

# **MLA**

## **Publication Guidelines**

**A guide to using  
the Modern Language Association  
format in research papers**

## MLA Publication Guidelines

### What is MLA?

Modern Language Association (MLA) has created a set of publication guidelines known as “MLA style.” This document provides rules for writing and publishing research materials. This style is used primarily within the field of humanities.

### Why Should I Use MLA?

MLA provides standard guidelines for all research papers, reports, and essays. NSU students are expected to follow accurate MLA rules when completing writing assignments. MLA ensures that sources are properly cited, helping to avoid plagiarism.

### Where Can I Find More Information?

Further information may be found in the *MLA Handbook for Writers of Research Papers [MLA Manual]*. Copies of this manual may be found in the university library or online at:

- [www.mla.org](http://www.mla.org)

Students may also wish to check the following websites for information on MLA:

- <http://owl.english.purdue.edu>
- <http://www.dianahacker.com/resdoc>

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## What Does This Booklet Cover?

This booklet addresses the following aspects of MLA style (or format):

- I. Formatting a paper
- II. Parenthetical documentation (In-text citations)
- III. Works Cited

Students unfamiliar with the MLA format should preview each of the three sections before writing their papers. Those familiar with all aspects of MLA style may refer back to specific information when needed.

## I. Paper Format

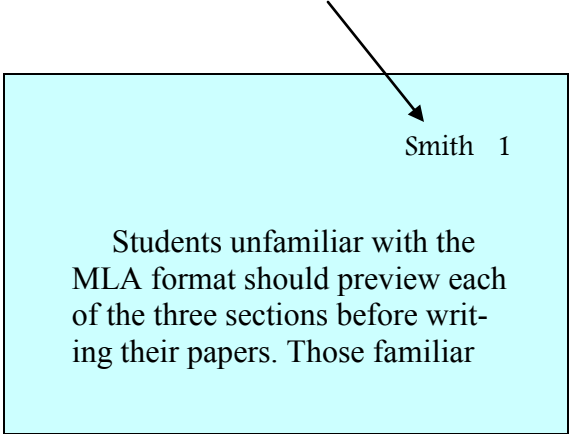
MLA papers are double-spaced throughout, including the student information. A properly formatted, standard paper includes the following parts:

1. Title Information
2. Table of Contents (Optional)
3. Body
4. Notes (Optional)
5. Works Cited

### 1. Title Information

#### a. *Manuscript Header*

- Should be present on all pages of the document.
- Is placed 1/2 inch below the top right edge of the paper.
- Consists of the student's last name and the page number separated by five spaces.
- Insert the manuscript header using a header function. This way, it will automatically appear on all pages of the paper.



Smith 1

Students unfamiliar with the MLA format should preview each of the three sections before writing their papers. Those familiar

**Tip:** To insert a header in Microsoft 2007, select "Insert," "Page Number," "Top of Page," first option. Type the running head in front of the page number. Hit Tab several times to move the page number to the right margin.

**b. Student Information**

The following information should be typed in the top left-hand corner of the first page:

- Student’s name
- Instructor’s name
- Course number
- Date

*Note: Some instructors may require a separate title page. They also may require other information on the title page, such as the name of the institution. It is the student’s responsibility to verify title page requirements with the instructor.*

**c. Title**

- Title is placed one double-spaced line above the beginning of the text.
- The first letter of all main words in the title should be capitalized.
- Do not put a period at the end of the title.
- The title should not be underlined or put in quotation marks.

**2. Table of Contents**

- The words “Table of Contents” are centered at the top of the page.
- All entries are double-spaced.
- All entries are left-aligned.
- All sub-headings are indented five spaces.

*Note: Most academic MLA papers do not require a table of contents. However, individual instructors may require that a table of contents be included in the paper.*

(a.) Smith 1

(b.) Martha Smith  
 Prof. Shoemaker  
 Comp 1000  
 September 13, 2008

(c.) Metaphors in Hamlet  
 In Shakespeare’s classic play *Hamlet*, the prince undergoes many changes. Hamlet’s emotions range from joy to sadness, to perceived madness. He expresses these emotions through verbal metaphor. These samples of metaphor can be seen through several scenes, which range . . .

**Table of Contents (optional)**

I. Formatting a paper

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a. Manuscript Header.....	4
b. Student Information .....	5
c. Title.....	5
2. Table of Contents .....	5
3. Body .....	5
a. Introduction.....	6
b. Discussion.....	6
c. Conclusion.....	6

### 3. Body

The body of the paper contains an introduction, a discussion, and a conclusion.

- Use Times New Roman or Arial, 12-point font.
- Double-space all text.
- Use 1-inch margins on all sides.
- Left-align all paragraphs.
- Indent new paragraphs five spaces.

#### *a. Introduction*

This section prepares the reader for what is to come.

- Introduce reader to the topic/problem under discussion and why it is important to explore.
- State briefly what is already known about this topic and how the topic will be further explored in this paper.
- State the main claim (thesis) that is made about the topic.

#### *b. Discussion*

This section incorporates background information and main points which explain and support the thesis statement in detail. Depending on the assignment, both description and analysis may be used. Literary techniques such as symbolism, imagery, or other language forms may assist thematic and character development. Citations, whether quotations or paraphrases, add credibility to the paper.

#### *c. Conclusion*

This section offers a summary of the points already discussed and may include the writer's opinion. It reviews the major points in the paper and paraphrases most information from the introduction. It also reminds the reader of what he/she has just learned.

- Reiterates the topic/problem discussed.
- States the importance of the findings.
- Summarizes the main points.
- Leaves the reader with a final thought or recommendation.
- Contains no new information.

### 4. Notes (optional)

Notes are additional pieces of information included in the paper. Notes are optional; therefore, make sure to ask your instructor whether any notes are required, and if yes, the format and location preferred.

#### *a. Note Format*

Two types of notes can be used to offer parenthetical information:

1. Content notes

- Content notes simply provide the reader with some additional commentary on the topic that the author does not wish to include in the main text. The comment included in the notes should be short and to the point.

1. I chose to use the first edition of the book instead of the second because it provides a more detailed explanation of the phenomenon.

- Bibliographic notes refer to additional sources that may be of interest to the reader but which are not directly cited within the text.

2. For an opposing view on this topic, see Marshall 230-233 and Vargas 10-12.

*Note: All sources mentioned in the notes must be listed on the Works Cited page even if no information from them is cited in the text.*

Notes are identified in text by a superscript Arabic numeral at the end of a sentence. An appropriate note will appear with a matching number.

The new generation of students is approaching this issue with a different perspective.<sup>3</sup>

3. For a range of opinions developed in the university community, see Milton 390-400 and Smith, Young, and Kirby 120-123.

### ***b. Note Placement***

Notes can be placed at the bottom of each page. They are called *footnotes*.

Notes can be placed all together just before the Works Cited section. They are called *endnotes*.

Smith 6
<p>Many campus experienced a swelling of civil unrests in the late 1960s and early 1970s. The new generation of students is approaching this issue with a different perspective.<sup>3</sup></p> <hr/> <p>3. For a range of opinions developed in the university community, see Milton 390-400 and Smith, Young, and Kirby 120-123.</p>

Smith 6
Notes
<p>1. I chose to use the first edition of the book instead of the second because it provides a more detailed explanation of the phenomenon.</p> <p>2. For an opposing view on this topic, see Marshall 230-233 and Vargas 10-12.</p> <p>3. For a range of opinions developed in the university community, see Milton 390-400 . . .</p>

## 5. Works Cited

The Works Cited page appears at the end of the document (after the optional Endnotes page) and is a list of all the sources used in the paper. According to the 7th edition of the MLA handbook, the student should “draft this section in advance, so that you will know what information to give in parenthetical references as you write” (144).

The entries in a Works Cited page should contain the following information:

- Author’s last name and first name
- The title of the referenced work
- Publication city
- Publication house
- Year of publication

This information will vary slightly, depending on the referenced source.

The Works Cited page should be double-spaced, alphabetized by last name of author (or by title, if last name is unknown), and should be paginated in sequence with the rest of the paper. A hanging indent should begin the second line of each entry.

For more information, see **Works Cited** section, pages 14-19.

Smith	6
Works Cited	
Chopin, Kate. “Story of an Hour.”	
<i>The Oxford Book of Short Stories.</i>	
Ed. Mary Smith. Oxford: Oxford	
UP, 1999. 201-205. Print.	
Kelly, Mary. “Reflections on	
Hamlet.” <i>Literature Review</i> 48	
(2008): 141-147. Print.	
Lamott, Annie. <i>Bird by Bird.</i> New	
York: Anchor Books, 1995. Print.	
Smith, Harry. <i>The Adventure.</i> 2nd	
ed. New York: Anchor	
Books, 1998. Print.	



## II. Parenthetical Documentation (In-Text Citations)

Parenthetical documentation or in-text citation identifies the source of information. It is used to give credit to authors whose words or ideas are used within the academic paper. Internal citations allow the reader to identify the source and find the borrowed information within it.

### 1. Plagiarism

Plagiarism is the uncredited or unacknowledged use of another person's words or ideas. Plagiarism includes quoting someone's words without giving them credit, using another's ideas without attribution, and having someone else write your paper. Regardless of whether the plagiarism is intentional or not, it is a serious academic offense. In order to avoid plagiarism, cite all sources used in research.

#### Sources May Include the Following:

- Books
- Magazines / journals / newspaper articles
- Database articles
- Films
- Television programs
- Radio documentaries
- Web sites
- Blogs
- Internet bulletin boards / forums
- E-mails
- Encyclopedias
- Personal communications

### 2. Paraphrasing

Paraphrasing is restating or summarizing the original material **in your own words**. **Changing a few words in an otherwise untouched quote does not constitute paraphrasing** because to paraphrase effectively, the information must be re-stated in a new way. Therefore, successful paraphrasing occurs when you are able to maintain the intended meaning of the original source without copying the words or sentence structure.

**Tip:** Read the information to be paraphrased, then close the book/ turn off the computer. Make sure you understand the information; then, restate it in your own words. Go back and check for accuracy. Doing this helps prevent you from copying words or sentence structure, which may constitute plagiarism.

Example:

Read the original passage below and compare it with the paraphrased versions.

- a. **Original Passage** “Adult learning research helps to explain why immersion is so important” (Hewett & Ehmann 11).
- b. **Unacceptable Paraphrasing** Research in adult learning assists us in explaining why immersion is so important.
- c. **Acceptable Paraphrasing** According to Hewett and Ehmann, current research gives insight into why immersion is a valuable aspect of adult learning (11).

The author of paraphrased information must be cited either in the text or as a parenthetical.

Current research provides insight into why immersion is a valuable aspect of adult learning (Hewett and Ehmann 11).

OR

According to Hewett and Ehmann, current research provides insight into why immersion is a valuable aspect of adult learning (11).

- Personal communications (i.e., e-mail messages, instant messages, text messages, online chats, class lectures, and personal or telephone interviews) should be paraphrased. For information on citing personal communications, see **Quoting Personal Communications** on p. 13.

### 3. Quoting Directly

Direct quotes use the language of the original author word for word.

- Use quotation marks around all borrowed words, phrases, or sentences.
- Cite the author's name and page number.

*Note: When no author is available, use the title of the source instead of the author's name.*

There are two types of direct quotes:

- a. Regular quotes
- b. Block quotes

**a. Regular Quotes**

Regular quotes are used when the quote is less than four lines.

Introduce the author.

Use quotation marks to identify the words of the author.

Diana Hacker writes, "To show readers that you are using a source's exact phrases or sentences, you must enclose them in quotation marks" (384).

Include the page number in parentheses.

Place a period after the parentheses.

**Note:** Quotes that are longer than four lines should be presented as a block quote.

**b. Block Quotes**

Block quotes are used when quoting more than four lines.

- Indent the block quote ten spaces from the left.
- Do not use any quotation marks.
- Double-space the block quote.
- Do not include any additional lines or spaces before or after the block quote.
- Page numbers are placed in parentheses at the end after the period.
- After a block quote, you must return to left-justified sentences.

The following explains the Modern Language Association's (MLA) view of plagiarism:

You are guilty of the academic offense known as *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. To prevent unintentional borrowing, resist the temptation to look at the source as you take notes—except when you are quoting. (Hacker 116-117)

In block quotes, the period is placed before the citation.

## 4. Citation Placement

### a. *Non-parenthetical Citation*

- Name of the author can appear at the beginning or middle of the sentence.
- Page numbers appear at the end of the cited information (in the middle or end of the sentence).

Early on she encounters a book titled *“Bewick’s History of British Birds”* (637) in which she is able to lose herself.

Palmacci argues that the curriculum is diverse (55).

### b. *Parenthetical Citation*

- Both author’s name and page number appear at the end of the sentence in parentheses.

The study found that the curriculum is very diverse (Palmacci 55).

### c. *Multiple Citations by the Same Author Within a Paragraph*

- When citing information from the same author more than once within the same paragraph, list author’s name only in the first citation. All subsequent citations should simply list the page number.

## 5. Multiple Authors (Same Source)

When citing work written by more than one author, the following rules apply:

<b>One author</b>	(Smith 10)
<b>Two authors</b>	(Smith and Jones 10)
<b>Three authors</b>	(Smith, Jones, and Torrington 10)
<b>Four or more authors</b>	(Smith et al. 10) OR (Smith, Jones, Torrington, and Kelly 10)

## 6. Multiple Authors (Different Sources)

- Different sources may be cited when referring to the same topic.
- List authors by last name in alphabetical order within the same parentheses.
- Separate names with semicolons.

Shakespeare gave his protagonists many complex emotions and processes (Smith 10; Kelly 234; Anderson 432).

## 7. Quoting an Indirect or Secondary Source

Sources fall into one of two categories: Direct or Indirect. If the author of the source you are using *generated* the information to be cited, the source is direct.

If the author of the source you are using *borrowed* the information to be cited, the source is indirect.

When citing from an indirect source, it is important to cite the original author (direct source), as well as identify the text where the quote was found.

### a. *Within Text*

- cite the **direct source**
- place the abbreviation “qtd. in” and the citation for the **indirect source** in parentheses.

Direct source

According to Smith, Greenblatt, and Jones, Hamlet’s guilt propels him to seek psychological revenge on his uncle (qtd. in Kelly and Anderson 234).

Indirect source introduced by the phrase “qtd. in”

### b. *In the Works Cited List*

- cite the **indirect source**

Kelly, Anne, and Gina Anderson. “Perspectives on Hamlet.” *Journal of British Literature* 34 (2006): 230-235. Print.

## 8. Quoting Personal Communications

- Personal communications include e-mail messages, instant messages, text messages, online chats, class lectures, and personal or telephone interviews.
- When quoting personal communications, write the words “personal communications” after the quote.
- The format of the citation is the same whether the information is directly quoted or paraphrased.
- **Information about personal communication goes in the Works Cited section.**

According to J. Smith (personal communication, April 5, 2008), Nova Southeastern University is a great place to work.

Smith, Jones. “Re: Nova.” Message to the author. 5 April 2008. E-mail.

## 9. Modifying Direct Quotes

### a. *Removing Text*

When omitting unimportant information from a quote, use an ellipsis (three periods with a space between each one) to indicate where the information has been removed.

- When omitting words from the middle of the sentence, use an ellipsis.
- When omitting words from the end of the sentence within a quote, put the period at the end of the sentence followed by the ellipsis (four dots all together).

### b. *Adding Text*

When adding your own words to a quote, put the words in brackets.

Words added to the quote.

Ellipsis in the middle of a sentence.

According to the new *St. Martin’s Handbook*, “as you choose which sources to use, . . . you may reevaluate the decisions [about which research material to use]” about your topic (10). For example, you “may decide to summarize in your essay. . . . To avoid plagiarizing, document any source material you do include with a citation within your text and an entry in your list of sources” (505).

Ellipsis at the end of a sentence.

### III. Works Cited

A Works Cited page provides bibliographic information about the sources used in the academic paper. It allows the reader to locate specific sources within the body of research. Please remember that even referenced (but not cited) sources must be listed as well.

#### 1. General Guidelines

- The Works Cited page appears at the end of the document before appendices.
- The references should appear on a separate page.
- The words “Works Cited” should be centered at the top of the page.
- The list of works should account for *all* in-text citations as well as any referred to sources.
- All entries must be alphabetized by author’s last name (or organization name, in the absence of the author).
- The list must be double-spaced.
- All entries must be placed with a hanging indent, so that the first line is flushed left and subsequent lines are indented.

**Tip:** Use the hanging indent function to create a hanging indent. This way, all reference entries will automatically be indented.

Smith	10
Works Cited	
Crystal, Diane. <i>How Language Works</i> . New York: Avery Publishing Group, 2007. Print.	
Kelly, John R., Mary Smith, and Seth Johnson. <i>Hamlet in New York: Shakespeare in the Modern World</i> . New York: Harcourt, 2007. Print.	
Smith, Mary. “Feminist Issues in British Literature.” <i>The Journal of British Literature</i> 20 (2008): 400-410. Print.	

- The abbreviation (n.d.) needs to be used in the absence of a date.
- Titles of larger works (books) are italicized.
- Titles of smaller works (articles, stories) are placed in quotation marks.
- All main words in the titles are capitalized.

## 2. Referencing Non-Periodical Materials (books and sections of books)

A basic book entry has some or all of the following components:

- Author's name
- Work title
- Publication title
- Publication information (place and date)
- Volume and issue
- Page numbers
- Medium of publication

### Book (one author)

- If there is more than one edition of the book, the edition must be indicated after the title of the book.

Palmacci, Carlos. *Chick Lit and Horror Flicks*. 2<sup>nd</sup> ed. New York: ABCD Publishing, 2000. Print.

### Book (edited)

- If the book has an editor instead of an author, then place the editor's name in the author's position, followed by a comma and "ed." for editor or "eds." for editors.

Oates, Mary, ed. *The Oxford Book of American Short Stories*. Oxford: Oxford University Press, 2000. Print.

### Book (two or three authors)

Smith, Wayne, and Carol Jones. *The Elements of College*. New York: MacMillan, 2000. Print.

Kelly, John R., Mary Smith, and Seth Johnson. *Hamlet in New York: Shakespeare in the Modern World*. New York: Harcourt, 2007. Print.

### Book (four or more authors or editors)

- List authors in the order that they appear on the cover of the book.

Carter, Peter, Sidney Kelly, Mary Smith, and Jan Hacker. *Stories of Shakespeare*. New York: Dell, 2000. Print.

OR

Carter, Peter, et al. *Stories of Shakespeare*. New York: Dell, 2000. Print.



### Work in an Anthology or Chapter in an Edited Book

- List the source by the names of the authors of the chapter or article.
- Include page numbers of the chapter or article.

Emerson, Ralph Waldo. "Self-Reliance." *The Norton Anthology of American Literature*. Ed. Mark Smith. Oxford: Oxford University Press, 2000. 321-342. Print.

### Encyclopedia or Dictionary (entire book)

- Start with the author (if available).
- Provide title of entry, edition number (if any), publishing information, and edition date.

Costello, Robert. *The New Encyclopedia Britannica: Joan of Arc*. 3rd ed. Boston: Houghton Mifflin Company, 2001. Print.

### Encyclopedia or Dictionary (entry)

- If there is no information about the author of an encyclopedia or dictionary entry, use the title of the entry instead (see "Writing" below).

"Writing." *The American Heritage College Dictionary*. 4th ed. Boston: Houghton Mifflin Company, 2001. Print.

### Book found on the Web with print publishing data

- Replace the "Print" identification with 1) title of the Web site or database, 2) identification "Web," and 3) date of access.

Poelle, Mark. *Leadership: Fifty Great Leaders and the Worlds They Made*. Westport, CT: Greenwood Press, 2008. *NetLibrary*. Web. 17 July 2009.

### 3. Referencing Periodical Materials

A basic article entry has some or all of the following components:

- Author's name
- Article title (in quotation marks)
- Publication title (in italics)
- Volume and issue (separated by a period)
- Publication date (in parentheses, followed by a colon)
- Page numbers
- Medium of publication

Bunkers, Sally. "Geography in the South." *Modern Geography* 23.4 (1998): 21-28. Print.

#### a. Scholarly sources

Smith, Mary. "Feminist Issues in British Literature." *The Journal of British Literature* 20 (2008): 400-410. Print.

#### Scholarly journal article (in print only)

- If a journal is paginated by issue, enter the volume number, period, issue #.

Kelly, John. "Emerson in American Literature." *The Journal of American Literature* 30.3 (2000): 18-25. Print.

#### Scholarly journal article (on the Web and in print)

- The entry requires page numbers of the printed version.
- After the page numbers, you need to add the name of the database in italics.

Hell, Julia. "The Twin Towers of Anselm Kiefer and the Trope of Imperial Decline." *The Germanic Review*. 84.1 (2009): 84-93. *Wilson Web*. Web. 1 July 2009.

#### Scholarly journal article (on the Web only)

Fodor, Monika. "My slice of Americana: Ethno-Cultural Identities in the Making." *Americana*. 3.1 (2007): N.pag. *Web*. 1 July 2009.

**b. Non-scholarly sources**

**Article on a Web site (author known)**

Raddatz, Martha and Luis Martinez. "Iraq Troop Withdrawal: Cheney Expresses Concerns Over Insurgents." *ABCNews.com*. ABC News, 30 June 2009. Web. 1 July 2009.

**Article on a Web Site (no author)**

"Mark Twain Biography." *Bio.TrueStory*. A&E Television Networks, n.d. Web. 30 June 2009.

**Article in a newspaper**

- If the rest of the article cannot be found on consecutive pages, use a plus sign after the page number.

Nash, John. "A World of Discovery." *New York Times* 2 Oct. 2008, late ed.: sec. 2:1 +.

**Information on an Organization's Web site (authored by the Organization itself)**

- In this entry, the author of the material and the sponsor of the Web site are one and the same (ASPCA).

American Society for the Prevention of Cruelty to Animals. "General Rabbit Care." *ASPCA*. ASPCA, n.d. Web. 30 June 2009.

**4. Miscellaneous Non-Print Sources**

**Movie or film**

- Italicize the title, followed by the director and performers. After that, put production company, the year of the film's release, and the word 'film.'

*Little Women*. Dir. Gillian Armstrong. Perf. Wynona Ryder, Kristen Dunst, and Christian Bale. Columbia Pictures, 1994. Film.

**Performance (play, ballet, concert, etc.)**

*Romeo and Juliet*. By William Shakespeare. Dir. John Gielgud. Perf. Richard Burton. Williams Theatre, New York. 10 May 1988. Performance.

**Radio or Television Interview**

- Start with the name of the person being interviewed, followed by the word “Interview.” If the interview has a title, include that in quotation marks. The name of the program is written in italics, followed by the station, date on which it aired.

Winslet, Kate. Interview. *Charlie Rose*. PBS. WNET, New York. 1 March 2008. Television.

Rice, Michael. Interview by Robert Siegel. *All Things Considered*. National Public Radio. WLRN, South Florida. 30 June 2009. Radio.

**Work of Visual Art**

- List author’s name, title of work in italics, the year of composition, and the medium (oil painting, lithograph, sculpture, etc.). Indicate where the piece of art is housed.

Waterhouse, John. *Ophelia*. 1874. Oil on canvas. Victoria and Albert Museum, London.

**Advertisement**

- List the product being advertised, followed by the word “Advertisement.” Identify the publication medium, followed by the date (and issue) of the publication. Conclude with the word “print” for printed advertisements or “television”/“radio” for aired advertisements.

Obsession by Calvin Klein. Advertisement. *People* March 2008:4. Print.

**Map**

- The entry is similar to that of a journal article, except it is identified by the word “map.”

“Presidential Election 2008.” Map. *National Atlas*. US Dept. of the Interior. 2008. Print.

**E-mail**

Smith, Dennis. “Re: Uniqueness.” Message to Mary Burton. 23 May 2008. E-mail.

## 5. Sample Works Cited Page

Begin the list of works cited on a new page. The title should be centered, at the top of the page.

Include Manuscript Header

Double-space all lines.

Alphabetize by author's last name

Use a hanging indent format (Indent all lines after the first one).

Smith 14

### Works Cited

- Costello, Robert. *The New Encyclopedia Britannica: Joan of Arc*. 3rd ed. Boston: Houghton Mifflin Company, 2001. Print.
- Crystal, Diane. *How Language Works*. New York: Avery Publishing Group, 2007. Print.
- Kelly, John R., Mary Smith, and Seth Johnson. *Hamlet in New York: Shakespeare in the Modern World*. New York: Harcourt, 2007. Print.
- Lamott, Annie. *Bird by Bird*. New York: Anchor Books, 1995. Print.
- "Mark Twain Biography." *Bio.TrueStory*. A&E Television Networks, n.d. Web. 30 June 2009.
- Nash, John. "A World of Discovery." *New York Times* 2 Oct. 2008, late ed.: sec. 2:1 +
- Romeo and Juliet*. By William Shakespeare. Dir. John Gielgud. Perf. Richard Burton. Williams Theatre, New York. 10 May 1988. Performance.
- Smith, Mary. "Feminist Issues in British Literature." *The Journal of British Literature* 20 (2008): 400-410. Print.
- "Writing." *The American Heritage College Dictionary*. 4th ed. Boston: Houghton Mifflin Company, 2001. Print.

## 6. Sample Essay

*Four elements are required: author's name, professor's name, course number, and the date.*

Mary Smith  
Dr. Knowls  
LITR 3040  
26 June 2010

Smith 1

*The header contains the last name of the author, followed by five spaces and the page number.*

### Nature as a Symbol of Liberation in Women's Literature

Nature often appears in connection to women, both in and out of literature. Susan Griffin proves this in *Woman and Nature—The Roaring Inside Her*. She states, “and so it is Goldilocks who goes to the home of the three bears, Little Red Riding Hood who converses with the wolf, Dorothy who befriends a lion, Snow White who talks to the birds. . .” (1), displaying the extent to which women's relationship with nature has pervaded our lives. In addition, nature often appears as a symbol of women's confinement and desire for liberation. In an article for *Southern Literary Journal*, A. Elizabeth Elz sites Mary Wollstonecraft's 1772 work, *A Vindication of the Rights of Woman*, as an early example of nature appearing in writing advocating the emancipation of women (14). Wollstonecraft utilizes nature imagery in her quest for equal rights between the sexes in her widely read and highly controversial book.

*The title is centered right above the text. Every main word is capitalized. No period at the end.*

*Title of a journal is italicized..*

*The entire paper is double-spaced. Every paragraph begins with an indent. No extra spaces between paragraphs.*

The novels *The Awakening* by Kate Chopin and *Jane Eyre* by Charlotte Bronte both tell the story of young women struggling within the confines of their respective societies. Each woman desires and then seeks out independence and freedom from her highly regimented and male-dominated world, wishing to leave the chains of patriarchal society behind. Both Chopin and Bronte utilize powerful language and create descriptive scenes rich in imagery to surround the challenges facing their protagonists. Nature plays an important role in both novels, often appearing at key turning points in the characters' lives. In *The Awakening* and *Jane Eyre*, nature acts as a symbol of the personal liberation each woman desires.

One of the elements of nature that plays a key role in both *The Awakening* and *Jane Eyre* is the image of the bird. Nature images often precede important and liberating events in

both novels (there is nothing more free than a bird), and this is certainly the case for Jane. Early on she encounters a book titled *Bewick's History of British Birds* (637) in which she is able to lose herself. This encounter leads to her life-changing experience in the “red-room” (640) and her chance to escape Gateshead forever. Jane has another encounter with a bird just before she leaves for Lowood Institution, in which she finds a “livelier attraction in the spectacle of a little hungry robin, which came and chirruped on the twigs of the leafless cherry-tree” (653). The bird can be seen as a metaphor for Jane herself, hungry to get out into the world and to gain knowledge and love, anxious to leave the lifeless Gateshead behind. Finally, Jane is directly characterized as a bird by Mr. Rochester, just before their relationship becomes serious. He compares her to a “wild, frantic bird that is rending its own plumage” (815) to which she replies that she isn’t a bird, but “a free human being with an independent will” (815). Unknowingly, Jane will soon exercise this freedom to flee from Rochester and his home, Thornfield.

*A direct quote is placed in quotation marks. The quote is followed by a page number.*

In *The Awakening*, the protagonist, Edna Pontellier, is frequently represented using bird metaphors. Donald Pizer, in his article “A Note on Kate Chopin’s *The Awakening* as Naturalistic Fiction,” says the following:

*A book title within an article title. Article title is in quotations. Book title is italicized.*

*A direct quote longer than four lines is presented as a block quote.*

These images often appear in association with Edna’s attempt to free herself from the restrictions imposed on women by the conventions of a middle-class marriage while simultaneously discovering vehicles for the creation of her economic, sexual, and spiritual self-sufficiency. In the end, however, Edna fails in this effort at self-determination of body and soul. (8)

Like in *Jane Eyre*, the novel opens with bird imagery, which has seemingly little to do with the rest of the story. Chopin states, “a green and yellow parrot, which hung in a cage outside the door, kept repeating over and over: ‘*Allez vous-en!* . . .’”(1253). The parrot acts as an element of foreshadowing, representing Edna and her quest for liberation and conviction that she will do as she pleases, despite the fact that both of these (the parrot and Edna) greatly displease Mr. Pontellier. Later elements of nature imagery include an extended metaphor employed by Mademoiselle Reisz, who plays a mentor role to Edna, that represents the

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protagonist's journey throughout the novel. Reisz feels Edna's shoulder blades, stating that she is checking to see if her wings are strong and stating that a bird needs strong wings in order to rise above the mundane (1257).

*A paraphrase does not need quotation marks, but it does need a page number.*

Reisz is referring to Edna's quest to remove herself from the confines of middle-class Victorian society and live life as she pleases. Finally, perhaps the most significant instance of bird imagery in *The Awakening* occurs at the end of the novel. Chopin describes "a bird with a broken wing," that "was beating the air above, reeling, fluttering, circling disabled down, down to the water" (1343). This bird represents Edna's final journey into the water, confirming Mademoiselle Reisz's fears that although her wings are strong, they aren't strong enough, and ultimately "remove her from the world that cannot comprehend her" (Elz 15).

*Author's name is in the sentence. Page number is in parentheses alone.*

The presence of the moon represents another instance of nature imagery in both *The Awakening* and *Jane Eyre*. For Jane, the moon seems to appear when she needs it most. It is present during her horrifying experience in the red-room, and then reappears when she unknowingly meets Mr. Rochester just outside of Thornfield. It acts as a direct guide to Jane in her decision to leave Thornfield after learning Rochester is married to Bertha Mason. The moon gives way to the image of her mother in a dream, telling her to "flee temptation" (863) and essentially allowing her to free herself from the confines which life with Rochester would place upon her. In *The Awakening*; the moon often seems to cast light on the men in Edna Pontellier's life. In an intimate scene with Robert Lebrun, Edna's love interest, the moon shines upon him and he passes "in and out of the strips of moonlight" (1276). Later that evening, the moon hangs over Mr. and Mrs. Pontellier as they attempt to out-sit each other on the porch (1278). In this novel, the moon seems to function as an indicator, showing Edna the true intentions of each of the men in her life and letting her know that in order for her to be liberated, she will have to escape the grasp of both of them.

*Author's name is in the parenthetical reference together with page number.*

*Titles of books are italicized and main words capitalized.*

The novels *Jane Eyre* and *The Awakening* tell stories of young women seeking to find liberation and independence. The protagonists in each novel have encounters with different aspects of nature which help to define them and ultimately signify their personal liberation.



Works Cited



*Entire book is found in the Anthology. Therefore, both titles are italicized.*

*The title is capitalized and centered.*

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*Title of a journal article is in quotation marks. Two book titles within the article title are italicized..*

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