



# MLA

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# Citations

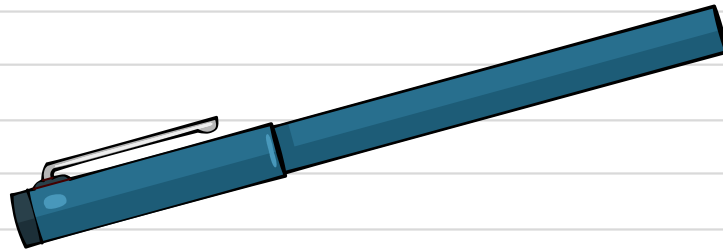
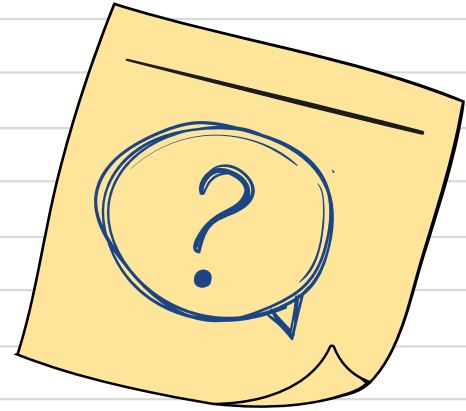
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English 11

# Time for a quiz!

Complete the first page to test what you already know (don't worry, we will go over all aspects after)

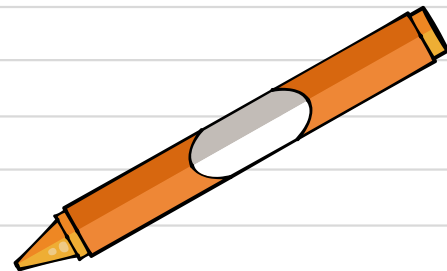
I suggest you write with one colour (or pencil) and then make corrections after with another colour (or a pen) to see your changes in understanding



5



# Video content!



## Video Notes

On the next slide, a short video will play which will review some of the rules of in-text citations. Jot down 3-5 “rules” that you are taking away from the video. Be ready to share!





01

Parts of a  
Citation



# Why do we cite a source?

We integrate and analyze quotations to prove a thesis (assertion, claim) as true.

But remember that you must **explain** how the quotation **relates** to your ideas. Also, as you will see below, depth is preferred to breadth, meaning carefully **edit your quotation so that it will contain only the necessary information that you need.** This will allow you to develop the information you are offering completely.

**You should try to follow the following formula for including quotations:**

**A**

**MAKE A POINT**



**C**

**INCLUDE A QUOTATION**



**E**

**GIVE AN EXPLANATION / STATE THE RELEVANCE**



# Parts of a citation

Miss Strangeworth is proud of her roses and never gives them away because she believes “the roses belonged on Pleasant Street, and it bothered Miss Strangeworth to think of people wanting to carry them away” (Jackson 27).

# Parts of a citation

Assert – make a claim, point, or argument.

Cite – (evidence) provide an example, statistic, direct quotation, to demonstrate where the idea came from.

Explain – The analysis of the evidence.

How does it prove the assertion as true?

What is noteworthy of the evidence (why did you include it?)

The explanation is your analysis and the “bulk” of a response

# ACE Expanded

Any points, claims, or assertions you make need to be backed up by direct references from the source (citation). Then, you provide the analysis (this is where you demonstrate your thinking and inferencing skills).

It isn't enough to assume the reader can see the connection between your claim and your evidence. You can assume they've read the story (so you do not need to summarize what happened; **always avoid summary**) but you do need to explain the **connection, relevance, and importance** to them.

# ACE Expanded – Fan theory edition!

The reason Spider-Man can both create and easily repair his high-quality costumes, as a poor teenager with no other experience in sewing or costume design, is because the spider bite gave him another power – seamstress skills on par with those of a spider spinning its own webs. This is evident when Peter discovers (depending on the version) he can naturally produce webbing, or is able to fabricate non-organic webbing. His enhanced spider skills have given him the ability to not only climb walls and have supernatural instincts, but the ability to create “fabric” webbing.

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In Disney's The Lion King, Simba is responsible for Pride Rock's drought, not Scar. This is because Simba is the rightful ruler and when he abandons his people, he takes the wisdom of the elders with him. This is illustrated several times in the film: Mufasa explains the past kings are in the sky – specifically in the clouds. This is confirmed when Mufasa is shown twice speaking to Simba through the clouds. When Simba lives with Timon and Pumba, in a tropical jungle, the elders travel with him. It isn't until Simba's return to Pride Rock that the clouds are seen rolling in behind him, and it rains shortly after he takes his rightful place as King.



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The reason the Dementors in the Harry Potter series are so preoccupied with Harry is because he, technically, has 1.125 of a soul. When Voldemort tried to kill Harry, and his curse rebounded, a part of Voldemort's soul latched on to Harry, causing him to have more  $1/8^{\text{th}}$  more soul than any other person. The "Dementor's Kiss" (67) is an act where the Dementors can consume a person's soul. Because Harry has more soul than the average person through his unique experience, the Dementors cannot resist their attraction to feed on Harry.

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# ACE Demonstration - Literature

The influence of Dr. Seuss' stories is wide and vast, but the secret to his popularity is not in his whimsical and original stories but in his poetry. Kerry Mallan of Australia's Queensland University of Technology points to the poetic meter Dr. Seuss usually utilized, the name of which — anapaestic tetrameter — sounds like one of his imaginary creatures. This meter, also used by Lord Byron, "has the accented syllable following two unaccented ones," Mallan noted; "This creates a wonderful galloping rhythm, which is perfect for humor" (41). By giving his stories a distinct beat, Seuss makes it easier for children learning the syllables and beats of words as they begin reading. The rhythm of Seuss' stories is just as reflective of their content: they emphasize the importance of play.



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# Embedding a Quote

## ALWAYS AVOID

Never “dump” your quotation. The quote needs to be part of your own words and flow (clear connection)

E.g.

Romeo is enchanted by Juliet’s beauty. “O, she doth teach the torches to burn bright!” (1.5.43).

Better:

Romeo considers Juliet’s beauty to be like a source of light, commenting that “she doth teach the torches to burn bright” (1.5.43).

# Quote Integration

## Assertion



Miss Strangeworth is proud of her roses and never gives them away because she believes “the roses belonged on Pleasant Street, and it bothered Miss Strangeworth to think of people wanting to carry them away” (Jackson 27).

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Citation



Quote



# Quote Integration

Assertion



Miss Strangeworth is proud of her roses and never gives them away because she believes “the roses belonged on Pleasant Street, and it bothered Miss Strangeworth to think of them being given away” (Jackson 27).

Citation



**And then you would explain why this is important or worthy of noting...**



# Embedding a Quote

When Pip declares that he loves Estelle “against reason, against peace, against hope, against happiness, against all discouragement” (Dickens 411), it is clear his love is strong, though perhaps obsessive.

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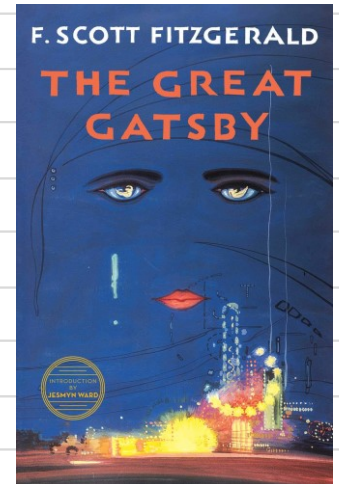
**Notice: all punctuation continues AFTER the citation**

# What about question marks?

If your quotation ends with a question mark or exclamation mark, then include those ending marks within the quote, but still use the period at the very end of the citation

Like this:

“What’s the matter, Nick? Do you object to shaking hands with me?” (Fitzgerald 179)



# What about question marks?

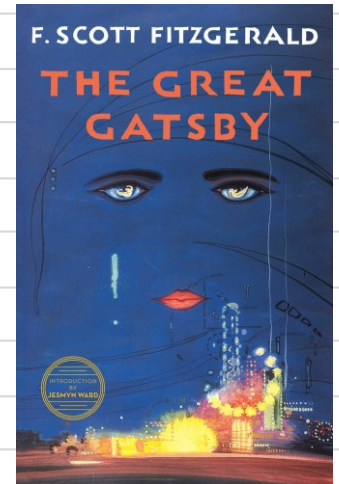
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Like this:

“What’s the matter, Nick? Do you object to shaking hands with me?” (Fitzgerald 179).

For clarity, keep  
the question  
marks

Also include this  
period



# Signal Phrases

Just as blinking lights at a railroad crossing signal a train's approach, a signal phrase alerts readers that a quote or borrowed fact is coming. They are most often written in the present tense ("says") or present perfect tense ("has said"), even if the person is long dead.

These can also be **transitional words** to indicate a quote is coming up. E.g.: To illustrate, for example, to clarify...

What other transitional words/signal phrases can you use?

# Which tense should I use?

In general, when writing about fiction, try to remember that the events of the book occur in the present, not the past. Talk about them that way.

**Definition:** The literary present refers to the custom of using present tense verbs when writing about events that take place in a work of fiction.

It is correct, for example, to say, “Gatsby **discovers** that the American dream is not so easily attained.” Notice the tense is “discovers” not “discovered.” Although a sentence like this sounds natural to most of us, students who are just beginning to write literary analysis tend to find the past tense more comfortable.

It takes some instruction and lots of practice to develop the habit of using the literary present.

# Which tense should I use?

Remember; using **literary present tense** is only the rule for works of fiction. When writing about history and historical works, use the past tense. But fictional stories live on in perpetuity (no fixed date).

They transcend time — even if the story is set clearly in some moment of history. Ahab and Hamlet die at the end of their stories, but they live on.

# Which tense should I use?

Using the literary present isn't always as easy as it sounds. Sometimes you have to jump around in time when talking about a story in order to make sense:

- ***Harry soon realizes that the man he had seen at the train station will become his nemesis.***

The sentence is essentially in the present tense (*realizes*), but the past perfect (*had seen*) and future (*will become*) are needed to make the sentence clear. It would be confusing to write:

- ***Harry soon realizes that the man he sees at the train station becomes his nemesis.***

It's also important to differentiate between historical information *about* the book and the events *in* the book itself. Use past tense for the former:

- ***Virginia Woolf wrote Mrs. Dalloway in 1927, in which the title character struggles to understand her place in society.***



# Which tense should I use?

What are some present-tense verbs you listed?

What are some past-tense verbs you listed?

# Where should quoted material go?

Quoted material belongs in the body paragraphs, where it can be analyzed and discussed.

Resist the urge to launch your essay with a quote from the book you're about to discuss or the research you are about to present. (Use ACE to frame your quote).

The introduction's purpose is to present the source and argument. The body's purpose is to evaluate the evidence.

# What about editing?

You can make *slight* changes to the original text.

These are only to clarify information (e.g. pronouns, add necessary information to aid readers' understanding, or adjust verb tenses for better flow)

E.g. Lord of the Flies has all male characters, so clarifying who "he" is may be necessary.

"[Roger] threw the rock at [Henry]" (Golding 14).

Any edits are marked with square brackets [ ]

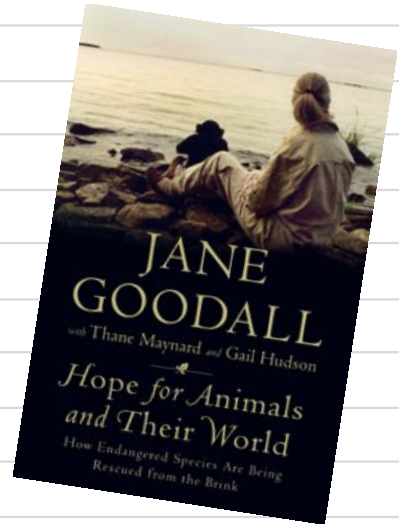
# What about editing?

One more..

Let's say you want to use this quote in a paper about endangered species

“If there are not enough young to balance deaths, the end of the species is inevitable.”

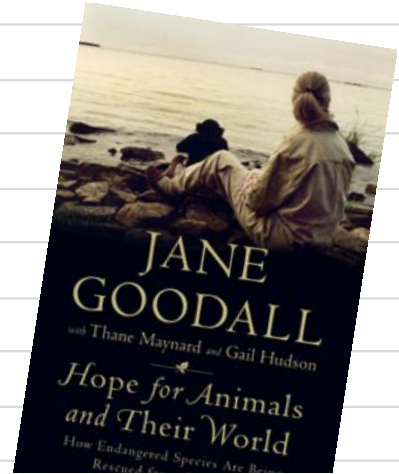
It is not clear which species the quote refers to. This can be corrected in the lead up (your own words) or...



# What about editing?

An embedded quote looks like this:

Goodall paints a dire picture, reminding the reader that without “enough young to balance deaths, the end of the [Brow Spider Monkey] is inevitable” (Goodall 83).

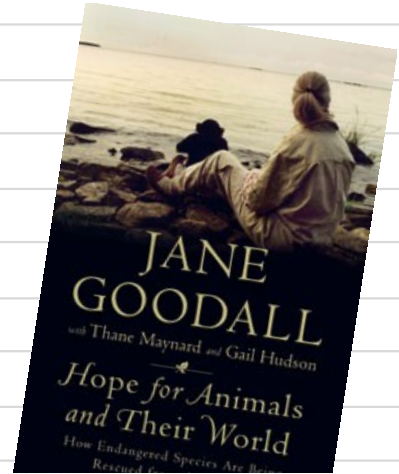


# What about editing?

REMEMBER

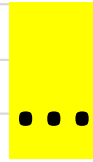
NEVER alter the meaning of the original text with an edit.

Your evidence and ideas need to align with the author's original intent.



# What about editing?

If you need to remove words or phrases from a quotation (because it is not relevant) use an ellipses

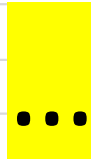


This indicates to the reader that, if they were to look up this quotation, you have indicated where something was removed.

Use with caution. If there are many edits, the reader may question the validity of your evidence.

# What about editing?

If you need to remove words or phrases from a quotation (because it is not relevant) use an ellipses



This indicates to the reader that, if they were to look up this quotation, you have indicated where something was removed.

Remember, you can also use short quotes rather than whole sentences.



# What about editing?

Your textual evidence should ALWAYS be the exact copy of the original (spelling and grammar).

However, if there is a spelling error in the original, you can add [sic] immediately after so the reader knows *you* didn't make that error.

E.g.

“She made there [sic] beds” (Gonzalez 12).

In this example, [sic] points out to the reader that the quoted material is an exact transcription from the original, and is notifying they did not make the grammar error.

# Video time!

We're going to watch a segment from The Colbert Show

Consider: how does Colbert use textual evidence to support and demonstrate ideas? Can you notice how he leads up to the quotation?

Does his textual reference stand on their own, or are they part of his own sentences and ideas?



buffering...



03

Punctuating  
Titles



## Punctuating Titles of LONG works

Underline or Italicize the titles of magazines, books, newspapers, academic journals, films, television shows, long poems, plays of three or more acts, operas, musical albums, works of art, websites

E.g.

Macbeth

The Office

One of Us is Lying

## Punctuating Titles of SHORT works

Use quotation marks around the titles of short poems, song titles, short stories, magazine or newspaper articles, essays, speeches, chapter titles, short films, and episodes of television or radio shows.

e.g.

“Humble” by Kendrick Lamar’s album Damn

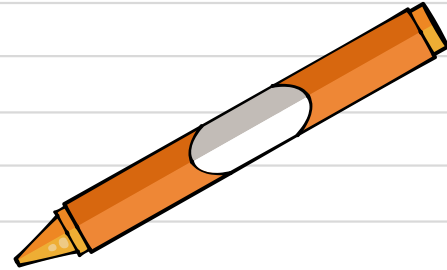
“The Most Dangerous Game” by Richard Connell

“The One Where Estelle Dies” an episode on Friends



04

Author's  
Name



## Author's Names

In your introductory sentence (or paragraph, if you are writing an essay), you should refer to the author's first and last name.

Why?

After, refer to them by their last name only.

Ensure their name is spelled correctly.



## Author's Names

If you have one source of information (such as a novel or a play), it is not necessary to include the author in every citation (although, it is a good habit to get into).

If the name is established and it is one source, the name does not need to be in every citation.

## Author's Names

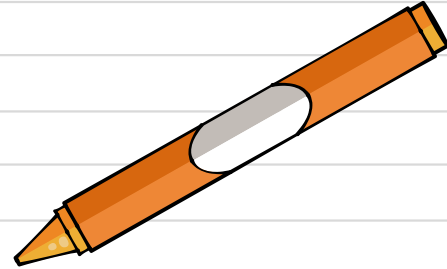
However, if you have more than one author (or source), it needs to be absolutely clear where your evidence is coming from.



05

Symbols

Review




# Symbols Review

Punctuation Symbol	Function
( )	Enclose citation information (Golding 14)
“ ”	Directly quoted material
End Punctuation e.g. ? ! .	Comes <u>after</u> the parentheses. If quote contains a question or exclamation, keep it!
Colon :	Introduce a quote after your own complete sentence to replace a period Ex. Thoreau ends his essay with a metaphor: “Time is but the stream I go a-fishing in” (129).

# Symbols Review

Punctuation Symbol	Function
[ ]	Signify slight edits to clarify the quotation for the reader. Use sparingly
Ellipses ...	Shows you have taken out any words
/	Is used in verse (poetry, songs, or some dramas) to indicate line breaks



**Now, go back to  
your first page  
and make  
corrections**



**Any**  
**Questions?**

