is something safe and comforting about “gentle, youthful rebellion and [a] poor but loving family” (13). On the other hand, there is a lot of evidence that Little Women is decidedly anti-feminist. After all, the choices seem to be to get married or “die beautifully” (9).

It's not clear if this sentence is a paraphrase from Smyth or an original idea by the writer of the paper.

### Correct:

It can be difficult to reconcile these two sides of the issue. As Smyth says, there is something safe and comforting about “gentle, youthful rebellion and [a] poor but loving family” (13). On the other hand, there is a lot of evidence that Little Women is decidedly anti-feminist. After all, the choices seem to be to get married or “die beautifully” (Smyth 9).

By citing the last sentence with author and page number, it's clear that the sentence before it is not from a source.

Since you can't know if your reader will be confused and because it's not incorrect to cite every sentence, this is what we recommend in the Writing Center.



# Paraphrasing

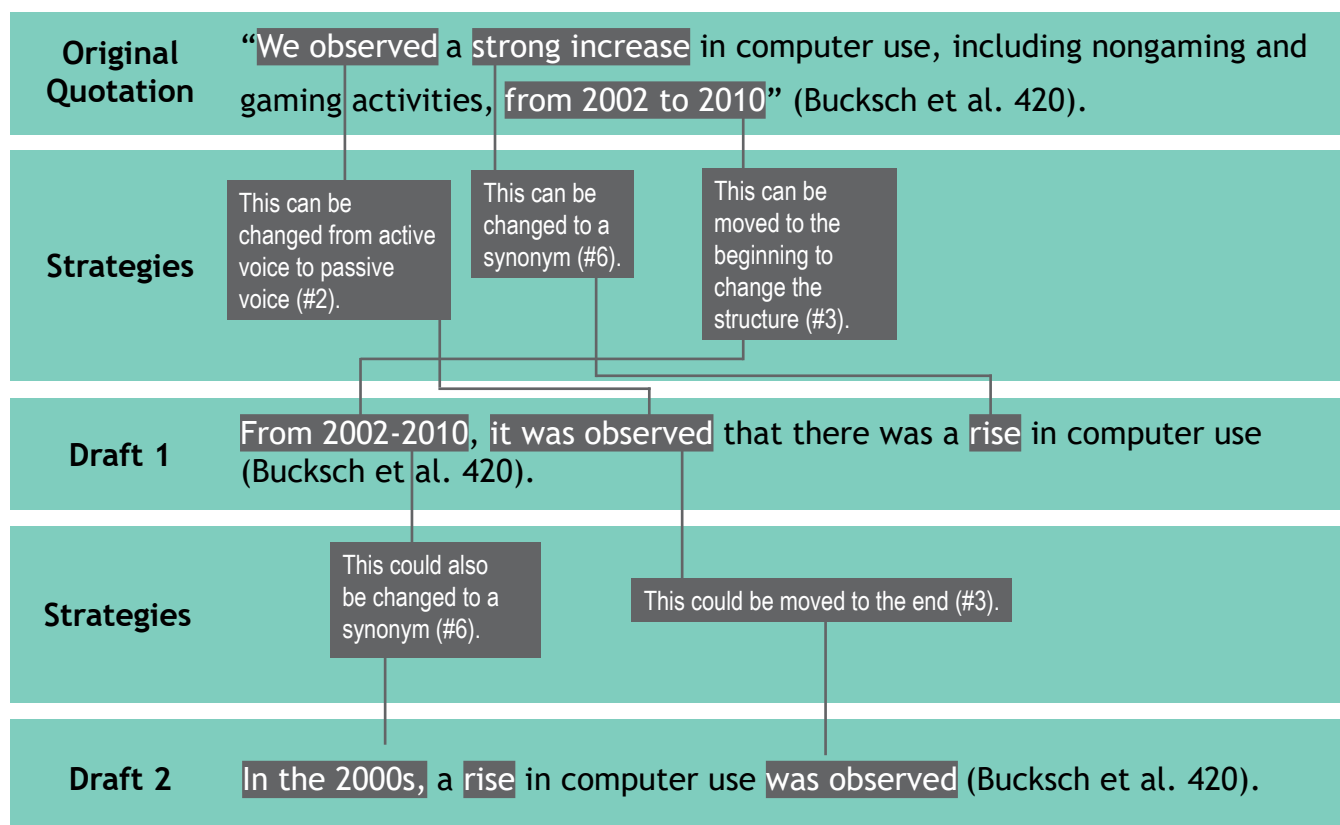
## How to Paraphrase

You have probably heard that paraphrasing involves putting a source in “your own words.” Adequate paraphrasing, however, involves more than just replacing words in the original with synonyms, or words that are similar in meaning to the original. Successful paraphrasing requires you to change not only the words but also the structure of the original passage. We recommend reading the passage and then putting the source away to avoid poor paraphrasing techniques (i.e., just changing every word to a synonym).

There are several strategies that you can use to paraphrase your sources. You will need to use more than one strategy in order to avoid plagiarism. Here are six strategies:

- #1 Change word form or part of speech
- #2 Change from active to passive voice, or vice versa
- #3 Change the word order
- #4 Change from specific to general
- #5 Change transitions
- #6 Replace words in the original with synonyms

The process might take several drafts. You can see an example below:



# Part Three: Using Microsoft Word for MLA

## Getting Started & General Tips

### A Word on MLA Format and Instructor Requirements

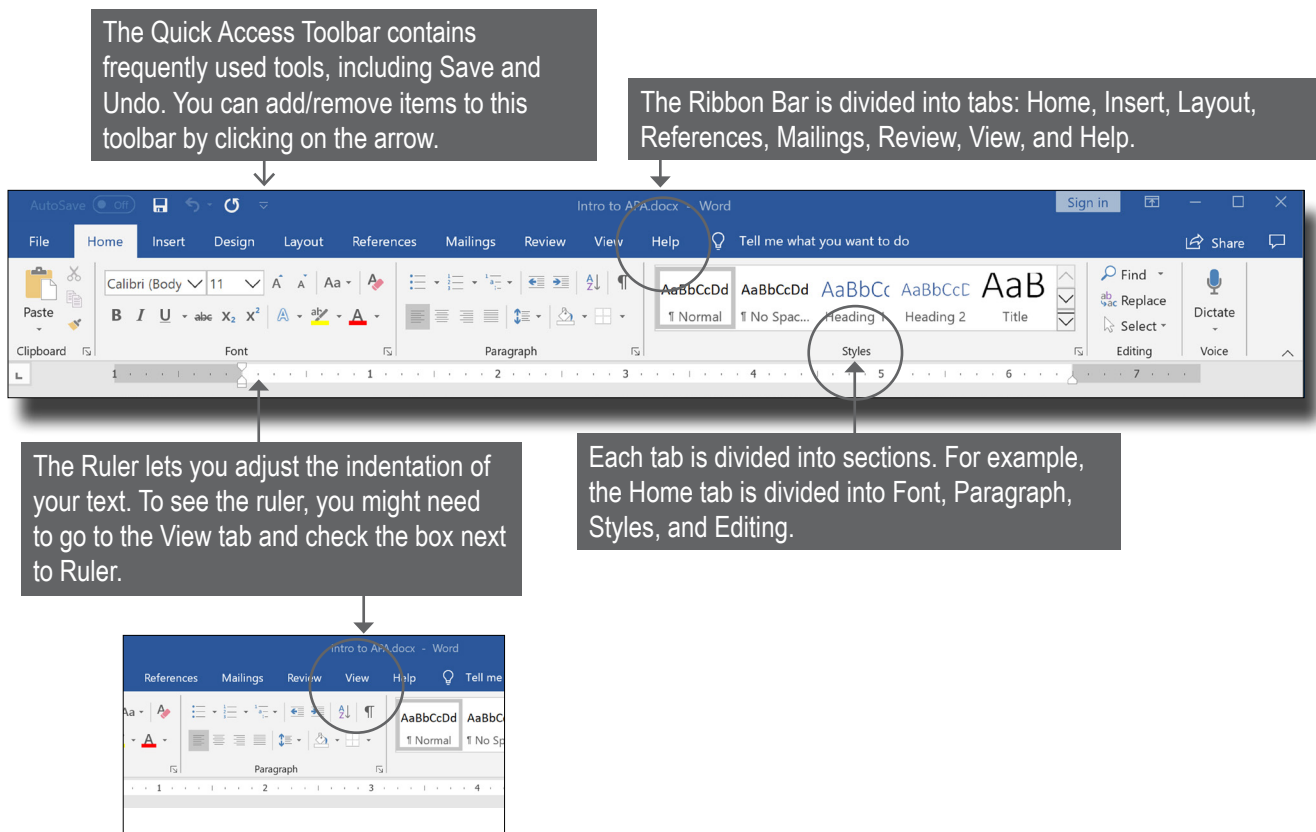
This section will provide you with instructions on how to format your documents according to the requirements and guidelines of MLA Style.

However, every instructor and assignment is different. You should always refer to your assignment sheet and the instructions given to you by your instructor in terms of formatting.

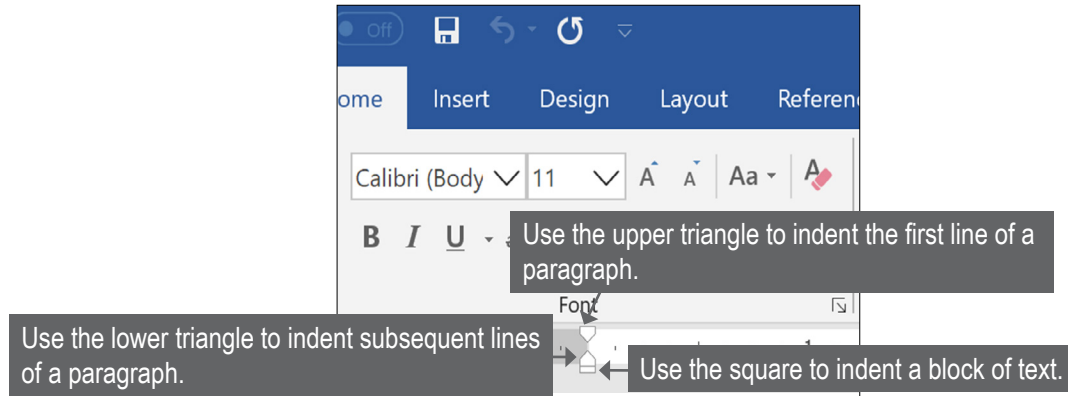
## Before We Start

To get the most out of the instructions that follow, please familiarize yourself with the following topics.

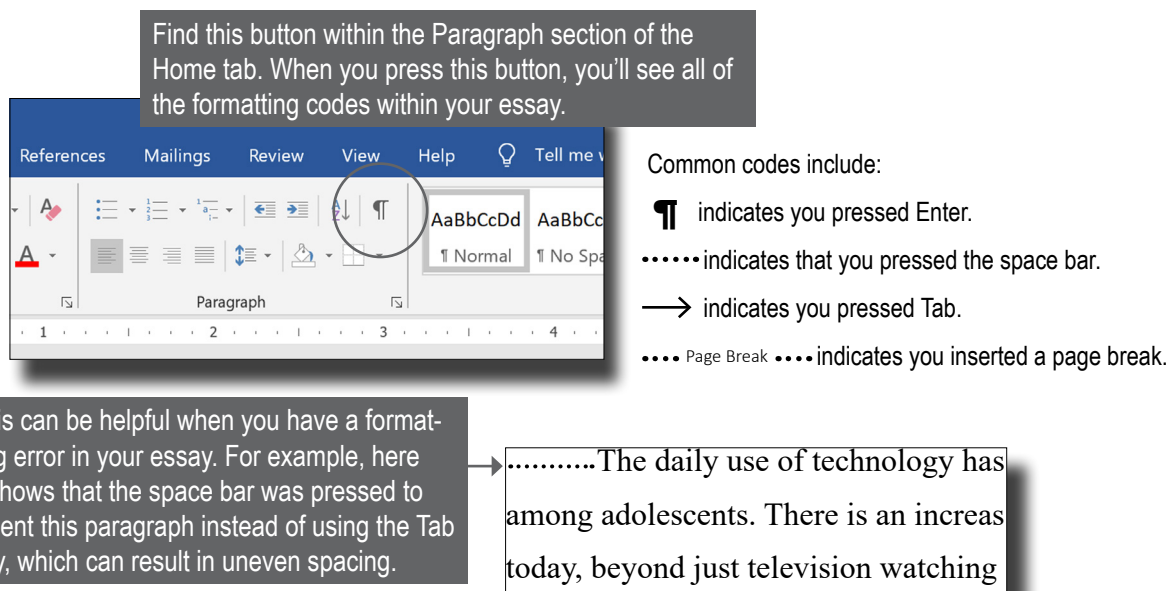
**Ribbon Bar:** The Ribbon Bar is how you will navigate through all of the options in Word. The diagram below will familiarize you with the elements of the Ribbon Bar.



**Ruler:** This tool allows you to indent directly from the main screen.

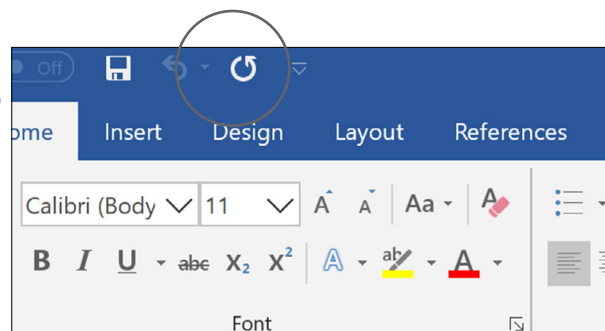


**Show/Hide:** This function allows you to see hidden formatting codes, which is helpful when you need to correct or modify formatting.



**Undo:**

The Undo button is located in the Quick Access Toolbar and allows you to cancel your last command(s).



# Initial Setup of MLA Papers

Set up MLA format before you begin typing. You can set formatting for one paper, or you can change the default so that the formatting stays set for all future papers (you can always change this at any time), which is what the directions below will explain how to do.

**Font:** We recommend using Times New Roman 12-point font in all of your papers. Your font should always be black.

1 In the Font section of the Home tab, click on the arrow in the bottom, right-hand corner.

2 In the Font menu, choose:  
Font: Times New Roman  
Font style: Regular  
Size: 12

2

Font

Font: Times New Roman  
Font style: Regular  
Size: 11

Font color: Automatic  
Underline style: (none)  
Underline color: Automatic

Effects

☐ Strikethrough  
☐ Double strikethrough  
☐ Superscript  
☐ Subscript  
☐ Small caps  
☐ All caps  
☐ Hidden

Preview

Times New Roman

This is a TrueType font. This font will be used on both printer and screen.

4 Set As Default  
Text Effects...

3 OK  
Cancel

3 To save these settings for this paper only, click on OK.

4 To save these settings for all future papers, click on Set As Default.  
Select "All documents based on the Normal template" and then click OK.

5

Microsoft Word

Do you want to set the default font to Times New Roman, 11 pt for:

☒ This document only  
☐ All documents based on the Normal.dotm template

OK  
Cancel

**Margins:** Your margins should be set to 1 inch throughout your essay.

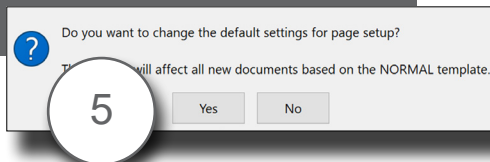
1 In the Page Setup section of the Layout tab, click on the arrow in the bottom, right-hand corner.

2 Under the Margins tab of the Page Setup menu, make sure all four margins are set at 1 inch.

3 To save these settings for this paper only, click on OK.

4 To save these settings for all future papers, click on Set As Default.

5 Then click Yes.



**Line Spacing, Indents, Text Alignment:** You should change these settings *before* you start typing. Your writing should be aligned left (except for centered headings and titles) and your entire document should be double-spaced.

In the Paragraph section of the Layout tab, click on the arrow in the bottom, right-hand corner.

Intro to APA.docx - Saved to this PC

Design **Layout** References Mailings Review View Help

Paragraph

Breaks ▾  
Line Numbers ▾  
Hyphenation ▾

Indent  
Left: 0" ▾  
Right: 0" ▾

Spacing  
Before: 0 pt ▾  
After: 8 pt ▾

Paragraph

General

Alignment: Left ▾

Outline level: Body Text ▾ ☐ Collapsed by default

Indentation

Left: 0" ▾  
Right: 0" ▾

Special: (none) ▾

☐ Mirror indents

Spacing

Before: 0 pt ▾  
After: 0 pt ▾

Line spacing: Double ▾

☐ Don't add space between paragraphs of the same style

Preview

Previous Paragraph Previous Paragraph Previous Paragraph Previous Paragraph Previous Paragraph Previous Paragraph  
Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text  
Text Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text Sample Text  
Sample Text Sample Text Sample Text Sample Text

Following Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph  
Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph  
Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph  
Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph Following Paragraph

1

2

3

4

5

6

Set Alignment to Left.

Set Indentation to 0" both left and right.

Set Line Spacing to double. Set Before to 0 and After to 0.

To save these settings for this paper only, click OK.

To save these settings for future papers, click on Set As Default, choose the appropriate option, and click Yes.

Tab... OK Cancel

**Page Numbers and Page Headers:** The instructions here will help you insert your page numbers and header.

1 From the Insert tab, click on the arrow next to Page Number in the Header & Footer section.

2 Click on Top of Page and then Plain Number 3. This will insert the page number on all pages within your document.

3 Within your header (you can always double click to access it), put your cursor in front of the page number, and type your last name. Select all elements within the header and change the font (if needed) to the same font at the body of your paper. Then double-click below the dotted line to exit your header.

The diagram illustrates the steps to insert page numbers and headers in Microsoft Word. It is divided into three numbered sections. Section 1 shows the 'Insert' tab with the 'Page Number' option highlighted in the 'Header & Footer' section. Section 2 shows the 'Page Number' dropdown menu with 'Top of Page' selected, and then the 'Plain Number 3' option. Section 3 shows the document with the page number '1' in the header, and an arrow pointing to it with a text box explaining how to edit the header content.

**Page Breaks:** You will need to manually insert page breaks at certain points in your essay before your Works Cited page, for example. You shouldn't press Enter multiple times to do this because you will create formatting issues. Instead, follow the steps here.

Further research should be done to understand an  
sons for the increased STBs in adolescents.

Works Cited

Bucksch, Jens, et al. "International Trends in Adolescent Screen-time Behaviors from 2002  
to 2010." *Journal of Adolescent Health* 2015.1  
org/10.1016/j.jadohealth.2015.1

Place the cursor at the start of the paragraph you would like to be on a new page. Here, the cursor is right before "Works Cited."

From the Insert tab, click on Page Break. You can also press CTRL+Enter when typing.

## How do I avoid plagiarism?

Essentially, if you cite correctly and often enough (see pp. 12-18 and other resources on our website at [write.smumn.edu](http://write.smumn.edu)), then you should be able to avoid unintentional plagiarism. However, here are some tips to help you avoid some common challenges:

1. Give yourself enough time. It's easier to make careless errors if you're rushed.
2. Read the material carefully. Students sometimes plagiarize because they don't fully understand the texts.
3. Take notes. If you are paraphrasing from your own notes, then you are relying on your own interpretation (include correct citations though).
4. Visit the Writing Center. We can help you note issues with citations before you submit your paper.



# Formatting Within the Paper

This section will help you format various parts of your essay, including block/indented quotations and headings.

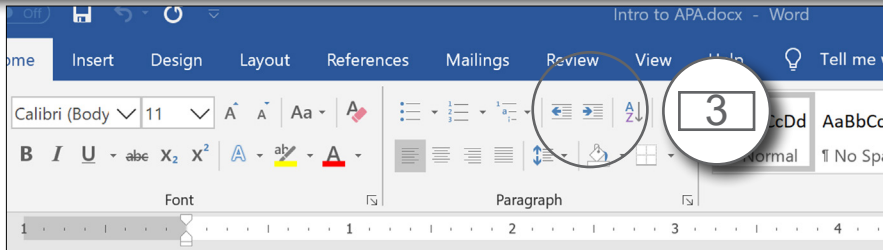
**Block/Indented Quotations:** While you should use exact quotations sparingly, if you use a quotation of about 4 lines or more, you will need to format it as a block or indented quotation as shown below.

1 To format a block quotation, first type the quotation. It should be double-spaced like the rest of your paper.

2 Highlight the quotation.

Paterson and Chicola describe their informal mentorship as follows:

We co-negotiated difficult solutions to problems with our pesky “human” resources; we explored structural and governance strategies; and we diffused the challenges in our personal lives by talking with an empathetic female ally who was at the same time a professional colleague and friend. (36)



3 Click on the Increase Indent icon in the Paragraph section of the Home tab.

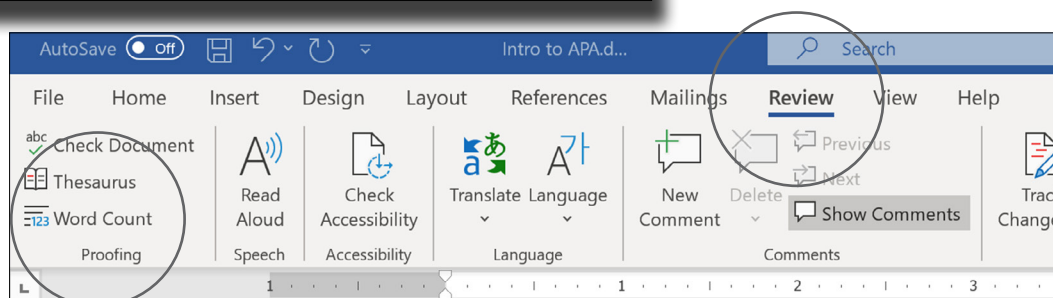
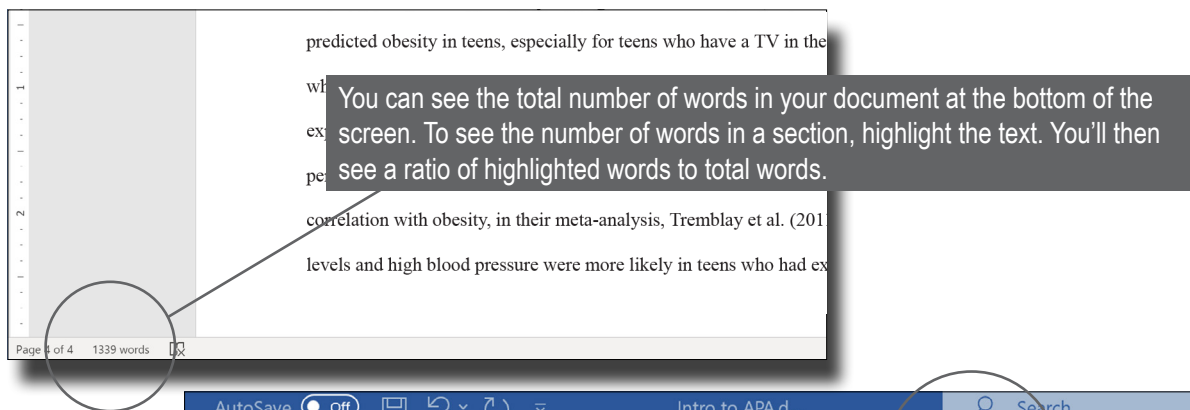
Paterson and Chicola describe their informal mentorship as follows:

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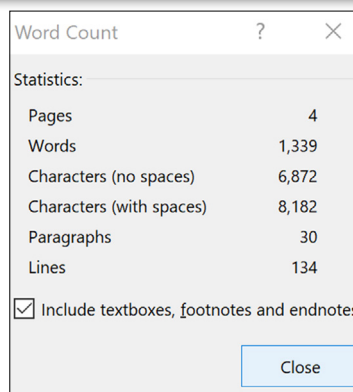
Can I use  
Google  
Docs?

Google Docs is a great tool for collaborative writing. For example, if you’re writing a paper with some classmates or if your instructor wants to comment on your paper during the drafting stage. However, a Google Docs document does not format in the same way as a Microsoft Word document, so it is best to transfer your text to a Microsoft Word document for formatting purposes.

**Word Count:** You can always see your word count at the bottom, left-hand corner of your screen.

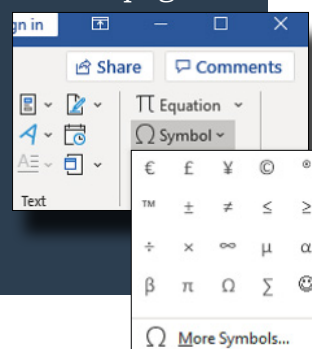


You can also see your word count and additional information if you click on Word Count in the Proofing section of the Review tab.



How do I type § and other symbols?

Sometimes you'll need to use a symbol either within your own text or within Works Cited page entries, like the section symbol (§), which is used when citing statutes. To find symbols, click on the Insert tab in Word and then click on the little arrow next to Symbol within the Symbols section.



# Word Help

Check out these videos for additional help

[How to: Alphabetize](#)

[How to: Create a Hanging Indent](#)

[How to: Format Block Quotes](#)

[How to: Format Margins](#)

[How to: Set Line Spacing](#)

[How to: Paste](#)

[How to: Set Paragraph Alignment](#)

[How to: Format Table of Contents](#)

[How to: Insert Page Numbers](#)

## Bulleted or Numbered Lists

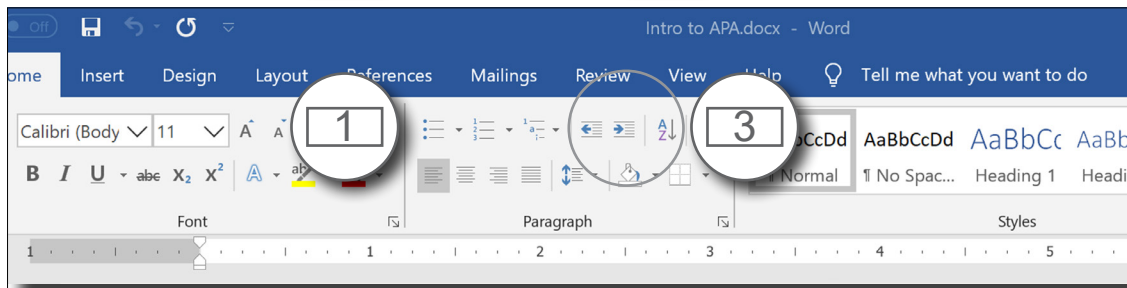
There are a variety of health concerns related to both behaviors of teens:

- Higher STBs predicted obesity in teens, especially in their bedrooms (Wethington et al. 24).
- Cholesterol levels and high blood pressure associated with excessive STBs (Tremblay et al. 143).
- Lower self-worth and self-esteem levels associated with levels of STBS (Tremblay et al. 143).

Use numbers when the order of the items is important, for example, when you are listing the steps in a process.

Use bullets when the order isn't important.

1 Click on the Bullet icon  or the Number icon  in the Paragraph section of the Home tab.



2 Type the list and then highlight it.

3 Click on the Increase Indent icon to indent the list 0.5 inches.

# Works Cited Page

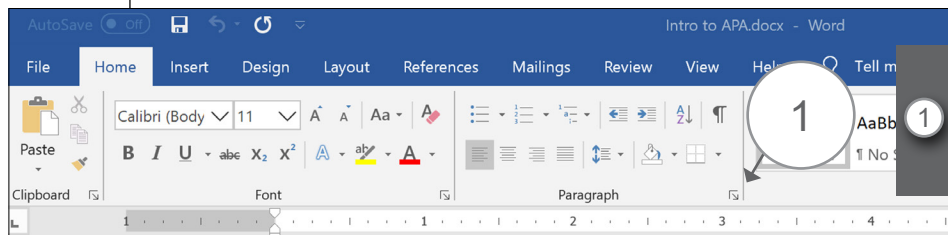
This section will address the formatting of your Works Cited page, including hanging indents and alphabetizing.

**Hanging Indent:** Do not create hanging indents manually—doing so will cause formatting issues if you revise anything on this page.

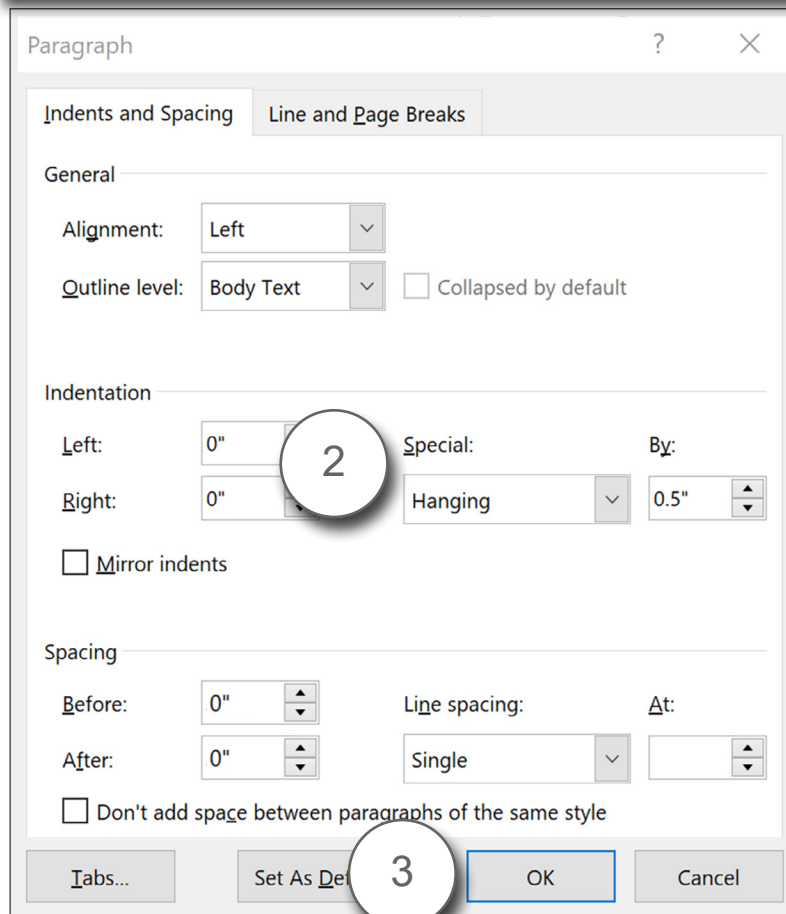
In a hanging indent, the first line of each citation is aligned left, and all subsequent lines are indented.

## Works Cited

Bucksch, Jens, et al. "International Trends in Adolescent Screen-time Behavior  
to 2010." *Journal of Adolescent Health*, vol. 58, no. 4, 2016, pp. 411-417.  
doi:10.1016/j.jadohealth.2015.11.014.



Click on the arrow in the bottom, right-hand corner of the Paragraph Section of the Home tab.



In the Paragraph menu, under Special, select Hanging, and change the spacing to 0.5 inches.

Click OK.

**Alphabetize Your Works Cited Page Entries:** Once your Works Cited page is complete, you can alphabetize your entries easily using the Sort icon.

1 Highlight your entries (be sure to exclude the title of Works Cited).

Herrin 13

#### Works Cited

Bucksch, Jens, et al. "International Trends in Adolescent Screen-time Behaviors from 2002 to 2010." *Journal of Adolescent Health*, vol. 58, no. 4, 2016, pp. 417-425. <https://doi.org/10.1016/j.jadohealth.2015.11.014>.

Craig, Shelley, et al. "Connecting Without Fear: Clinical Implications of the Consumption of

2

3

Sort Text

Sort by  
Paragraphs Type: Text ☒ Ascending ☐ Descending

Then by  
Type: Text ☐ Ascending ☐ Descending

Then by  
Type: Text ☐ Ascending ☐ Descending

My list has  
☐ Header row ☒ No header row

Options... 4 OK Cancel

2 Click on the Sort icon in the Paragraph section of the Home tab.

3 Under Sort by, be sure that Paragraphs and Ascending are selected.

4 Click OK.

**Matching Reference Entries to In-text Citations:** You can use the Find tool in Word to check for consistency between your in-text citations and Works Cited page entries.

Works Cited

Bucksch, Jens, et al. "International Trends in Adolescent Screen-time Behavior to 2010." *Journal of Adolescent Health*

1 Highlight the first last name in an entry on your Works Cited page. Be sure to highlight the name only.

2 Click on the Find icon within the Editing section of the Home tab.

3 This will bring up the Navigation pane, which allows you to see each time this name is used in your paper.

4

Navigation

Bucksch

7 results

Headings Pages Results

Bucksch et al. added that these "screen-time behaviors

Bucksch et al. said that there are many

and checking in with parents on Facebook, Bucksch et al. discussed causes of the

Similarly, Bucksch et al. found the STBs for adolescents

trend of decreasing physical activity lead Bucksch et al. to demand "interventions for

formation, and quality of friendships" (Bucksch et al. 421).

Bucksch et al. added that these "screen-time behaviors" have become normalized due to "the availability of screens, ready access to the Internet, and the increasing importance of social media in young people's lives" (422). Screen time is increasing because technologies pervade the everyday life experiences of teenagers: using Ipads at school, listening to music on cell phones, and checking in with parents on Facebook. Bucksch et al. said that

4 You can click on each item or use the arrows to scroll through each instance and check for correctness.

## Sample Works Cited Page

Herrin 13

### Works Cited

- Bucksch, Jens, et al. "International Trends in Adolescent Screen-time Behaviors from 2002 to 2010." *Journal of Adolescent Health*, vol. 58, no. 4, 2016, pp. 417-425. <https://doi.org/10.1016/j.jadohealth.2015.11.014>.
- Craig, Shelley, et al. "Connecting Without Fear: Clinical Implications of the Consumption of Information and Communication Technologies by Sexual Minority Youth and Young Adults." *Clinical Social Work Journal*, vol. 43, no. 2, 2014, pp. 159-168. <https://doi.org/10.1007/s10615-014-0505-2>.
- Cuijpers, Pim, et al. "Technology-Assisted Treatments for Mental Health Problems in Children and Adolescents." *Evidence-Based Psychotherapies for Children and Adolescents*, edited by John R. Weisz et al., 3rd ed., Guilford Press, 2017.
- "Family Media Plan." The AAP Parenting Website, American Academy of Pediatrics, <https://www.healthychildren.org/English/media/Pages/default.aspx>. Accessed 21 Apr. 2021.
- Kamenetz, Anya. *The Art of Screen Time: How Your Family Can Balance Digital Media and Real Life*. PublicAffairs, 2018.
- Mastro, Dana, and Michelle Ortiz. "Media and Communication Theories: Implications for a Multicultural Perspective." *The SAGE Handbook of Child Development, Multiculturalism, and Media*, edited by Joy K. Asamen, et al., SAGE Publications, 2008, pp. 165-175.
- Park, Youngna. "How We Make Screen Time for Kids Beautiful and Meaningful." *YouTube*, uploaded by TEDxNewYork, 1 Dec. 2016, [http://www.youtube.com/watch?v=0M2mc7xB\\_fw](http://www.youtube.com/watch?v=0M2mc7xB_fw). Accessed 13 May 2021.
- Summers, Juana. "Kids and Screen Time: What Does the Research Say?" NPR, 28 Aug. 2014. [www.npr.org/sections/ed/2014/08/28/343735856/kids-and-screentime-what-does-the-research-say](http://www.npr.org/sections/ed/2014/08/28/343735856/kids-and-screentime-what-does-the-research-say). Accessed 21 April 2021.
- Twenge, Jean M. *iGen: Why Today's Super-connected Kids are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood—and What That Means for the Rest of Us*. Atria Books, 2017.

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