

KNIGHT CITES

**A Manuscript Form
And Documentation Guide
For
Lutheran High School—Kansas City**

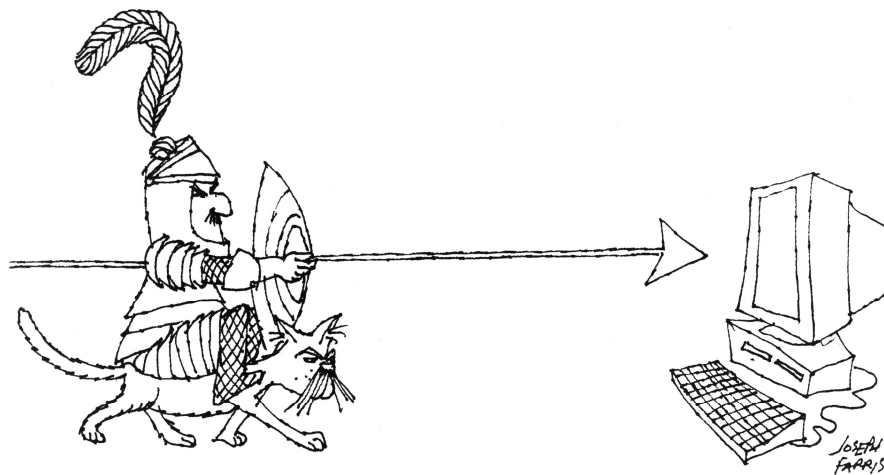


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*“Everything should be done in a fitting and orderly way.” ~ 1 Corinthians
14:40*

Paper Formatting - General Guidelines

All formal papers at Lutheran High School should be prepared according to the following guidelines, unless your teacher instructs otherwise:

- Papers are typed and double-spaced on standard white 8.5x11 inch paper with margins of one inch (default margins are fine) on all sides. Do not put extra spaces between paragraphs.
- Use 12-point Times New Roman font and black ink.
- **Title or cover pages** are not necessary unless required by your teacher. Instead, you should provide a double-spaced entry in the top left corner of the first page that lists your name, your teacher’s name, the name of the course, and the date. Then center your title, if you have one, on the line below the header and begin your paper immediately below the title.

If your teacher requests a title page, the title appears approximately one-third of the way down from the top of the page. Your name, your teacher’s name, the name of the course, and the date are single-spaced approximately one-third of the way up from the bottom. All elements on the title page are centered.

Your Name	Lastname 1
Teacher’s Name	
Course	
Date	
Title (if required)	
Then begin the double-spaced text	
of your paper, writing and writing and	
writing and writing and writing until	
your paper is complete.	
Do not add extra space between	
paragraphs. Still writing, writing,	
writing, writing, sleeping, writing....	

Paper without a separate title page

	(no pg. #)
Title	{ <i>No quotes, italics, or underlining</i>
Your Name	
Teacher’s Name	
Course	
Date	

Paper with a separate title page

- A table of contents is not necessary unless required by your teacher.
- Your last name and the page number appears in the upper right-hand corner of each page of content, including the table of contents and/or the Works Cited page, if you have one. The title page is not numbered. (See examples above.)
- Unless instructed by your teacher, do not use headings or subheadings within your paper. Rather, make good use of introductory and transitional sentences at the beginnings and ends

of your paragraphs to let your reader know that you are moving to a different point of emphasis.

Documenting Your Research

When you research a topic and incorporate the fruits of that research into your own paper, you are standing on the shoulders of others who have studied the topic before. Moreover, your work can add to the scope of knowledge on this topic for others who might read and rely on the integrity of your writing in the future.

The documentation process requires that you acknowledge all of the people whose work you have used in your paper—whether you have quoted directly or partially or have paraphrased their words. Numerous styles of documentation are available—MLA (Modern Language Association), APA (American Psychological Association), Chicago, Turabian, and many others. The required style is determined by your instructor and generally reflects the field of study—MLA being generally preferred by the humanities and APA by the sciences.

Unless specifically instructed otherwise by your teacher, **all research-based papers at LHS-KC will use in-text (parenthetical) citation in MLA style.** The final page of your paper will be a separate **Works Cited** page, which will provide an alphabetized list of all of the documents you have incorporated into your paper, even if only a word or two. Please note the difference between a bibliography and a Works Cited page: a bibliography is a list of all works consulted in the process of completing your research, whether or not you use them, whereas Works Cited lists only those documents that you have actually used in the paper. There should be at least one in-text citation corresponding to each entry on your Works Cited page.

Works Cited

Works Cited is a list of all sources you have used in your paper. The list is arranged in alphabetical order by first word of the citation. Usually this will be the last name of the author, but, if no author is given, you will use the first **major** word of the title (excluding *A*, *An*, or *The*).

Begin a new page for your Works Cited list, with the heading **Works Cited** (no quotation marks or italics), centered at the top. Then double space before the first entry. The entire page is double-spaced just like the rest of the document. For each entry begin at the left margin for the first line and indent five spaces (one tab) for additional lines in the entry (the opposite of a paragraph), filling the line from left to right.

Refer to the sample Works Cited on page 26 of this guide to see how this page should be formatted.

When you prepare your Works Cited entries, it is imperative that you follow the MLA format **to the letter**, observing carefully the exact sequence of information for the particular type of entry as well as all capitalization and punctuation details. Why? Good Reason #1: Because this is how it's done, and you will be expected to comply with these conventions throughout your academic career—high school, college, and, for some of you, beyond—so you might as well get with the program and master it now. Good Reason #2: Because your teacher at LHS will expect this formatting to be observed in all of your formal

written work, and you will lose credit if your paper fails to meet these standards in any respect.

Once you decide that you will probably use a particular source in your paper, the very first thing you need to do is create a bibliography card—a 3 x 5 card upon which is written the citation exactly as it will appear on your Works Cited page. Refer to pages 5-12 of this guide for the appropriate formats. It is very important that you get this information down immediately so that you don't have to back-track later, desperately searching for that one essential little factoid when the deadline is looming. In addition, this makes the construction of your Works Cited page super-easy. Just toss your bibliography cards into alphabetical order and type them—*finis!* All of the excruciating detail work has already been done, one source at a time.

*Last name of author, First name of author. Title of source.
Date. Whatever else you might have in your citation,
depending on the type of source—for example, publishing
company, place of publication, access date, medium of
publication, <URL maybe—OMG! If the site is so
complicated or confusing that a search engine won't
produce the page immediately>.*

*This number cross references your sources to the notes
that you take from that source. Every time you take
notes from a new source, you assign it a number on the
bib card. (Your first source is #1, second is #2, etc.)
Then every note card from that source has the same
number so you always know where the info came from
without having to write it over and over on your note
cards. This saves you tons of time and exasperation.*

The following examples will illustrate exactly how to construct citations of various types. If your exact form isn't included here, find the one that comes as close as possible, which will generally be fine. Your teacher will be delighted to help you if you have questions.

Basic Forms for Print Sources

Books

If your source is a printed book, you need to keep track of the following items:

- | |
|--|
| <ul style="list-style-type: none"> • Name(s) of Author(s) • <i>Title of Book</i> • Place of Publication • Publishing Company • Year of Publication • Medium of Publication (Print) |
|--|

1. Book With a Single Author

Author's last name, First name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Wallace, Timothy. *The Knights of the Holy Grail*. London: Watkins Publishing Co., 2007. Print.

2. Book With Two or Three Authors – Reverse the name of the first author only.

Last name of first author, First name of first author, and Name of second and/or third author in normal order. *Title of Book*. Place of Publication: Publishing Company, Year of Publication. Medium of Publication.

Knight, Randall D., Brian Jones, and Stuart Field. *College Physics: A Strategic Approach*. Reading, MA: Addison-Wesley, 2006. Print.

3. Book With More Than Three Authors. You may list only the first author's name and add *et al* (Latin for "and others"), or you may give all names in full in the order they are listed on the title page of the book.

Firth, Rachel, et al. *Knights and Armor*. Eveleth, MN: Usborne Books, 2006. Print.

or... Firth, Rachel, Giacinto Gaudenzi, Robert Fisher, and Stephen Moncrieff. *Knights and Armor*. Eveleth, MN: Usborne Books, 2006. Print.

4. Two of More Works by the Same Author. If you cite two works by the same author, MLA style asks that you list them in alphabetical order by the title and include the author's name only for the first source. For the other source(s), include three hyphens followed by a period (as below) to indicate that the work is by the same author.

Then follow instructions elsewhere in *Knight Cites* for the type of book or article you're citing.

Thomas, Shelley Moore. *Get Well, Good Knight*. New York: Puffin Books, 2002.
Print.

---. *Good Night, Good Knight*. New York: Puffin Books, 2000.
Print.

- 5. Anthology/Collected Works.** If the anthology or collection contains works from several authors, list the editor(s) first, using the abbreviation *ed.* or *eds.*

Knight, Damon, ed. *Orbit 11: An Anthology of New Science Fiction Stories*. New York: G. P. Putnam's Sons, 1972. Print.

If the book is a collection by a single author, list the author first and include the editor(s), if present after the title, preceded by the abbreviation *Ed.*

Steinbeck, John. *The Acts of King Arthur and His Noble Knights*. Ed. Chase Horton. New York: Penguin Classics, 1976. Print.

- 6. Work in an Anthology or Collection.** State the author and title of the work you are using first, and then give the title and other information about the anthology, including the page(s) on which the selection appears.

Faulkner, William. "Knight's Gambit." *Six Mystery Stories by William Faulkner*. New York: Random House, 1978. 3-12. Print.

"Sir Gawain and the Green Knight." Trans. Marie Boroff. *Prentice-Hall Literature: The English Tradition*. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1991. 170-84. Print.

Knight, Ethridge. "Haiku." *A Poem a Day, Vol. 2*. Ed. Laurie Sheck. Hanover, NH: Zoland Books, 2003. 264. Print.

- 7. Article in a Dictionary, Encyclopedia, or Reference Book.** Entries in reference books are generally unsigned, so you give the title first. However, look at the beginning or end of an encyclopedia article to see if there is an identified author; if so, give the name of the author first.

If you are citing from a familiar reference book, you need only the edition and year; place of publication and publishing company can be omitted.

"Knight." *Merriam-Webster's Collegiate Dictionary*. 11th ed. 2003. Print.

"Knight." *The New Encyclopedia Britannica*. 15th ed. 1991. Print.

Moeller, Charles. "Order of the Knights of Christ." *The Modern Catholic Encyclopedia*. Collegeville, MN: Liturgical Press, 1998. Print.

Periodicals

If your source is a printed magazine or newspaper, you need to keep track of the following five items:

- Name(s) of Author(s)
- "Title of Article"
- *Title of Periodical*
- Date of Publication
- Page Number
- Medium of Publication (Print)

Picky Detail #1: Months are abbreviated in the entries except for March through July, which have no abbreviations.

Picky Detail #2: If the article is "jumped" (does not appear on consecutive pages), give the first page followed by a plus sign.

Picky Detail #3: Note that there is no punctuation between the title of the publication and the date.

8. Magazine or Journal Article.

Last name, First name. "Title of Article." *Title of Publication*
Date of publication:
Page number. Medium of Publication.

Grossman, Lev. "Knights and Knaves: Will Chess Go the Way of the WWF?"
Time 25 March 2002:58+. Print.

Wolgemuth, Liz. "Knights of the Virtual Table: Video Conferencing Grows Up."
U.S. News & World Report 10 March 2008:48. Print.

9. Review of a Work.

Last name, First name. "Title of Article." Rev. of *Title of Work*,
by (or dir.) First
Name Last name of author or director. *Title of Publication*
Date of publication:
Page number. Medium of Publication.

Corliss, Richard. "Dark Knights." Rev. of *Harry Potter and the Half-Blood Prince*,
dir. David Yates. *Time* 27 July 2009: 57. Print.

Freeman, Judith. "Cooperation Counts." Rev. of *Get Well, Good Knight*, by Shelley
Moore Thomas. *Appleseeds* March 2005:42. Print.

10. Newspaper Article

Writer's last name, First name. "Headline." *Name of Newspaper* Date:
Section/Page Number. Medium of Publication.

Puhr, Dick. "A Good Night for Both Sets of Knights."
Independence Examiner
3 Oct. 2007: B2. Print.

Electronic Sources

Electronic sources are easier to find but somewhat more complicated to cite. If your source is a document that you found on the internet, you need to keep track of the following items:

- Name(s) of Author(s)
- Title of Article
- *Title of Website*
- Name of Corporation/Organization Providing the Site (*N.p.* if none)
- Date of Publication (*n.d.* if none)
- Medium of Publication (Web)
- Date of Access
- <URL> - ONLY if the citation information does not lead the reader to easily find the source, which is almost never the case.

11. Entire Web Site on a Single Subject

Author's/Editor's last name, First name. *Name of the Site*.
 Institutional or Corporate
 Provider (or N.p.), Date of Publication (or n.d.). Medium of
 Publication. Date of access.

Thomasson, Dan. *The Knight's Tour*. Borders Chess Club, 20 Jan. 2008. Web.

17 Aug. 2009.

Excalibur Knights. N.p., 19 Jan. 2009. Web. 17 Aug. 2009.

12. Page on a Web Site

Author's last name, First name. "Title of the Article or Page." *Title of the Website*.

Institutional/Corporate Provider, Date of Publication. Medium of Publication. Date of access.

Leidor, Carl. "Knighting Ceremony of Urien ap Taliesin." *Knighthood, Tournaments and Chivalry*. Chronique, 11 July 1997. Web. 17 Aug. 2009.

13. Literary Works Accessed Online

Author's last name, First name. *Title of Book* or "Title of Shorter Work."

Original date of text, if available. Editor's name, if available.
Place of original publication: Publishing Company, date
of the edition of the text, if available. *Website*. Medium of
Publication. Date of access.

Borrow, George. *The Serpent Knight and Other Ballads*. Ed.
Thomas J. Wise.

London: R. Clay & Sons, Ltd., 1914. *Project Gutenberg*. Web.
17 Aug. 2009.

Knight, Frank H. *Risk, Uncertainty and Profit*. 1921. Boston:
Houghton, Mifflin, & Co., 2000. *Library of Economics and
Liberty*, n.d. Web. 17 Aug. 2009.

Crane, Stephen. "Fast Rode the Knight." 1899. *American Poems*,
n.d. Web. 17 Aug. 2009.

14. Article in an Online Magazine

Author's last name, First name. "Title of Article." *Title of
Magazine*. Date of

Publication. Medium of Publication. Date of Access.

Colson, Charles. "Knight on a White Horse." *Christianity Today Online*. 25
Nov. 1991. Web. 17 Aug. 2009.

15. Article in an Online Dictionary or Encyclopedia

"Knight." *Dictionary.com*, n.d. Web. 17 Aug. 2009.

"Knightsbridge." *Encyclopedia Britannica*, 2009. Web. 17 Aug. 2009.

MacErlean, Andrew. "The Venerable William Knight." *The Catholic Encyclopedia*, 1910. Web. 17 Aug. 2009.

About Wikipedia....

Wikipedia is a collaborative project to which essentially anyone may contribute. The folks who manage the site do a good job of reviewing contributions and removing misinformation, but you never know when you might stumble across erroneous information before the editors have had a chance to correct or delete it. Wikipedia offers this caution: "In particular, older articles tend to be more comprehensive and balanced, while newer articles more frequently contain significant misinformation or vandalism. Users need to be aware of this to obtain valid information and avoid misinformation that has been recently added and not yet removed."

It's fine to consult Wikipedia to get baseline information or to see if you can find references to other more reliable sources. Wikipedia entries usually provide an extensive bibliography of books, articles, and other websites relevant to the topic, so you may consult Wikipedia to build your own knowledge, but **do not cite Wikipedia in your paper**. It's just not appropriate for scholarly research.

16. Library databases or subscription services. Most libraries subscribe to online services—

EBSCOhost, Gale, NewsBank, LexisNexis, etc.—where you can find online versions of

articles that originally appeared in print. These are handled as though published in print, adding *the name of the data base*, medium of publication (Web), and the date of access. It's kind of a print/web hybrid.

Tharp, Mike. "Knight Goes, But Not Gently (Bobby Knight)." *U.S. News & World Report* 25 Sept. 2000:14. *EBSCOhost*. Web. 17 Aug. 2009.

Darroch, Rob. "Steadfast Knight: A Life of Sir Hal Colebatch." *Journal of the Royal Australian Historical Society* June 2005:81. *Gale*. Web. 17 Aug. 2010.

**Miscellaneous Additional Sources in Print,
Audio, Video, Online, or Other Formats**

17. Pamphlet or Brochure. Cite a pamphlet or brochure as you would a book. Pamphlets and brochures generally do not have identified authors; however, if the one you are using is from a government agency, consider that entity to be the author.

William J. Knight: 1837-1913. Strykes, OH: Strykes Area Heritage Council, n.d. Print.

United States. Dept. of the Interior. National Park Service. *Knight's Ferry Bridge.*
Washington: GPO, 2012. Print.

18. Court Case. Name the first plaintiff and the first defendant. Then give the volume, name, and page number of the law report; the court name; the year of the decision; and publication information. Do not italicize the name of the case. (However, in the text of the paper, the name of the case is italicized.)

United States v. E.C. Knight, 156 US 1. Supreme Court of the U.S.
1895. *Supreme Court*
Collection. Legal Information Institute, Cornell Univ.
Law School, n.d. Web.
5 Aug. 2011.

19. Work of Visual Art: Paintings, Sculpture, and Photographs. If the art is in a museum, give the artist's name and the title of the artwork in italics. Provide the date of composition. (If the date is unknown, write n.d.) Then identify the medium of composition, and finally the name and location of the institution that houses the work.

Nattier, Jean-Marc. *Portrait of a Knight of the Order of St. Louis.* 1741. Oil on canvas.
Nelson-Atkins Museum of Art, Kansas City, MO.

For photographic reproductions of artwork (e.g., images of artwork in a book or on a website), cite the information above followed by the information for the type of source (print or web) in which the photograph appears, including, for print sources, page or reference numbers (plate, figure, etc.), if known.

The Knight. 1492. Woodcut illustration. *Woodcut Illustrations of The Canterbury Tales, 1483-1602.* By David R. Carlson. London: Oxford University Press. 28 March 1997. Print.

Abbey, Edwin Austin. *The Quest and Achievement of the Holy Grail, No. 15.* 1895. Mural
panel. Boston Public Library, Boston, MA. *Mysteries of the Ancient World.*
National Geographic, n.d. Web. 11 Aug. 2011.

20. Other Visual Image—Photos, Maps, Charts, Clipart, Cartoons, Etc. Provide the following information:

Artist or photographer if available. "Description or Title of the Image."

Type of Image. Date of

Image or n.d.. Then add complete information for a print or web document as described elsewhere above. If the source is a print publication or a PDF file, be sure to keep track of the page number on a note card because you'll need it for your in-text citation.

Associated Press. "Bobby Knight Throws a Chair To Protest Officiating." Photo.

Indianapolis Star 23 Feb.1985: F1. Print.

Savage, Doug. "The Brave Knight." Cartoon. 24 June 2008.

Savage Chickens: A Survival

Guide for Life in the Coup. New York: Penguin Group, 2011.

Print.

Hildonen, Wilifred. "New Windmills To Fight?" Cartoon. *Cartoon Stock.com*, n.d. Web.

11 Aug. 2011.

"Jedi Knight Academy Map: Screenshot 5 of *Jedi Knight 3*." Map. *Softpedia.com*, n.d.

Web. 11 Aug. 2011.

Snell, Melissa. "Blue Knight." Clipart. Medieval Clipart: Knights, Ladies, Shields, and

Swords. *About.com—Medieval History*, n.d. Web. 15 July 2011.

21. Television or Radio Program. Include the title of the episode in quotation marks, the title of the series italicized, the name of the network, the call letters and city of the local station if relevant, the broadcast date,

and the medium (Television or Radio). If pertinent, add information such as the names of the performers, director, or narrator.

“The Last Duel Between French Knights.” *Weekend Edition Sunday*. Sheila Kast.

National Public Radio. 26 Dec. 2004. Radio.

“The Greatest Knight.” The History Channel. 3 Sept. 2008. Television.

“I Love the Knight Life.” *Knight Rider*. Dir. Alex Zakrzewski. Perf. Justin Bruening, Deanna Russo, and Paul Campbell. 4 March 2009. Television.

If viewed or heard online, include the name of the Web site, the corporate or organizational provider, the date of release, Web, and the date of access.

“I Love the Knight Life.” *Knight Rider*. Dir. Alex Zakrzewski. Perf. Justin Bruening, Deanna Russo, Paul Campbell. *NBC.com*. NBC, 4 March 2009. Web. 17 Aug. 2009.

22. Sound Recording/CD. Depending on which you want to emphasize, name the composer, the conductor, or the performer first. Then the title italicized, the artist, the manufacturer, the year of issue or *n.d.* if unknown, and the medium (CD, LP, or Audiocassette).

Knight, Gladys, and the Pips. *Gold*. Hip-O Records, 2006. CD.

Elgar, Edward. *The Black Knight, Op. 25/Scenes from the Bavarian Highlands, OP. 27*.

London Chorus and Orchestra. Chandos, 19 March 1996. CD.

23. Video Recording on Videocassette or DVD. Include the original release date. List the medium (DVD or Videocassette) at the end of the entry.

First Knight. Dir. Jerry Zucker. Perf. Sean Connery, Richard Gere, Julia Ormond, and Ben Cross. Sony Pictures, 1997. DVD.

Knights and Armor. A&E Home Video, 2004. DVD.

24. Online Video. Include the name or pseudonym of the person who posted the video, if available.

“Medieval Lives: The Knight.” *BBC.* YouTube, 19 Sept. 2007. Web. 17 Aug. 2009.

Digger2640. “Knight Shots.” *Society for Creative Anachronism.* YouTube, 15 Feb. 2007. Web. 17 Aug. 2009.

25. Personal, Telephone, Mail or E-Mail Interview. Start with the name of the person interviewed, the type of interview, and the date.

Knight, Luther N. Telephone interview. 17 Aug. 2011.

26. Speech or Lecture. Begin with the name of the speaker, followed by the title of the presentation (if there is one) in quotation marks, the event and/or sponsoring organization, location, and date. Finally add a label (Address, Speech or Lecture) to indicate the medium.

Knight, Bruce I. “Animal ID and International Trade.” Houston Livestock Show and Rodeo, Houston, TX. 4 March 2008. Speech.

Jacobson, Carol J. “Medieval Knights and the Chivalric Code.” Advanced Composition

and Literature. Lutheran High School, Kansas City, MO. 16
Sept. 2011. Lecture.

Punctuating Titles Within Titles

If a title that is normally italicized appears within another title, do not italicize it or put it inside quotation marks.

Ingledeu, Francis. *Sir Gawain and the Green Knight and the Order of the Garter*.
Notre Dame, IN: University of Notre Dame Press, 2006. Print.

If a title that is normally italicized appears within a title in quotes, it is still italicized.

Dargis, Mahohla. "*The Dark Knight*: Showdown in Gotham Town." Rev. of
The Dark Knight, dir. Christopher Nolan. *New York Times* 18 July 2008.
Web. 17 Aug. 2009.

If title that is normally in quotation marks appears within an italicized title, it is still in quotation marks.

Robinson, Stanley. "*The Silver Knight*" and *Other Stories*. London: Avon
Books, 1998. Print.

If a title that is normally in quotation marks appears within a title that is also in quotation marks, the inner title is in single quotes.

Fowler, Matt. "*Knight Rider*: 'Knight Fever' Review: Stop It. Just Stop It." Rev.
of Season 1: Episode 9, dir. Milan Cheylov. *TV.ign.com* 7 Jan. 2009.
Web. 17 Aug. 2009.

The 26 situations and all of the examples above should get you through most of the types of resources that you would be using to complete a high school research paper. If you are considering a source that doesn't seem to fit any of the above types, see your teacher for help or consult one of the following online MLA authorities:

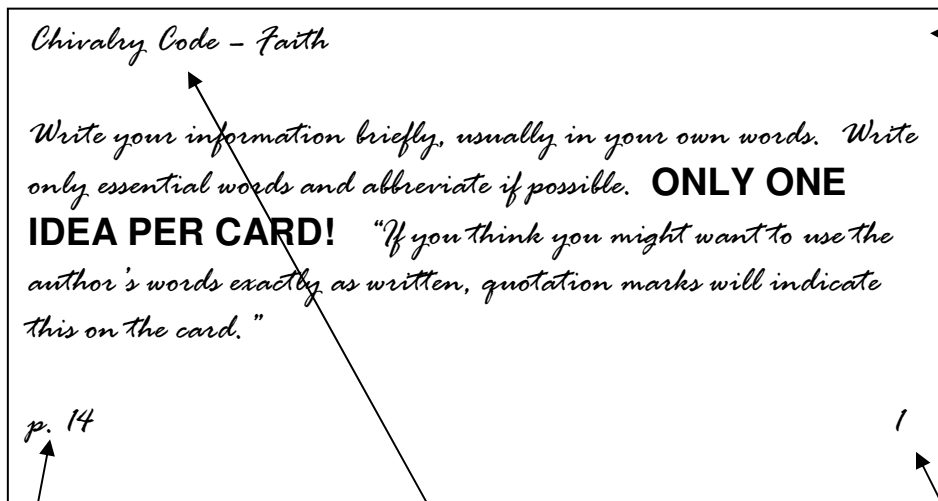
Purdue OWL. "MLA Formatting and Style Guide." *The Online Writing Lab at Purdue*, 10 May 2008. Purdue University Writing Lab. Web. 17 Aug. 2009.

Hacker, Diana. "Research and Documentation Online." *Bedford St. Martins*. St. Martins Press, n.d. Web. 17 Aug. 2009.

Here's a bit of bad news for you: A quick survey of online "robocite" sources reveals that not all have updated to the new MLA, so here, as always, never assume.

Notecards

As you are learning more about the topic of your paper by reading the various resources that you find, you will want to take notes on your reading. Remember that each source has a bibliography card (see pg. 4) and will also have varying numbers of note cards. Note cards look like this:



Leave this corner blank for now. When you get your ideas in order, you will number your cards here.

Keep track of page numbers for PRINT sources and PDF web sources only. You'll need this information for your in-text citations.

A heading in the upper left corner identifies the subject matter of the card. This helps you see at a glance what the card is about, which will be of tremendous help when you start to organize your ideas for your paper.

This number matches the number on the corresponding bibliography card. You may have numerous note cards with this same number.

Integrating Sources

Keep in mind that you are using source material to support **your own ideas** in the paper. (Sometimes poorly written research papers are merely a strung-together mishmash of information from sources with no presence of the writer whatsoever.) Therefore—when you summarize, paraphrase, or quote from outside sources in your writing—you need to identify and establish the credibility of the source and explain how it relates to what you are talking about. Use **signal words** to integrate the source material smoothly into your writing and to tell the reader in advance what to expect or how to interpret the source information.

To transition smoothly in and out of source material, consider the following suggestions:

- (1) Show the connection between the reference and the point you are making.

Although an examination of familiar literature about the daring deeds of the knights would indicate that no females need apply, this was not always the case. “Several established military orders had women who were associated with them, beyond the simple provision of aid...[They] assumed the habit of the order and lived under its rule” (Velde).

*NOTE: In the quotation above, the **ellipsis** (...) indicates that words have been omitted at that place. The word in **brackets** has been added by the writer to make the sentence flow smoothly and make sense.*

- (2) Use the name of the source and, if appropriate, that person’s credentials as an authority.

Heraldry scholar Francois Velde observes that “several established military orders had women who were associated with them, beyond the simple provision of aid.”

NOTE: No parenthetical citation is needed after this quote since the source is clearly established in the signal words.

- (3) Use a verb to indicate the source’s stance or attitude toward what is quoted.

Heraldry scholar Francois Velde **argues** that knighthood was not entirely an old boys network, **asserting** that in England women were

admitted to the Royal Order of the Garter almost from the beginning. She **points out** that, while in some knightly orders women were kept around only for menial housekeeping purposes so that the guys could focus on their adventures, in other orders women donned armor and fought in battles alongside the men, although they lived separately in quarters something like convents.

Again, no parenthetical citation is needed because the source is identified in the sentence.

IN-TEXT CITATIONS

MLA format requires in-text citation, where the source is cited in parentheses at the end of the referenced information. In-text citation serves two purposes: first, it gives credit to the person whose information and ideas you are using in your paper, enhancing your own credibility and avoiding plagiarism. Second, each parenthetical citation refers the reader to complete information about the source on the Works Cited page so that the reader can find and read further in the reference. In this respect, research for a paper is a little like a lab experiment in science in that it should be independently verifiable. **Every source listed on your Works Cited page must have at least one corresponding in-text citation in the body of the paper.**

As illustrated above (#2 and #3, pg. 13), if the source of the quotation is established elsewhere in the sentence so that it can be matched easily to the corresponding item on the Works Cited page, no parenthetical citation is needed at all. However, if you do need to cite, the following forms apply:

1. Author's Name Is Given in the Lead-Up to the Cited Information.

No citation is needed if this is an internet source. If it is a print source or a PDF file, then only the page number is cited.

British historian Maurice Keen observes that kings sometimes offered knighthoods in

order to advance diplomatic relationships or romantic intentions (184).

2. Author's Name Is Not Given in the Lead-Up to the Cited Information. Put the author's name in parentheses. If you are using a print source or a PDF file from the internet, leave one space and then add the page number.

Sometimes kings were known to offer knighthoods in order to advance diplomatic relationships or romantic intentions (Keen 184).

3. Two or More Works by the Same Author. If a document uses more than one work by an author, include an abbreviated form of the title of the work (just enough main words to clearly distinguish the work from the others), in addition to the author's name and relevant page number(s). Separate the author's name and the title with a comma but no comma between the title and the page number.

Unlike the warlord of reality, the knight of children's fantasy is kind and tender-hearted,

even to the point of tenderly tucking three frightened little dragons into bed. "Good night,

good dragons. Sleep tight,' said the Good Knight. Then he galloped away" (Thomas,

Good Night 33). No doubt, at some point in the future, the Good Knight will return to the

cave to bid them "Good night" for good.

4. Two or Three Authors. Either name them in your sentence or include the names in parentheses.

Charney and Kennedy observe that knighthood required a sizeable outlay of cash on the part of the participant, so that the knight, like a modern-day missionary, was often

required to return home to generate more funds in order to continue (54).

Or... Sometimes a knight was required to return home to generate income to support himself and his retinue in the very expensive enterprise (Charney and Kennedy 54).

5. More than Three Authors. Use the first author's last name followed by the abbreviation *et al.* (Latin for "and others.")

The entire chivalric code can be boiled down to these four basic qualities: good fortune, good judgment, diligence, and strength (de Pizan et al. 4).

Or... The entire chivalric code can be boiled down to these four basic qualities: good fortune, good judgment, diligence, and strength (de Pizan, Dougherty, Willard and Willard 4).

Or... Christine de Pizan et al. boil the entire chivalric code down to these four basic qualities: good fortune, good judgment, diligence, and strength (4).

6. Unknown Author. If the author is unknown, use a shortened form of the title in your citation.

The conventions of chivalry in the thirteenth century required that men should "honor, serve, and do nothing to displease the ladies and maidens" ("Medieval Chivalry").

7. Entire Work. Rather than parenthetically citing an entire work, just incorporate the author's name into your text.

Christine de Pizan describes in great detail the conventions of chivalry as practiced in fourteenth-century France.

8. Biblical and Other Sacred Texts. Because various editions from various publishers are available, give the shortened title of the work, italicized, in the first reference, followed by book, chapter, and verse. Further citations will include only book, chapter, and verse, it being assumed that you are using the same version.

Although women in the modern world, including Christians, sometimes complain that

“chivalry is dead” because they are no longer put on a pedestal, one wonders how well the

idea of chivalry comports with Christianity in the first place in light of St. Paul’s bold

assertion that all are equal in Christ (*Life Application*, Gal. 3:28) because of His atoning

death on the cross (Phil. 2:9-11).

PLAGIARISM

“As a Christian school, we will not tolerate plagiarism. Plagiarism is literary theft. The use of someone else’s words or ideas without permission or recognition is unacceptable here or in any future academic or career setting. Students may not copy or imitate the work of any student, internet or library source, or other individual and claim it as their own. Such behavior may cost a student his/her enrollment in this school.”
 – 2011-2012 *LHS-KC Student Handbook*, pg. 18.

Because the consequences of plagiarism can be so serious, it is important for you to know exactly what to do to avoid it. If in your paper you state something that is common knowledge, such as the fact that knights participated in jousting tournaments, then you do not need to cite it. If it is not common knowledge, such as that the dubbing ceremony for knights was also called an *accolade*, then you need to ask yourself how you know that. Perhaps it is something that you just knew from your own experience. Perhaps someone in the past told you or you learned it on an old vocabulary quiz. Then you do not need to cite it either, although you may if you wish. However, if you got the information from any other source and it is not common knowledge, then you must cite it. If you do not, then you are guilty of plagiarism, whether intentional or not.

In addition to knowing when to cite, you must also put the information you take from sources into your own words. If you do not, you must enclose it in quotation marks.

Deciding When to Give Credit

Need to Document	No Need to Document
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- | | |
|---|--|
| <ul style="list-style-type: none"> • When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium • When you use information gained through interviewing another person • When you copy the exact words or a "unique phrase" from somewhere • When you reprint any diagrams, illustrations, charts, and pictures • When you use ideas that others have given you in conversations or by email | <ul style="list-style-type: none"> • When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject • When you are using "common knowledge" — For example, you can find the same information undocumented in several other sources or you think it is something that your readers already know or you think a person could easily find this information in general reference sources such as encyclopedias • When you are including generally accepted facts • When you are writing up your own results from an experiment |
|---|--|

Source: OWL Online Writing Lab, Purdue University,
http://owl.english.purdue.edu/handouts/research/r_plagiar.html

If you follow the principles in this guide, you will have no worries about plagiarism. Your use of quotation marks, paraphrasing, in-text citations, and signal phrases will all give proper credit to your sources and avoid this serious infraction. Your teacher is your best resource if you have any doubts about whether or not your information is documented thoroughly and accurately.

When in doubt, document!

(Sample MLA-Style Paper)

Onward Christian Soldiers:

The Interface Between Christian Morality and the Chivalric Code

Your Name
Your Teacher's Name
The Course
The Date (e.g., 17 April 20XX)

Your Name

Your Teacher's Name

The Course

The Date – e.g., 17 April 20XX

(Should be - LastName 1)

*If your teacher requests a title page,
omit this information on the first
page of your text.*

Onward Christian Soldiers:

The Interface Between Christian Morality and the Chivalric Tradition

Battling fire-breathing dragons, jousting on the green, and rescuing frail damsels in distress—these fanciful images parade through the imaginations of most people upon hearing the words “knight” or

“chivalry,” as the institution of knighthood has been thoroughly idealized and romanticized in story, song, and cartoon by artists as diverse as Sir Walter Scott and Walt Disney. However, the actual knights of medieval Western Europe were born of the harsh realities of intense, brutal, and continuous warfare. Their transformation from fierce warlords to agents of loyalty, justice, mercy, and faith is primarily a reflection of the power of Christianity taking hold in the region, one which many might find worthy of emulating in our world today.

In 476, when Julius Caesar pulled his occupying forces out of what is now England, centuries of stable society under Roman rule came crashing to an end. Marauding hordes of Vikings, Goths, and Moors came rushing into the vacuum left by the Romans, amplifying the infighting between neighboring kingdoms. This social chaos lasted for more than 1,000 years in a period known as the Dark Ages (Johnson).

Citation provides minimal information – just enough to allow the reader to find the matching complete reference on the Works Cited page.

Finally, in 1066, William the Conqueror overwhelmed the barbarian tribes and took control of the land that is now England, bringing with him from France notions about how feudalism and chivalry could effect a stable society at last (Johnson) a time of

Note the punctuation carefully. The closing period of the sentence always follows the closing parenthesis of the citation.

turmoil, and knighthood, the chivalric code, and feudalism were answers to this unrest” (Caylor).

The first knights were professional cavalry warriors. In the feudal system, they were provided pieces of property from the large estates, in exchange for which they were obligated to offer military service for 40 days a year in peacetime, more in times of war (Johnson). The military side of a knight’s life was very important—and pricey. He had to own expensive, heavy weaponry, several horses, and a staff of servants and pages to manage all of his gear.

As knighthood evolved over the years, it became much more structured, and a more Christian ideal of knightly behavior came to be accepted, involving respect for the church, loyalty to one’s superiors, and preservation of personal honor (Johnson). “Chivalry gradually began to soften the harsh edges of feudal warfare. Knights were expected to treat their fellow knights and social inferiors with respect and benevolence” (Soergel).

The Church, which was very much in control of medieval life during this period, also exerted a major influence on the knights’ code (“Life”).

First, the church was guaranteed its own protection by two rules in the chivalric code: “Thou shalt believe all that the Church teaches and shalt observe all its directions” and “Thou shalt defend the Church.” A third rule, “Thou shalt respect all weaknesses and shall constitute thyself the defender of them,” was also Christian doctrine (Caylor). “All weaknesses” referred to women and children, especially widows and orphans (*Life Study Bible*, James 1:27).

According to medieval scholar Ann Caylor, “A knight had to be faithful to his liege lord and king as long as their laws were not contrary to the laws of God, prejudicial No citation is needed here since the source is clearly identified in the sentence (signal phrase). to the poor.” A knight who rebelled against the code was publicly humiliated and possibly executed.

A knight had to be from a noble family of considerable financial means. He was usually the second son in the family; the first son inherited his father’s land, and the third was expected to become a priest. In addition, he had to be a baptized Christian with an unquestioning adherence to the tenets of the church (Caylor). Training for knighthood began at an early age when the boy was sent to the home of a noble

relative to learn how to use weapons and handle a horse in combat. Once he reached “fighting age,” usually between 16 and 20, he would be knighted in a ceremony that was rich in religious (Moeller, “Chivalry”).

The title is added to this citation because more than one work by this author is cited in this report.

The day and night preceding this ceremony, the prospective was taken to a chapel where, after taking a ritual bath and being robed in white, he knelt throughout the front of the altar, praying and considering his vows. His armor was placed on the altar during this vigil. The next day he took his vows of knighthood at the church altar and was given a sword, which symbolized the cross of Jesus and the knight’s obligation to the church (Caylor).

The church thus participated in the conferring of knighthood by blessing the sword, and the church in return received the benefit of the knight’s vow to protect it at all costs.

As the civilizing influence of Christianity increasingly took hold in Western Europe, the ideals of faith, courage, courtesy and love steadily developed within the knightly class and eventually involved all aspects of

A longer quote (five or more lines) is indented one tab further – No quotation marks are used.

a knight's existence. "Chivalry changed from originally being almost solely a rule of combat to being a rule of how a knight lived his whole life" (Kalif). It was "the Christian form of the military profession; the knight was the Christian soldier" (Gautier). While the Church had been such a powerful influence for peace at the end of the Dark Ages, it now supported and condoned war, seeing it as "a divine means of punishment and of expiation [of sin] for both individuals and nations" (Gautier) and vindicating itself with passages such as Matthew 10:34, in which Jesus states, "I come not to bring peace but a sword" and John 2:15, where Jesus forcefully drives the money-lenders out of the temple.

This effort to spread the peace of Christ through the destruction of one's enemy erupted ~~with full force in the phenomenon~~ of the Crusades, a series of military campaigns to liberate the Holy Land from Islam. "The wholesale slaughter of Muslims was endorsed by Pope Urban II, who, on Nov. 27, 1095, declared the first Crusade, calling on knights to liberate 'the tomb of Christ' in Jerusalem from Muslim control" (Lowke). Dr. E.L. Knox translates Urban's injunction to the knights of Europe as follows: "God Himself will lead them, for they will be doing His work.

This Scriptural quote is not cited because it is assumed to come from the same version of the Bible cited earlier.

There will be absolution and remission of sins for all who die in the service of Christ. Here they are poor and miserable sinners; there they will be rich and happy. Let none hesitate; they must march next summer. God wills it!”

Signal phrase – No parenthetical citation needed.

“God wills it!” became the battle cry of the Crusades.

Moeller

Thus began a series of seven major campaigns over the next 200 years, from 1095 to 1291, including the disastrous Children’s Crusade in 1212, in which thousands of French and

German peasant boys died trying to reach Jerusalem (Knox). “They were convinced they could succeed where older and more sinful crusaders had failed: the miraculous power of their faith would triumph where the force of arms had not” (, “Crusades”). However, this was not to be. Many froze to death or died of exhaustion, malnutrition, or disease, and unknown numbers were captured and sold into slavery (Donn).

The title is added to the author’s name in this citation to distinguish which of two articles by the same author is being quoted here.

The Crusades were expensive both in terms of financial outlay and incredible loss of life. Most ended without success, and any gains were quickly reversed. Nevertheless, the Crusades “represented the epitome of the chivalric ideal, combining Christian devotion with mil

Because this is a print source, a page number is included in the citation – no comma.

They are a graphic example of the way that spiritual warfare, practiced for centuries by monks and ascetics, was becoming identified with real warfare” (Hill 119).

This version of Christianity contrasts sharply with modern Christian ethics and values. However, the practical demands of the real medieval world required combativeness, and the knight, with his code of chivalry, performed this function well. He could not “turn the other cheek” because that would betray his function. “The Church directed and endorsed the violence, and the knights reveled in the bloodshed. As the monks’ function was to pray, so too it was the knights’ function to fight” (Kalif).

Chivalry declined rapidly starting in the 12th century as plagues spread across Europe, killing about one-third of the population. Also, as the nature of warfare changed, knights became expenses that lord and kings could do without, and the knight was replaced by the longbow, gunpowder and organized armies (Caylor). Knighthood lost its militar

purpose and, by the 16th century, its importance consisted largely of

keeping the memory of the warrior tradition alive and serving as a mark of distinction for the nobility (Johnson). By the beginning of the 19th

The ellipsis here indicates that words have been deleted from the quote.

century, the figure of the knight had become romanticized. “Writers saw the knight as...representing

the highest expression of Christian ideals and civility” (Soergel).

While several chivalric orders remain in existence today, knighthood in the 21st century is generally experienced as an honor bestowed upon a person of extraordinary achievement in various professions and arts.

More important, chivalry can be seen every day in simple deeds of generosity, charity, kindness, courage, and courtesy performed by ordinary people who could never hope (or even desire) to have the titles “Sir” or “Dame” in front of their names.

In conclusion, “the chivalric codes have helped to shape the ethical code that makes our Western society work” (del Campo). Certainly the spirit and tradition inherent in the idea of knighthood are just as useful and desirable today as they were in times past. In our broken world, the knight’s duties to uphold justice, protect the weak, and defend the church have continuing relevance and the power to address some of the ills that plague our society. John of Salisbury once said that knighthood was “a profession that had been instituted by God and that is in its own right

necessary to human well-being” (del Campo). Every person has the ability to be knightly and the potential to make this world a better place by improving his or her own sphere of influence.

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Second work by the same author

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