

Parenthetical Documentation

In the new, simplified MLA research paper form, each reference citing a source has only two parts: 1) the name of the source's author, and 2) the page number on which the information is found. These are written in parentheses, in the body of the research paper, directly after the information to be credited.

(Macrorie 153)

The same form is used for books, newspaper articles, and articles in periodicals. If a source has more than one author, the following forms are used:

(Winterowd and Murray 278) [two authors]

(Kells et al. 49) [three or more authors]

If more than one source by the same author is to be cited, an abbreviated form of the title is also included:

(Hemingway, Old Man 71)

When no author is given for a source, use a shortened form of the title (preferably one word) in the parenthetical reference. Be sure the word is the one by which the source is alphabetized on the Works Cited page.

("Radio" 21)

For complete titles and publication data, readers can turn to the bibliography at the end of the research paper.

If the fact is taken from the same source as the previous reference, just the page is given.

(23)

If the author's name is used to introduce a quotation or other reference, only the page number is cited:

Groh claims that students find the new MLA reference form "less complicated and easier to type" (32).

Sentence punctuation follows parenthetical documentation:

According to many English instructors, a neat paper - especially one that is typed - makes a better impression (Lange and Anderson 422-23).

End quotation marks, however, are placed before the parenthetical reference:

Today, businesses are more conscious than ever of the need for “people who can communicate well - on paper and face to face” (Miller 11).

For indented quotations, place the reference after the final punctuation mark:

In *The Apocalyptic Writings of Webby*, Gould states:

Morse maintains that a good education is essential for career success: Gone are the days when an eighth grade education was sufficient. Most employers now require a high-school diploma, and some even demand a bachelor’s degree for entry level jobs. (313)

Here is a sample from a research paper (thanks to student Sarah Parks). Note her effective use of quotes and proper citation.

Although the Free Speech Movement officially ended with the Academic Senate’s vote, students at Berkeley continue to use its lessons in effective protest. Teach-ins became popular around 1965. “The grandest of the teach-ins took place at the University of California at Berkeley” (Wells 24). Teach-ins were large group meetings at which participants could stand up and express their opinions. Teach-ins allowed communication between pro- and anti-Vietnam war factions. Thirty thousand people, as many as 12,000 at a time, participated for 36 hours straight in March 1965 (24).

At Berkeley, many of the students who participated in the Free Speech Movement became active in other social, ethical, and political causes. The Vietnam Day Committee organized students, teachers, and citizens in opposition to the war.

One proposal from the committee for a protest march grew into a coordinated effort in twenty countries (Perry 25). Mario Savio helped organize a demonstration against Navy recruiters at Berkeley (110). During the protest, people began to sing the recent Beatles hit, “Yellow Submarine” (110). Savio declared “Yellow Submarine” was “an unexpected symbol of our trust in the future and of our longing for a place for all of us to live” (111).

Angela Davis, another figure from the Free Speech Movement, had continuing confrontations with the university. In 1969, Davis was fired from the University of California because she belonged to the Communist Party (Greishen 6). She took her case to court. It was ruled that affiliation with the Communist Party was not grounds for dismissal (6). Angela Davis returned to teach at the university. However, she was soon fired a second time for “unprofessional conduct”—speaking at student rallies (7).