Research Manual
with
MLA Citations

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Churchville-Chili Central School District
Churchville, New York
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Introduction

Churchville-Chili Central School District follows the Modern Language Association (MLA) Style for its teachers and students in grades 5-12. This style provides guidance in writing mechanics, such as avoiding plagiarism, taking notes, and documenting sources. The guidelines published by the American Psychological Association (APA) are another common style. Generally, MLA Style is used in the content areas of literature, arts, and humanities, whereas APA Style is used in the fields of psychology and other social sciences and Chicago Style is used in the field of history. The Research Manual with MLA Citations is based on the *MLA Handbook, Eighth Edition*. This handbook is available in the SHS and MS Libraries.
SUBJECT: ACADEMIC HONESTY

Mission Statement
The Churchville-Chili Central School District accepts the responsibility to challenge all students to reach their fullest potential and assure that they acquire the knowledge, skills, and attitudes necessary to become responsible citizens.

Purpose
Churchville-Chili Central School District places a significant value on honesty and the application of academic integrity in all aspects of their educational environment. This policy details the expectations for academic honesty, the responsibilities for students, teachers, administrators, and students, consequences for students suspected of dishonesty. The policy reflects the current Code of Conduct listing examples of academic misconduct as:
- Plagiarism
- Cheating
- Copying
- Altering records
- Inappropriate use of information obtained from computer resources
- Assisting another student in any of the above actions

Philosophy
The Churchville-Chili Central School district aims to provide a program where academic honesty is an integral part of student learning. The values and skills that promote personal integrity and honesty will be included in all teaching, learning, and assessment. Students understand that academic honesty is an expectation and requirement of all student work.

Academic Honesty
Honesty is the quality of being truthful, upright and fair. Academic dishonesty is defined as actions which allow students to gain an unfair advantage or work that is presented by students that is not their own. This can include plagiarism, collusion, cheating, copying and/or duplication of work. Students should avoid these activities, including assisting other students in any of these activities. Students that are part of the Churchville-Chili Central School District are expected to understand the importance of academic honesty and try their best to avoid academic dishonesty. Teachers and administrators will help students to learn to use the skills to avoid academic dishonesty, whether intentional or unintentional.

(Continued)
SUBJECT: ACADEMIC HONESTY (CONT'D.)

Altering records
Only teachers or their designee are directly responsible for entering all student grades in the district's computer. In the event a grade must be changed or updated, the teacher will make the necessary adjustment.

Roles and Responsibilities

1. Students will:
   - Understand the difference between academic honesty and academic dishonesty.
   - Avoid plagiarism by turning in work that is their own and citing all material properly.
   - Be familiar with the consequences for academic dishonesty.
   - Learn how to properly cite work and turn in work with the grade appropriate references.

2. Teachers will
   - Work with students to help them understand academic honesty and dishonesty concepts.
   - Look for inappropriate practices or work that is not cited correctly.
   - Teach students how to cite work correctly and enforce those guidelines.
   - Work closely with administrators to look for, and enforce, academic dishonesty.
   - Be familiar with International Baccalaureate Diploma programme policies regarding academic dishonesty.
   - Take the appropriate steps if academic dishonesty is suspected and complete and submit the correct paperwork.

If appropriate, teachers will need to be familiar with International Baccalaureate Diploma programme policies regarding academic dishonesty.

(Continued)
SUBJECT: ACADEMIC MISCONDUCT (DISHONESTY) INVESTIGATION PROCEDURES AND CONSEQUENCES

Philosophy
The Churchville-Chili Central School district aims to provide a program where academic honesty is an integral part of student learning. The values and skills that promote personal integrity and honesty will be included in all teaching, learning, and assessment. Students understand that academic honesty is an expectation and requirement of all student work.

Academic Honesty
Honesty is the quality of being truthful, upright and fair. Academic misconduct is defined as actions which allow students to gain an unfair advantage or work that is presented by students that is not their own. This can include plagiarism, collusion, cheating, copying and/or duplication of work. Students should avoid these activities, including assisting other students in any of these activities. Students that are part of the Churchville-Chili Central School District are expected to understand the importance of academic honesty and try their best to avoid academic misconduct. Teachers and administrators will help students to learn to use the skills to avoid academic misconduct, whether intentional or unintentional.

Procedure for Suspected Academic Misconduct
The suspicion of academic misconduct will be taken very seriously. When a student is suspected of academic misconduct, the following procedures will take place:
The teacher who suspects the student of academic misconduct will document the violation and report it to the corresponding administrator. If the student is an International Baccalaureate* student, the IB coordinator will also be notified. The administrator will record the violation in the student's disciplinary record and determine whether the violation in question is the student's first offense. There will be a meeting with the teacher, student, parent/guardian, administrator and IB coordinator (with IB students). The purpose is to discuss the academic honesty policy with the student, clarify the violation in question, assist the student in preventing violations and/or assign consequences.

(Continued)
CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT
SENIOR HIGH SCHOOL
ACADEMIC HONESTY AGREEMENT

By signing below, I am confirming the following statements:

☐ I understand that this policy is in place for all classes at the Churchville-Chili Senior High School

☐ I have received a copy of Churchville-Chili Central School District's policy #7300, Academic Honesty, and have read and understand what constitutes academic misconduct.

☐ I further understand that any form of academic misconduct will constitute consequences as outlined in Churchville-Chili Central School District's policy regulation #7300R, Academic Misconduct (Dishonesty) Investigation Procedures and Consequences. Offenses may affect my discipline record, my college admissions, my grades, and my membership in honor societies and school organizations.

☐ All work that I submit to my teachers for assessment will be my own authentic work

Student Name (please print):

________________________________________  ________________________
Student Signature                                         Date:

________________________________________  ________________________
Parent/Guardian Name (please print)                           Date:

Parent/Guardian Signature:

________________________________________  ________________________
Date this letter was distributed by teacher:                 Date due back to English teacher:
Plagiarism is a CRIME

Plagiarism

Plagiarism is defined by the Encarta World English Dictionary as, "Stealing someone's work or idea. Copying what somebody else has written or taking somebody else's idea and trying to pass it off as original" (1377).

The above is a definition of plagiarism. Since it was copied exactly from the book, the source is cited. Citing your sources, and doing it correctly, is a requirement for anything you write. If you do not give credit where credit is due, you will be plagiarizing. There are varying methods and degrees of plagiarism—from unintentional to intentional. They are all unacceptable!

Common types of plagiarism include:
- Incomplete or missing citations -
  - Direct copying from a source without using any quotation marks, block quotes and/or a parenthetical citation, or using them incorrectly
  - Improper use of paraphrasing -
    - Paraphrasing too closely; taking a source and changing just a word or two here and there is plagiarism, even if you do credit the source through parenthetical documentation
    - Putting someone's ideas or thoughts into your own words correctly but not acknowledging the source (through parenthetical documentation)
- Incorrect Works Cited page
- Including sources on the Works Cited page that are NOT cited in the paper
- Inventing statistics or sources that do not exist
- Intentional borrowing, purchasing, or otherwise obtaining work composed by someone else and offering it as your own

Is it possible to plagiarize yourself? Yes, it is. As stated in the MLA Handbook, "If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized yourself. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor" (8).

All instances of academic dishonesty will be documented on a student's record. Consequences of academic dishonesty are outlined in the CCCSD Code of Conduct.
Examples of Plagiarism

1. Borrowing unique language or wording without enclosing it within quotation marks or giving credit to your source:

Original source - passage from Michael Agar's book *Language Shock*
Everyone uses the word *language* and everybody these days talks about *culture*...
“Languageculture” is a reminder, I hope of the necessary connection between its two parts...

If you wrote the following sentence, it would constitute plagiarism:
At the intersection of language and culture lies a concept that we might call “languaculture.”

This sentence borrows a word from Agar's work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source.

Correct documentation:
At the intersection of language and culture lies a concept that Michael Agar has called “languaculture” (60).

In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.

2. Paraphrasing someone's ideas or arguments without giving credit for their origin:

Original source - passage from Walter A. McDougall's *Promised Land, Crusader State: The American Encounter with the World since 1776*:
American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.

If you wrote the following sentence, it would constitute plagiarism:
For the founding fathers America’s exceptionalism was based on the country’s domestic identity, which foreign policy did not shape by merely guarded.

In this sentence, you have borrowed an author’s ideas without acknowledgement. You may use the ideas, however, if you properly give credit to your source.

Correct documentation:
As Walter A. McDougall argues, for the founding fathers America’s exceptionalism was based on the country’s domestic identity, which foreign policy did not shape but merely guarded (37).

In this revised sentence, which includes an in-text citation and clearly gives credit to McDougall as the source of the idea, there is no plagiarism.

Source Evaluation

Website Domains

.com
Commercial. The information provided by commercial interests is generally going to shed a positive light on the product it is promoting. While this information might not necessarily be false, it might only paint part of the picture. Remember, there's a monetary incentive behind every commercial website in providing you with information, whether it is for good public relations or to sell you a product outright.

.edu
Educational. K-12 schools and higher education institutes use this domain. If you take a look at your school's URL you'll notice that it ends with the domain .edu. Information from websites with this domain must be examined very carefully. If it is from a department or research center at a educational institution, it is likely credible information. Teachers' and students' personal webpages are not usually monitored by the school even though they are on the school's server and use the .edu domain.

.gov
Government. State and federal governments utilize this domain. State government websites provide information, such as available services, news, government officials and agencies, statistics, and local attractions. Every branch of the federal government has a .gov website and offers information, including congressional hearings, Supreme Court rulings, and national census data. Information from a website with a .gov domain is considered credible.

.org
Organization. Traditionally, non-profit organizations, such as the American Red Cross or Public Broadcasting System (PBS) use this domain. Generally, the information on these types of websites is credible and unbiased; however, there are some organizations that strongly advocate for specific points of view over others, such as the National Right to Life Committee and Planned Parenthood, which require a closer look.

.mil
Military. This domain is used by the various branches of the Armed Forces of the United States.

.net
Network. You might find any kind of website under this domain. It acts as a catch-all for websites that don't fit into any of the preceding domain. Information from these websites should be given careful scrutiny.

Country Domain
A two-letter designation after the domain is the country code, such as .ca for Canada, .au for Australia, .in for India, and .uk for the United Kingdom. Google in Canada, for instance, is https://www.google.ca.
## Source Evaluation Worksheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Website</strong></td>
<td></td>
</tr>
<tr>
<td>• Title</td>
<td></td>
</tr>
<tr>
<td>• Author or Publisher</td>
<td></td>
</tr>
<tr>
<td>• Last Updated</td>
<td></td>
</tr>
<tr>
<td>• URL</td>
<td></td>
</tr>
<tr>
<td><strong>Authority</strong></td>
<td></td>
</tr>
<tr>
<td>• What are the credentials of the author or publisher?</td>
<td></td>
</tr>
<tr>
<td>• Is this a personal page or is it sponsored by an organization?</td>
<td></td>
</tr>
<tr>
<td>• What is the point of view or perspective of the creator?</td>
<td></td>
</tr>
<tr>
<td><strong>Navigation</strong></td>
<td></td>
</tr>
<tr>
<td>• What navigation tools are embedded in the site (e.g., navigation bar, tabs, left or right channel, site map) and how easily is the site navigated?</td>
<td></td>
</tr>
<tr>
<td>• What tools are offered to make the text easier to navigate (e.g., headings, bullets, graphics, highlighting)?</td>
<td></td>
</tr>
<tr>
<td>• Are all embedded links active?</td>
<td></td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td></td>
</tr>
<tr>
<td>• Does the Website address your topic and research questions?</td>
<td></td>
</tr>
<tr>
<td>• Can you read and understand the text?</td>
<td></td>
</tr>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
</tr>
<tr>
<td>• Does the information appear to be accurate because it matches</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehensiveness</strong></td>
<td></td>
</tr>
<tr>
<td>• Is the information complete and comprehensive?</td>
<td></td>
</tr>
<tr>
<td>• Does the site present more than one perspective?</td>
<td></td>
</tr>
</tbody>
</table>
A Working Bibliography

A working bibliography is a list of books, articles, and other materials that you have consulted during the research process. It is also referred to as works consulted. Some of these sources may be eliminated later if they do not prove to be helpful or relevant. As you gather sources you need to accurately record the bibliographic information. You will need this information to prepare the works cited page of your paper. Although the works cited is at the end of your paper, it helps to draft this in advance, so that you will know what information to include in the parenthetical citations as you write your paper.

Bibliographic Cards
One way to collect and keep this information is to create 3 x 5 bibliography cards (also known as source cards). These may be created using 3 x 5 index cards, or your teacher may require you to create digital cards using NoodleTools.

A bibliographic card (or bib card) lists information regarding a book’s title, author, publication information, and date. Each bib card contains information from one source. The citation on your bib card should contain the same information in the same format you will provide on your Works Cited page including reverse indentation, underlining the book’s name, and using proper punctuation. The bottom left side of the bib card contains the call number for the item and the lower right hand corner contains the where the item is housed.

An example of a bib card:


203.5
SM1 Rochester Public Library(RPL)

NoodleTools:
CCCSD subscribes to NoodleTools: a web-based research platform that allows students to use MLA, APA, and Chicago/Turabian styles when creating notecards, outlines, and Works Cited/
The Annotated Bibliography

Your teacher may ask you to include an annotated bibliography, as well as a works cited page. An annotated bibliography is simply the addition of an annotation after each of your citations. Cornell University defines an annotated bibliography as that which includes a brief descriptive and evaluative note. "The purpose of the annotation is to summarize the central theme and scope of the source and to inform the reader of the relevance, accuracy, and quality of the sources cited." It also serves to tell the reader how the source was used in your research.

What is included in an annotation?
The annotation should provide enough information in approximately two to three sentences for readers to gain an understanding of the source’s purpose, content, and special value. Use complete sentences. Avoid wordiness.

How to create an annotated bibliography:
1. Start with the complete bibliographic citation in correct MLA format.
2. Discuss the quality of the source. This could include the author's credentials, and warn readers of any defect, weakness, or bias.
3. Briefly describe the content of the source.
4. Evaluate the relevance of the information as it related to your thesis. How does it support your thesis?

Examples:

Altman, Linda Jacobs. Plague and Pestilence: A History of Infectious Diseases. Enslow Publications, 1998. Jacobs is the author of many books on historical and social issues. This book covers the history of infectious diseases from the Black Death of the 14th Century, to the Ebola Virus of more recent times. Information regarding the causes of the Black Death from Chapter 8 was used to support my thesis.

Henningfeld, Diane Andrews. "Lord of the Flies." Novels for Students, Ed. Diane Telgen, Vol. 2, Gale, 1997, pp. 174-195. Gale Virtual Reference Library. Henningfeld is a widely published author and a professor at Adrian College. This essay discusses the novel as political, psychological and religious allegory. The section on the psychological aspects of the characters was most useful in supporting the theme which focuses on the relationship between the boys' true characteristics and their actions.
3. Label the source to match up with your works cited information / bib cards.

4. YOU MUST record the page number where you found this information for citations later.

**Example of a note card using the exact words from a source:**

<table>
<thead>
<tr>
<th>Music Censorship</th>
<th>Swift 239</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Music censorship became a way for parents to encourage appropriate use of media in the household.”</td>
<td></td>
</tr>
</tbody>
</table>

**Example of a note card retelling information in your own words:**

<table>
<thead>
<tr>
<th>Music Censorship</th>
<th>Swift 185</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music censorship has helped parents by providing them with ratings on pieces of music. It has made it easier to determine which music should be appropriate for their children to hear.</td>
<td></td>
</tr>
</tbody>
</table>
Research Paper Format

The following guidelines are MLA recommendations for formatting the final draft of the research paper:

1. Margins:
   ○ Except for page numbers, leave margins of one inch at the top, bottom, and on both sides of the text.
   ○ Indent the first word of a paragraph one-half inch from the left margin.
   ○ Indent block quotations ½ inch from the left margin.

2. Spacing:
   ○ A research paper must be double-spaced throughout, including quotations and the list of works cited.

3. Font:
   ○ Times New Roman, 12 point, black ink

4. First Page:
   ○ Insert page number and last name in a header (see pagination instructions below)
   ○ Begin with a MLA formatted heading which includes: your name, your teacher’s name, the course title, and the date (see sample below).
   ○ Begin the first page 1” from the top of the paper, at the left margin and type your heading.
   ○ Double space between each line.
   ○ Double space after the date and center the title of your paper.
   ○ DO NOT underline your title or put it in quotation marks or type it in all capital letters.
   ○ Double space after the title and begin the first line of the introduction.

5. Pagination
   ○ Number all the pages consecutively throughout the research paper in the upper right hand corner, one-half inch from the top of the page and at the right margin.
   ○ Place your last name before the page number as a precaution in case of misplaced pages (insert a header).
   ○ Works Cited and Bibliography pages are numbered consecutively after the last page of your paper.

See sample on the next page.
Parenthetical Citations

Parenthetical citations are used to tell the reader where the borrowed information came from originally. If you are taking a direct quote from a source then you must put quotation marks around it with the author’s last name and the page number inside the parentheses following a quote. If the author’s name is used in the sentence then only the page number needs to be listed in the parentheses. If information has been paraphrased then no quotation marks are needed, but a parenthetical citation is required. If there is no author then cite the work by its title.

Example of a direct quote taken from another source:
“Music censorship became a way for parents to encourage appropriate use of media in the household” (Swift 239).

Example of a source where the author’s or editor’s name is used in the sentence:
Swift stated that “music censorship became a way for parents to encourage appropriate use of media in the household” (239).

Example of a source that has been paraphrased and there is no known author:
Music censorship has helped parents by providing them with ratings on pieces of music. It has made it easier to determine which music should be appropriate for their children to hear (Finding the Rabbit’s Voice 185).

Works Cited, Bibliography or Annotated Bibliography?

Works Cited is the MLA page that lists all of the sources you have cited in your paper. A bibliography is an APA page that lists all of the sources you have used as research for your essay. When you start a Work cited or Bibliography page, name the list at the top of the page (Works Cited, Bibliography, or Annotated Bibliography). Use reverse indentation, double space, and remember to put the sources in alphabetical order by author. If an author or editor isn’t listed then use the first important word (not a, the) of the title to alphabetize.

Formatting a Works Cited page:
The works cited page is still part of your research paper, so it will require a page number heading continued from the last page of the essay text -- i.e. if the last page of your essay is page 10, the works cited page begins on page 11. The format remains the same as the rest of the paper -- see p. 29 for formatting directions. Center the title: Works Cited. Place the title one inch from the top. Begin each entry at the left margin. If the entry runs more than one line, indent all following lines one-half inch -- see pg. ?? for formatting directions. List each entry alphabetically.
### Common Abbreviations

<table>
<thead>
<tr>
<th>January</th>
<th>Jan.</th>
<th>association</th>
<th>assn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Feb.</td>
<td>chapter</td>
<td>ch.</td>
</tr>
<tr>
<td>March</td>
<td>Mar.</td>
<td>edition</td>
<td>ed.</td>
</tr>
<tr>
<td>April</td>
<td>Apr.</td>
<td>illustration</td>
<td>illus.</td>
</tr>
<tr>
<td>July</td>
<td>Jul.</td>
<td>institute</td>
<td>inst.</td>
</tr>
<tr>
<td>August</td>
<td>Aug.</td>
<td>miscellaneous</td>
<td>misc.</td>
</tr>
<tr>
<td>September</td>
<td>Sep.</td>
<td>narrated by</td>
<td>narr.</td>
</tr>
<tr>
<td>October</td>
<td>Oct.</td>
<td>number</td>
<td>no.</td>
</tr>
<tr>
<td>November</td>
<td>Nov.</td>
<td>organization</td>
<td>org.</td>
</tr>
<tr>
<td>December</td>
<td>Dec.</td>
<td>original</td>
<td>orig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>page</td>
<td>p.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pages</td>
<td>pp.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>paragraph</td>
<td>par.</td>
</tr>
<tr>
<td>Press (academic)</td>
<td>P</td>
<td>publisher</td>
<td>pub.</td>
</tr>
<tr>
<td>revised/reviewed</td>
<td>rev.</td>
<td>section</td>
<td>sec.</td>
</tr>
<tr>
<td>series</td>
<td>ser.</td>
<td>supplement</td>
<td>supp.</td>
</tr>
<tr>
<td>translation</td>
<td>trans.</td>
<td>University</td>
<td>U</td>
</tr>
<tr>
<td>University Press</td>
<td>UP</td>
<td>volume</td>
<td>vol.</td>
</tr>
</tbody>
</table>

**Print Resources**
Reference Book

Last name, First name. "Article Title." Title of Reference Book in italics. Ed. Editor's First with last name. Vol. #. Place of Publication: Publisher, Year of Publication. Type of Media.


Periodical Article

Author(s). "Title of Article." Title of Periodical, Day Month Year, pages.


Web Sources

Online Periodical Article, not part of a Database

Last name, First name. "Name of Article." Name of periodical in italics. Publisher or sponsor of site if different than Name of Periodical, Date of Publication, URL. Date of Access.


Work Found in a Database

Author(s). "Article Title." Title of Magazine, vol. #, no. #, Publication Date, pp. #-#. Name of Database, URL.


Webpage

Author(s). "Title of Article/Page." Other Contributor(s). Name of Website, Publisher, Date of Publication, URL. Date of Access.


Media
Tweet

Twitter user. "Tweet." Twitter, Date of Publication, Time of Publication, URL.

e.g. @tombrokaw. "SC demonstrated why all the debates are the engines of this campaign." Twitter, 22 Jan. 2012, 3:06 a.m., twitter.com/tombrokaw/status/160996868971704320.

Digital File

Determine the type of work to cite (e.g., article, image, sound recording) and cite appropriately. End the entry with the name of the digital format (e.g., PDF, JPEG file, Microsoft Word file, MP3). If the work does not follow traditional parameters for citation, give the author's name, the name of the work, the date of creation, and the location.


Image (Drawing, Painting, Photograph)

Last Name, First Name of Artist. Title of the Piece in italics. Year Created. Name of where the Piece is Housed, City. Name of Website, URL. Date Accessed.


Miscellaneous

Personal Interview

Last Name of Interviewee, First Name. Personal interview. Date of Publication.

e.g. Smith, Jane. Personal interview. 19 May 2014.

If you do not have the capability of italicizing in your current environment (i.e. You are creating notecards), you may place an underline before the first word and after the last word you would italicize on a computer. An example would be the following:

Bibliography


