



المدرسة العالمية الأمريكية  
UNIVERSAL AMERICAN SCHOOL  
—  
Al-Furqan Education Foundation

## VISION

FOREVER DRIVEN BY KNOWLEDGE,  
INSPIRED BY SUCCESS

## MISSION

TO NURTURE AN INTERNATIONALLY  
MINDED COMMUNITY OF INTEGRITY  
AND ACADEMIC EXCELLENCE

## VALUES

RESPECT, INTEGRITY,  
COLLABORATION, EXCELLENCE

# UAS ACADEMIC HONESTY POLICY

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## MISSION STATEMENT

To Nurture an Internationally Minded Community of Integrity and Academic Excellence.

## UAS PHILOSOPHY ON ACADEMIC HONESTY

Personal integrity and academic honesty are essential ethical principles of the Universal American School and in alignment with the expectations of IB World Schools standards. Students and parents are charged to ensure that responsible and ethical actions are taken regarding the presentation of any academic material submitted for consideration and marking and considering the following instances of malpractice.

UAS believes that academic honesty is directly linked with the IB Learner Profile and the attributes the IB and UAS seek to promote in students. Two of these learner attributes are as follows:

**PRINCIPLED: Students** act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**REFLECTIVE: Students** consider their own learning and experience. They can assess and understand their strengths and limitations in order to support their learning and personal development. (Taken from the IB learner profile booklet © *International Baccalaureate Organization*, 2006.)

Academic Honesty also addresses skills from the IB Approaches to Learning (ATLs):

- Self-management Skills
- Thinking Skills
- Communication Skills
- Social Skills
- Research Skills

In support of this mission as an IB World School, we seek to promote honest and ethical practices in all areas of the school. Accordingly, the following is a policy adapted from IB Academic honesty (© *International Baccalaureate Organization*, 2007)

## WHAT IS ACADEMIC HONESTY AND MALPRACTICE?

Academic honesty includes a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. We would like to stress the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment. All students must understand the basic meaning and significance of concepts that relate to academic honesty, especially authenticity, intellectual property, and ethical conduct. In cases where students do not show academic honesty, the actions of that student may constitute malpractice. The policy and guidance within this document apply to all students at UAS. All students and parents at UAS must sign an academic honesty policy annually. These are retained in the student's file. The Academic Honesty Policy is reviewed with students each year during the first weeks of school.

## MALPRACTICE

The IB Diploma Regulations define malpractice as any behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

**PLAGIARISM** is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.

**PARAPHRASING** is defined as a candidate using the work or idea of another person in any form of work that is submitted for assessment. They must acknowledge the source at the point of use, using MLA standard of referencing, and add the source to the reference/bibliography. This includes direct quotation, paraphrasing, or summarizing.

**COLLUSION** is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

**DUPLICATION OF WORK** is defined as the presentation of the same work for different assessment components and/or course requirements. If, for example, a student submits the same or a very similar piece of work for the in-depth study in history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for an IB DP student to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.

**IMPROPER USE OF ARTIFICIAL INTELLIGENCE** is defined as the use of any AI tool to assist or enhance an assessment or assignment without transparency.

**FABRICATION OF DATA** is defined as the falsification or invention of fictitious data for an assignment.

**USE OF ESSAY WRITING SERVICES** is defined as the use of essay writing services (ghost written or purchased essays) offering assistance in writing essays or other assessment materials.

**LEGITIMATE COLLABORATION VS. UNACCEPTABLE COLLUSION OR PLAGIARISM:** There are occasions when collaboration with other students is permitted or even actively encouraged, such as in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each student's own words and cannot therefore be the same as another student. If, for example, two or more students have exactly the same introduction to an assignment, this will be construed as collusion, and not collaboration.

**BREACHES OF THE IB DP EXAMINATIONS CODES.** The disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance; exchanging, supporting, or attempting support, the passing on of information that is or could be related to the examination; failing to comply with the instructions of the invigilator or other member of the schools' staff responsible for the conduct of the examination; impersonation of another candidate; theft of examinations papers.

**DISCLOSING INFORMATION** is defined as obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside of the immediate school community either at any time before the start of an examination or within 24 hours after the examinations has ended.



## EXAMPLES OF ACADEMIC MISCONDUCT

- Submitting someone else's work as your own, such as using a writing service.
- Copying the work of another student.
- Allowing another student to copy your work, such as an exam, IA or lab report.
- Failure to acknowledge sources including the use of AI (At UAS we use MLA formatting).
- Falsifying data used in an IA or lab report.
- Using Artificial Intelligence without transparency.
- Submitting AI-generated work as your own.
- Falsifying CAS materials and reflections on ManageBac.
- Unauthorized access to examination papers.
- Bringing unauthorized materials into the examining room, such as notes or texts, mobile phones, wearable technology or data stored on a graphic calculator.
- Disruptive behavior during exams.
- Impersonating another candidate.

## DETECTION AND ACTION AT UAS

The teachers support students in the preparation of their work for assessments and help to ensure that all students' work complies with the requirements of the course. Therefore, teachers are in the best position to judge whether a student's work is authentic. All final work and major drafts submitted to UAS and IB will be run through [www.turnitin.com](http://www.turnitin.com) to check for authenticity.

Students must be warned that the IBO checks students' work for plagiarism using a web-based plagiarism prevention system. An additional deterrent is the vigilance of examiners who are adept at identifying text and material that is not the authentic work of a student. Any breach of academic

misconduct uncovered by IBO will result in a full investigation and a possible loss of grade for a component, subject or the IB DP Diploma. This is at the discretion of IBO.

Ultimately, the students are responsible for ensuring that the final version of any work is authentic, with the work or ideas of others fully and correctly acknowledged. Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion. Students are expected to comply with all school deadlines. This is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. Students are expected to review their own work before submission for assessment to identify any passages, data, graphs, photographs, computer programs and so on that still require acknowledgment.

If the coordinator and/or a teacher has reason to believe that part or the whole of a student's draft work submitted for discussion prior to final submission might be deemed to be in violation of the principles of academic honesty and constitutes a case of malpractice, they must draw the student's attention to this risk and her/his duty to respect the policy and requirements of academic honesty.

Once a student has submitted the final version of his or her work to a teacher, it cannot be retracted. Teachers may detect malpractice while marking a draft, running a check, interviewing the student, noting unusual material during exams, hearing rumors and innuendo, comparing assignments, etc. Any suspicion of malpractice that arises thereafter must be reported to and acted upon.

Consequences for behavior constituting malpractice at UAS may include some or all of the following according to the seriousness of the offense:

## **CONSEQUENCES OF ACADEMIC HONESTY MISCONDUCT**

### **Consequences of Academic Honesty Misconduct**

#### **Overview**

Academic dishonesty (e.g., plagiarism, unauthorized collaboration, use of AI tools without citation, falsification of data) is a Level 2 behavioral infraction within the UAS Conduct Framework. The intent of the school's response is to support students in understanding academic integrity, taking responsibility for their actions, and restoring trust through authentic learning.

#### **First Instance — Educational and Restorative Focus**

Purpose: To educate the student about academic honesty expectations and allow an opportunity to correct mistakes.

Consequences:

- The teacher meets with the student to discuss the incident, cause, and consequence.
- The incident is logged on Kickboard as a Level 2 academic dishonesty violation.
- The teacher assigns a Support-for-Work-in-Progress session for the student to redraft or complete an alternate authentic task.
- The work may be resubmitted within 48 hours after the Support session.
- Parents are informed by the teacher.
- A brief reflection form on academic honesty must be completed.
- No formal grade penalty is applied unless the student refuses to complete the restorative task.

## **Second Instance — Accountability and Monitoring Focus**

Purpose: To reinforce expectations, increase accountability, and begin structured support for academic integrity.

Consequences:

- A meeting is held between the student, teacher, and IB/AP Coordinator or Curriculum Leader.
- The incident is logged on Kickboard and communicated to all relevant teachers for monitoring.
- A Support-for-Work-in-Progress session is required; however, the maximum attainable grade may be capped at a (D) to reflect the breach.
- Parents are notified formally by IB/AP Coordinator or Curriculum Leader.
- The student is required to complete a written reflection on Academic Integrity.
- The case may be reviewed in a Student of Concern Meeting to identify necessary interventions.
- For IB Diploma students, a second infraction may result in removal from full-Diploma registration and continuation in IB Course (Certificate) level only.
- For AP students a second infraction may result in removal from exam registration

## **Third Instance — Disciplinary and Academic Consequence**

Purpose: To apply significant academic and behavioral consequences while maintaining fairness and documentation.

Consequences:

- A formal conference is held with the teacher, parent(s), counselor, and school administrator.
- The incident is logged on Kickboard as a repeat Level 2 offense, triggering a Level 3 review for persistent misconduct.
- The student receives a 0 for the assignment.
- The student is placed on an Academic Probation Plan with required counseling and reflection meetings.
- All teachers are notified to ensure consistent monitoring and support.
- For IB Diploma students, a third infraction results in removal from all IB Diploma Courses and withdrawal from IB registration.
- The incident and outcomes are recorded in the student's disciplinary record and may be referenced in future conduct reviews.

## **Notes**

Repeated or severe instances of academic dishonesty (e.g., fabrication in final assessments, purchasing work, repeated AI misuse) may be escalated immediately to Level 3 – Serious Misconduct, involving suspension or further disciplinary measures. All consequences aim to balance accountability with opportunities for learning and growth in integrity.

## BASIC PRINCIPLES OF CITATION

### Quotation

Any word-for-word use of a source, *irrespective of length*, must be placed in quotation marks. The quotation must be followed, either within the text or in a footnote, by a precise indication of the source, i.e. author, title, and page number.

### Paraphrase

Paraphrase is a restatement of another person's thoughts or ideas in your own words, using your own sentence structure. You are guilty of plagiarism if you half-copy the author's sentences – either by mixing the author's phrases with your own without using quotation marks or by plugging your synonyms into the author's sentence structure. A paraphrase is usually about the same length as the original. Although you do not need to add quotation marks, you **MUST cite** your source with the help of a signal phrase (e.g. *according to*), in parentheses, or in a footnote.

### Summary

A summary condenses information from a source. When summarizing other people's ideas, you must cite your sources. Taking good notes while doing your research will help you keep track of which ideas belong to which author.

### Facts, Information, and Data

You will often have to use facts or information to support your own argument. If the information is found exclusively in a particular source, then you must cite or acknowledge that source. But if the fact or information is generally known and accepted (e.g. the pyramids of Giza are located in Egypt.), you do not need to cite the source. Please note that ***facts may not always be cited whereas ideas must always be cited***. However, when in doubt, cite.

### REMEMBER

- Proper citation requires that you indicate the source of any material immediately after its use in your paper.
- Simply listing a source in your bibliography is not adequate acknowledgement of that source.

## INTEGRATING QUOTATIONS

### 1. Using Signal Phrases

Avoid dropping quotations into the text without warning. Instead, provide clear signal phrases, usually including the author's name, to prepare readers for a quotation.

**Dropped quotation:** In 2000, the legislature of Suffolk County passed a law restricting drivers' use of handheld phones. "The bill prohibits the use of a cell phone while driving unless it is equipped with an earpiece or can act like a speakerphone, leaving the driver's hands free" (Kelley 1).

**Quotation with signal phrase:** In 2000, the legislature of Suffolk County passed a law restricting drivers' use of handheld phones. According to journalist Tina Kelley, "The bill prohibits the use of a cell phone while driving unless it is equipped with an earpiece or can act like a speakerphone, leaving the driver's hands free" (1).

To avoid monotony, try to vary both the language and the placement of your **signal phrases**.

- In the words of researchers Redelmeier and Tibshirani, “...”
- As Matt Sundeen has noted, “...”
- Patti Pena, mother of a child killed by a driver distracted by a cell phone, points out that “...”

When your signal phrase includes a verb, choose one that is appropriate in the context. Is your source arguing a point, making an observation, reporting a fact, drawing a conclusion, refuting an argument, or stating a belief? By choosing an appropriate verb, such as one on the following list, you can make your source’s stance clear.

*Acknowledges contends points out adds declares reasons comments denies refutes admits disputes rejects agrees emphasizes reports argues endorses responds asserts grants suggests believes illustrates thinks claims implies writes*

## 2. Limiting the Use of Quotations

Except for the following legitimate uses of quotations, use your own words to summarize and paraphrase your sources and to explain your own ideas.

Use quotations:

- When language is especially vivid or expressive
- When exact wording is needed for technical accuracy
- When the words of an important authority add weight to an argument
- When the language of your source is the topic of your discussion (as in an Analysis or interpretation)

It is not always necessary to quote full sentences from a source. To reduce your reliance on the words of others, you can often integrate a phrase from a source into your own sentence structure.

**Example:** Redelmeier and Tibshirani found that hands-free phones were not any safer in vehicles than other cell phones. They suggest that crashes involving cell phones may “result from a driver’s limitations with regard to attention rather than dexterity” (456).

## 3. Setting Off Long Quotations

When you quote *four or more lines* of prose, set off the quotation by indenting it ten spaces from the left margin. Long quotations should be introduced by an informative sentence, usually followed by a colon. Quotation marks are unnecessary because the indented format tells readers that the words are taken directly from the source.

**Example:** Peter Opie, author of *The Classic Fairy Tales*, recognized the important contribution made by the Grimm Brothers. He wrote:

The Grimms were visionaries: the first substantial collectors to like folk tales for their own sake; the first to write the tales down in the way ordinary people told them. . . ; and the first to include the identity of the people who told the tale. The Grimms revived popular interest in the oral tradition at the same time that they instituted critical interest, beginning an interest in a previously unexamined literary past (39).

## INTEGRATING SUMMARIES AND PARAPHRASES

Summaries and paraphrases are written in your own words. As with quotations, you should introduce most summaries and paraphrases with a signal phrase that names the author and places the material in context. Readers will then understand that everything between the signal phrase and the parenthetical citation summarizes or paraphrases the cited source.

**Example:** Alasdair Cain and Mark Burris report that research on traffic accidents and cell phone use has been inconclusive. Many factors play a role: for example, the type of phone (hands-free or not), the extent to which the conversation is distracting, and the demographic profile of the driver. Although research suggests that phoning in a moving vehicle affects driver performance, studies have failed to quantify the degree of driver impairment. Cain and Burris write that drivers using cell phones on the road “were anywhere from 34 percent to 300 percent more likely to have an accident” (1).<sup>1</sup>

- <sup>1</sup>© Adapted from *A Pocket Style Manual/MLA Papers*/ Diana Hacker, 4th ed.

## PARAPHRASING STRATEGIES

Paraphrasing is restating a sentence or a group of sentences in your own words, without altering the meaning of the original. Here are a few strategies you need to use for an effective paraphrase:

- Read the passage more than once
- Highlight the most important words
- Use synonyms
- Cross out unnecessary words and phrases
- Outline the passage
- Rearrange the outline
- Write your paraphrase from the outline
- Compare your paraphrase to the original passage
- **Write the appropriate citation**. Try to avoid:
  - Misreading the original text
  - Including too much of the original
  - Leaving out important information
  - Replacing the author's opinion with your own

**Example: Original text:** “Irish students use more magic than American students in four or six activities: exam taking, face-to-face interactions, illness, and dangerous activities. There is also a tendency for Americans to use more magic in gambling and sports, although the differences between the two groups are not statistically significant” (Felson and Gmelch 292).

### Possible outline in your own words:

1. People attending classes in Ireland are a little more superstitious than their counterparts in the USA.
2. In Ireland students rely on magic to get them through tests, social situations, sickness, and moments of danger.
3. American students apply magic to bring luck to athletic events and to betting.
4. However, both groups are not significantly different.

### Rearranging the outline:

1. American students apply magic to bring luck to athletic events and to betting.
2. In Ireland students rely on magic to get them through tests, social situations, sickness, and moments of danger.

3. People attending classes in Ireland are a little more superstitious than their counterparts in the USA.
4. However, both groups are not significantly different.

### Final paraphrase:

In a report about the place of magic in our lives, American and Irish students were questioned. American students apply magic to bring luck to athletic events and to betting activities, while in Irish students rely on magic to get them through tests, social situations, sickness, and moments of danger. Even though people attending classes in Ireland are a little more superstitious than their American counterparts, they are not significantly different in their ways of using magic (Felson and Gmelch 282).

## SUMMARIZING STRATEGIES

A summary is a brief retelling of the main facts/ideas in a fiction or non-fiction text. Here are a few strategies that can help you write an effective summary:

- Read the text carefully (more than once, if necessary)
- Make sure you have a good understanding of the text
- Do not change the meaning or alter the facts of the original text
- Write down the main ideas in your own words
- Focus on the 5 Ws (who, what, when, where, why, how) by highlighting key words and phrases
- Paraphrase
- Try not to use direct quotations, but if you do, make sure you use quotation marks and cite the page number, if applicable. Do not over-quote. A good summary has very few or no direct quotations.
- Do not include your personal opinion on the topic
- Cite your source by using a signal phrase or a parenthetical reference

## THE USE OF AI TOOLS IN YOUR WORK

As with all work where an external source is used, a citation must be included at the point in your work where AI is used. A reference to use of AI tools at the end of the paper is not sufficient. The citation in the text should connect to a full reference in the works cited page or bibliography.

Students must cite correctly the use of the text or any other product of an AI tool whether copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the works cited page or bibliography.

## GOOD WORKING HABITS TO AVOID PLAGIARISM

**Take complete and careful notes.** While taking notes, make sure to distinguish carefully between any words and ideas from your source and your own words and ideas. When copying word-for-word passages from a source, make sure you use quotation marks and record the source. If your notes are incomplete or inaccurate, you might not have enough time to browse through your sources before the paper is due.

**Keep all your notes** until the teacher returns the graded paper. If any question is raised about your work, it is to your advantage to be able to produce your notes and previous drafts of your papers.

**Be thorough in drafting and checking your papers** to make sure that all words borrowed from your sources are placed in quotation marks or paraphrased and that all ideas and necessary information that require citation are cited properly.

**Understand the difference between primary and secondary sources, and know that you must cite quotations, ideas, and information from both.** **Primary sources** are *original documents* (diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records), *creative works* (poetry, drama, novels, music, art), and *relics or artifacts* (stone inscriptions, pottery, furniture, clothing, buildings). A **secondary source** interprets and analyzes a primary source, such as *publications* (textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias).

Remember that you must always distinguish your own words and ideas from the words and ideas of others, whether in primary or secondary sources.

**Don't rely on a single secondary source** when working on a research paper. Make sure you check multiple sources that provide various perspectives and draw different conclusions on your research topic. Your paper will be better if you use a variety of sources, and you'll avoid any possibility of depending so much on a single source which sometimes leads to plagiarism.

**Show all of your work in math problems** that require calculation.

**Make sure you understand the teacher's expectations and guidelines for group or pair work** on assignments such as lab reports, research projects, etc. If the teacher's expectations are not clear enough, ask for clarification.

**Verify the credibility of online sources.**

**When in doubt, cite.** If you're unsure whether or not to cite a source, ask your teacher.

**Be your own hardest critic.** Re-read your papers to see how much is your own and how much is quotation, paraphrase, or summary from primary or secondary sources. If your paper has too many ideas and quotations from your sources, are you confident that you have enough ideas of your own to support your argument? Conversely, if there are few citations, have you done sufficient research?

**Be cautious about using ideas belonging to other students**, even if you are in the pre-writing stage of your essay, or you are still brainstorming ideas for a project. Keeping others' ideas distinct from your own is an important way to protect the integrity of your own academic work and to avoid unintended plagiarism.

**If you don't understand an assignment or need additional time to complete it, talk to your teacher.** Out of desperation, some students occasionally make the wrong choice by plagiarizing their sources rather than requesting an extension.

**Give yourself enough time to do your work well and carefully.** Proper citation takes time. Avoid last-minute rushes when the pressure of the due date may tempt you to get sloppy or cut corners just to finish. <sup>2</sup>

## MLA FORMATTING AND STYLE

Writers who use MLA (Modern Language Association) formatting and style correctly build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism. The MLA recommends a precise system of in-text citations and works cited page.

### MLA IN-TEXT CITATIONS

MLA in-text citations are made with a combination of signal phrases and parenthetical references. Every quote or paraphrase of a source in your text must correspond to the source information on the Works Cited page.

#### AUTHOR NAMED IN A SIGNAL PHRASE

Christine Haughney reports that shortly after Japan made it illegal to use a handheld phone while driving,

“accidents caused by using phones dropped by 75 percent” (A8)

The signal phrase “Christine Haughney reports that” names the author; the parenthetical citation at the end gives the page number of the newspaper article in which the quoted words may be found.

<sup>2</sup> Adapted from: Academic Integrity. Princeton University. August 2008. April 2010. <<http://www.princeton.edu/pr/pub/integrity/08/styles/>>

#### AUTHOR NAMED IN PARENTHESES

Most states do not keep adequate records on the number of cell phones that are a factor in accidents; as of December 2002, only ten states were trying to keep such records (Sundeen 2).

#### AUTHOR UNKNOWN

Use the complete title in a signal phrase or give a short form of the title in parentheses. Titles of books are underlined; titles of articles and other short works are put in quotation marks.

As of 2001, at least three hundred towns and municipalities had considered legislation regulating the use of cell phones while driving (“Lawmakers” 2).

#### PAGE NUMBER UNKNOWN

You may omit the page number if a work lacks page numbers, as is the case with many web sources. Although printouts from Web sites usually show page numbers, printers do not always provide the same page breaks; for this reason MLA recommends treating such sources as unpaginated.

The California Highway Patrol opposes restrictions on the use of phones while driving, claiming that distracted drivers can already be prosecuted (Jacobs).

**OR** According to Jacobs, the California Highway Patrol opposes restrictions on the use of phones while driving, claiming that distracted drivers can already be prosecuted. However, when the pages of a Web source are stable (as in PDF files), provide a page number in your in-text citation.

#### ONE-PAGE SOURCE

If the source is one page long, MLA allows you to omit the page number. In this case, make sure you mention the title of the source or the author’s name via a signal phrase.

#### TWO OR MORE TITLES BY THE SAME AUTHOR

If your list of works cited includes two or more titles by the same author, mention the title of the work in the signal phrase or include a short version of the title in parentheses.

On December 6, 2000, reporter Jamie Stockwell wrote that distracted driver Jason Jones had been charged with “two counts of vehicular manslaughter...in the deaths of John and Carole Hall” (“Phone” B1). The next day Stockwell reported the judge’s ruling: Jones “was convicted of negligent driving and fined \$500, the maximum penalty allowed” (“Man B4”).

## **TWO OR THREE AUTHORS**

Name the authors in the signal phrase, as in the following example, or include their last names in the parenthetical reference: (Redelmeier and Tibshirani 453).

Redelmeier and Tibshirani found that “the risk of a collision when using a cellular phone was four times higher than the risk when a cellular telephone was not being used (453).

When three authors are named in parentheses, separate their names with commas: (Alton, Davies, and Rice 56).

## **FOUR OR MORE AUTHORS**

Name all the authors or include only the first author’s name followed by “et al.” (Latin for “and others”).

The study was extended for two years, and only after results were reviewed by an independent panel did the researchers publish their findings (Blaine et al. 35).

## **CORPORATE AUTHOR**

When the author is a corporation, an organization, or a government agency, name the corporate author either in the signal phrase or in parentheses.

Researchers at the Harvard Center for Risk Analysis found that the risks of driving while phoning were small compared with other driving risks (3-4).

In the list of Works Cited, the Harvard Center for Risk Analysis is treated as the author and alphabetized under H.

## **INDIRECT SOURCE (SOURCE QUOTED IN ANOTHER SOURCE)**

When a writer’s or a speaker’s quoted words appear in a source written by someone else, begin the citation with the abbreviation “qtd. in.”

According to Richard Retting, “As the comforts of home and the efficiency of the office creep into the automobile, it is becoming increasingly attractive as a workspace” (qtd. in Kilgannon A23).

## **WORK IN AN ANTHOLOGY**

Put the name of the author of the work (not the editor of the anthology) in the signal phrase or parentheses.

In “A Jury of Her Peers,” Mrs. Hale describes both a style of quilting and a murder weapon when she utters the last words of the story: “We call it –Knot it, Mr. Henderson” (Glaspell 302).

In the list of Works Cited, the work is alphabetized under Glaspell, not under the name of the editor of the anthology. MLA LIST OF WORKS CITED

An alphabetized list of works cited, which appears at the end of your research paper, gives publication information for each of the sources you have cited in the paper.

## General Guidelines for Listing Authors

Alphabetize entries in the list of Works Cited by authors' last names. If a work has no author, alphabetize by its title.

**Single author:** begin the entry with the author's last name, a comma, the author's first name, and a period:

*Example:* Tannen, Deborah.

**Multiple authors:** for works with two or more authors, reverse the name of only the first author:

*Example:* Wilmut, Ian, Keith Campbell, and Collin Tudge.

When a work has four or more authors, either name all of the authors or name the first author, followed by "et al." (Latin for "and others").

*Example:* Sloan, Frank A., Emily M. Stout, Kthryn Whetten-Goldstein, and Lan Liang. OR Sloan, Frank A., et al.

**Corporate authors:** when the author of a print document or Web site is a corporation, a government agency, or some other organization, begin with the name of the group.

*Example:* American Automobile Association

**Unknown author:** When the author is unknown, begin with the work's title. *Titles of articles and other short works, such as brief documents from Web sites, are put in quotation marks. Titles of books and other long works, such as entire Web sites, are underlined.*

*Example:* "Media Giants." (article or short work) OR Atlas of the World. (book or other long work)

Two or more works by the same author: if your list of works cited includes two or more works by the same author, use the author's name only for the first entry. For other entries use three hyphens followed by a period. List the titles in alphabetical order.

*Example:* Atwood, Margaret. Alias Grace: A Novel. New York: Doubleday, 1996. ---. The Robber Bride. New York: Doubleday, 1993.

## Books

**Basic format for a book:** for most books, arrange the information into three units, each followed by a period and one space: (1) the author's name; (2) the title and subtitle, underlined; and (3) the place of publication, the publisher, and the date.

Tan, Amy. The Bonesetter's Daughter. New York: Putnam, 2001.

**Author with an editor:** Kerouac, Jack. Atop an Underwood. Ed. Paul Marion. New York: Penguin, 2000.

**Author with a translator:** Allende, Isabel. Daughter of Fortune. Trans. Margaret Sayers Peden. New York: Harper, 2000.

**Editor:** Craig, Patricia, ed. The Oxford Book of Travel Stories. Oxford: Oxford UP, 1996.

**Work in anthology:** begin with (1) the name of the author of the selection. Then give (2) the title of the selection; (3) the title of the anthology; (4) the name of the editor of the anthology (preceded by "Ed." for "Edited by"); (5) publication information; and (6) the pages on which the selection appears.

Desai, Anita. "Scholar and Gypsy." The Oxford Book of Travel Stories. Ed. Patricia Craig. Oxford: Oxford UP, 1996. 251-73.

**Edition other than the first:** Auletta, Ken. *The Underclass*. 2<sup>nd</sup> ed. Woodstock, NY: Overlook, 2000.  
**Multivolume work:** Conway, Jill Ker, ed. Written by Herself. Vol. 2. New York: Random, 1996. 2 vols.  
**Encyclopedia or dictionary entry:** Posner, Rebecca. "Romance Languages." *The New Encyclopaedia Britannica: Macropaedia*. 15<sup>th</sup> ed. 1987. "Sonata." *The American Heritage Dictionary of the English Language*. 4<sup>th</sup> ed. 2000.  
**Foreword, introduction, preface, or afterword:** Morris, Jan. Introduction. *Letters from the Field, 1925-1975*. By Margaret Mead. New York: Perennial-Harper, 2001. xix-xxiii.

## Articles

**Articles in a magazine:** list (1) the author's name, (2) the title of the article, (3) the title of the magazine, and (4) the date and the page numbers. Abbreviate the names of the months except May, June, and July.

If the magazine is issued monthly, give just the month and year.

Kaplan, Robert D. "History Moving North." *Atlantic Monthly* Feb. 1997: 21+.

If the magazine is issued weekly, give the exact date.

Lord, Lewis. "There's Something about Mary Todd." *US News World Report* 19 Feb. 2001:53.

**Article in a daily newspaper:** Murphy, Sean P. "Decisions on Status of Tribes Draw Fire." *Boston Globe* 27 Mar. 2001: A2.

**Editorial in a newspaper:** "Decisions on Status of Tribes Draw Fire." Editorial. *New York Times* 12 Feb. 2001: A14.

**Letter to the editor:** Moore, Leon. Letter. *Chicago Sun-Times* 14 Apr. 2003: A11.

**Book or film review:** Gleick, Elizabeth. "The Burdens of Genius." Rev. of *The Last Samurai*, by Helen Dewitt. *Time*: 4 Dec. 2000: 90-92.

Denby, David. "On the Battlefield." Rev. of *The Hurricane*, dir. Norman Johnson. *New Yorker* 10 Jan. 2000: 90-92.

## Electronic Sources

**An entire Web site:** Begin with (1) the name of the author (if known) and (2) the title of the site. Then give (3) the names of any editors, (4) the date of publication or last update, (5) the date of access, and (6) the URL. Provide as many of these elements as apply and as are available.

Peterson, Susan Lynn. *The Life of Martin Luther*. 1999. 9 Mar. 2001

<<http://pweb.netcom/~supeters/luther.htm>>.

United States. Environmental Protection Agency. *Values and Functions of Wetlands*. 25 May 1999. 24 Mar. 2001 <<http://www.epa.gov-owow/wetlands/facts/fact2.html>>.

**Short work from a Web site:** include as many elements as apply and as are available: (1) author's name, (2) title of the short work, (3) title of the site, (4) date of publication or last update, (5) date you accessed the source, and (7) the URL. Some of these elements may not apply or may be unavailable.

Shiva, Vandana. "Bioethics: A Third World Issue." *NativeWeb*. 15 Sep. 2001

<<http://www.nativeweb.org/pages/legal/shiva.html>>.

"Media Giants." *Frontline: The Merchants of Cool*. 2001. PBS Online. 7 Mar. 2001

<<http://www.pbs.org/wgbh/pages/frontline/shows/cool/giants>>.

**Online book:** begin with publication information and end with your date of access and URL.

Rawlins, Gregory J. E. *Moths to the Flame*. Cambridge: MIT P, 1996. 3 Apr. 2001

<<http://mitpress.mit.edu/e-books/Moths/contents.html>>.

**Work from a service such as ProQuest:**

**Article in an online periodical:** when citing online articles, follow the guidelines for printed articles, giving whatever information is available in the online source. End the citation with your date of access and the URL.

Whillon, Phil. "Ready or Not." Los Angeles Times 2 Dec. 2001. 3 Dec. 2001  
<<http://www.latimes.com/news/la-foster-special.special>>.

**CD-ROM:** "Pimpernel." The American Heritage Dictionary of the English Language. 4<sup>th</sup> ed. CD-ROM. Boston: Houghton, 2000.

**E-mail:** O'Donnell, Patricia. "Re: Interview Questions." Email to the author. 15 Mar. 2001.

**Posting to an online list, forum, or group:** Reedy, Tom. "Re: Macbeth and Existential Nightmare?" Online posting. 9 Mar. 2002. 8 Apr. 2002 <news:humanities.lit.authors.shakespeare>.

## Multimedia Sources

Multimedia sources include visuals, audio works, audio visuals, and live events.

**Work of art:** Van Gogh, Vincent. The Starry Night. 1889. Museum of Mod. Art, New York. 3 Feb. 2003 <[http://moma.org/collection/depts/paint\\_sculpt/blowups/paint\\_sculpt\\_003.html](http://moma.org/collection/depts/paint_sculpt/blowups/paint_sculpt_003.html)>.

**Cartoon:** Rall, Ted. "Search and Destroy." Cartoon. Village Voice 23 Jan. 2001:6.

**Advertisement:** Truth by Calvin Klein. Advertisement. Vogue Dec. 2000: 95-98.

**Map or chart:** Serbia. Map. 2 Feb. 2001. 17 Mar. 2003 <<http://www.biega.com/serbia.html>>.  
Joseph, Lori, and Bob Liard. "Driving While Phoning Is Dangerous." Chart. USA Today 16 Feb 2001: 1A.

**Musical composition:** Ellington, Duke. Conga Brava. Haydn, Franz Joseph. Symphony no. 88 in G.

**Film or video:** Chocolat. Dir. Lasse Hallstrom. Perf. Juliette Binoche, Judi Dench, Alfred Molina, Lena Olin, and Johnny Depp. Miramax, 2001.

**Radio or television program:** "Monkey Trial." American Experience. PBS. WGBH, Boston. 18 Mar. 2003. "Live in 4A: Konstantin Soukhovetski." Performance Today. Natl. Public Radio. 2 May 2002. 10 May 2002 <<http://www.npr.org/programs/pt/features/4a/soukhovetski.02.html>>.

**Radio or television interview:** McGovern, George. Interview. Charlie Rose. PBS. WNET, New York. 1 Feb. 2001.

**Lecture or public address:** Cohran, Kelan. "Slavery and Astronomy." Alder Planetarium, Chicago. 21 Feb. 2001.

**Personal interview:** Shaikh, Michael. Personal interview. 22 Mar. 2001.

## Artificial Intelligence

Artificial Intelligence includes but is not limited to creating, copying, paraphrasing or editing text, images, audio works, audio visuals, and live events.

The in-text citation should contain quotation marks using MLA citation for example: "the development of the tools and variables required for....." (text taken/paraphrased from ChatGPT, 2023). The reference in the works cited should also contain the prompt given to the AI tool and the

date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.

## Other Sources

**Government publication:** United States. Natl. Council on Disability. Promises to Keep: A Decade of Federal Enforcement of the Americans with Disabilities Act. Washington: GPO, 2000.

United States. Dept. of Transportation. Natl. Highway Traffic Safety Administration. An Investigation of the Safety Implications of Wireless Communication in Vehicles. Nov. 1999. 20 May 2001 <<http://www.nhtsa.dot.gov/people/injury/research/wireless>>.

**Pamphlet:** Commonwealth of Massachusetts. Dept. of Jury Commissioner. A Few Facts about Jury Duty. Boston: Commonwealth of Massachusetts, 1997.

**Personal letter:** Coggins, Christopher. Letter to the author. 6 May 2001.

**Published interview:** Renoir, Jean. "Renoir at home: Interview with Jean Renoir." *Film Quarterly* 50.1 (1996): 2-8.<sup>3</sup>

## MLA Information Notes (Optional)

In addition to in-text citations, you may also use information notes for one of two purposes:

1. to provide additional material that might interrupt the flow of the paper yet is important enough to include
2. to refer the readers to any sources not discussed in the paper Information notes may be footnotes or endnotes. Footnotes appear at the foot of the page; endnotes appear on a separate page at the end of the paper, just before the list of works cited. For either style, the notes are numbered consecutively throughout the paper.

## MLA Manuscript Format

The following guidelines on formatting a paper and preparing a list of works cited are consistent with the guidelines in the *MLA Handbook for Writers of Research Papers*, 6<sup>th</sup> edition. MLA papers should be formatted as follows:

**Title and identification:** on the first page of your paper, place your full name, your teacher's name, the subject title and grade level, and the date on separate lines against the left margin. Then center the title of your paper.

**Pagination:** put the page numbers preceded by your last name in the upper right corner of each page, one-half inch below the top edge. Use Arabic numerals (1, 2, 3, and so on).

**Margins, line spacing, and paragraph indents:** leave margins of one inch on all sides of the page. Do not justify (align) the right margin.

Double-space throughout the paper. Do not add extra lines of space above or below the title of the paper or between paragraphs.

Indent the first line of each paragraph one-half inch (or five spaces) from the left margin.

**Visuals:** MLA classifies visuals as tables and figures, such as graphs, charts, maps, photos, and drawings. Label each table with an Arabic numeral (Table 1, Table 2, etc.) and provide a clear caption that identifies the subject. The label and caption should appear on separate lines above the table, flush left. Below the table, give its source in a note like this one:

Source: John M. Violanti, "Cellular Phones and Fatal Traffic Collisions," *Accident Analysis and Prevention* 30 (1998): 521.

For each figure, place a label and a caption below the figure, flush left. They need not appear on separate lines. The word "Figure" may be abbreviated to "Fig." Include source information following the caption.

**Preparing the list of works cited:** begin the list of works cited on a new page at the end of the paper. Center the title Works Cited about one inch from the top of the page. Double-space throughout.

**Alphabetizing the list:** alphabetize the list by the last names of the authors (or editors); if a work has no author or editor, alphabetize it by the first word of the title other than *A*, *An*, or *The*.

**Indenting:** do not indent the first line of each works cited entry, but indent any additional lines one-half inch (or five spaces).

**Web addresses:** do not insert a hyphen when dividing a Web address at the end of the line. Break the line after a slash. Also, insert angle brackets after the URL. If your word processing program automatically turns Web addresses into hot links (by underlining them and highlighting them in color), turn off this feature.