

EISENHOWER MIDDLE SCHOOL

2009 - 2010
Student Handbook

Mr. Lee Nittel
Principal

Ms. Donna Sugarman
Assistant Principal

ENCOURAGE...

MASTER...

SUCCEED...

47 Eyland Avenue
Succasunna, New Jersey 07876

Telephone: (973) 584-2973

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Website: <http://www.roxbury.org/ems/>

This agenda book is being issued to:

NAME _____ HOMEROOM _____

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Agenda Books Provided by the Eisenhower Middle School
Parent Teacher Association

This agenda is considered to be a textbook. This book should be carried by all students and may not be defaced. A \$5.00 assessment will be charged for its replacement.

EISENHOWER MIDDLE SCHOOL SCHEDULES

DAILY SCHEDULE

AM Homeroom	8:06 – 8:11
Period 1	8:13 – 8:53
Period 2	8:55 – 9:35
Period 3	9:37 – 10:17
Period 4 (Grade 8 BOC/Lunch)	10:19 - 10:59
Period 5 (Grade 8 EHA/Lunch)	11:01 - 11:41
Period 6 (Grade 7 BOC/Lunch)	11:43 - 12:23
Period 7 (Grade 7 EHA/Lunch)	12:25 - 1:05
Period 8	1:07 – 1:47
Period 9	1:49 – 2:29

90 MINUTE DELAY SCHEDULE

AM Homeroom	9:36 – 9:41
Period 1	9:43 – 10:13
Period 2	10:15 – 10:45
Period 3	10:47 – 11:17
Period 4	11:19 - 11:49
Period 5	11:51 – 12:21
Period 6	12:23 – 12:53
Period 7	12:55 - 1:25
Period 8	1:27 - 1:57
Period 9	1:59 - 2:29

HALF-DAY SCHEDULE

AM Homeroom	8:06 - 8:11
Period 1	8:13 - 8:40
Period 2	8:42 - 9:09
Period 3	9:11 – 9:38
Period 4	9:40 – 10:07
Period 5	10:09 – 10:36
Period 6	10:38 – 11:05
Period 7	11:07 – 11:34
Period 8	11:36 – 12:03
Period 9	12:05 – 12:35

Emergency Closings and Late Openings are announced on our district website – www.roxbury.org, the Honeywell Instant Alert System, or call 973 – 584 – 5868.

The rules you are about to read in this student handbook are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. These rules support, but do not limit, our authority.

You are under the authority of the school from the moment you step on the school bus in the morning until you return home at the end of the day. School rules are in effect on your way to school, on your way home, and during all school activities. Students may not leave the property during any school function.

As students at Eisenhower Middle School you will have the opportunity to be involved in courses and experiences that will better prepare you for high school. Our curricula will provide you with the knowledge and skills that are the foundation for your educational growth. Our teachers will also provide guidance, assistance and leadership in helping establish your goals in life.

The development and practice of good habits and attitudes are part of what makes an educated person a better citizen and human being. Part of our school life involves the following of rules and regulations that help large groups of people work and live together. These rules and regulations will teach you to respect the rights, privileges, and feelings of others. By accepting your responsibility, you, in effect, protect your rights as a student in our school and citizen in society.

STUDENT SAFETY

The safety of students shall be ensured through close supervision in the building and on school grounds. Visitors shall enter the school through the main entrance of the building, the only doors accessible from the outside. Visitors should then report to the main office and sign for and receive a visitor's pass. The identification pass should be prominently displayed. In no case should a student remain after school unless they are under the direct supervision of a teacher.

GUIDANCE DEPARTMENT

973-584-2973 Ext. 2009

Mrs. Torres Davis	Grade 7 Counselor	Ext. 2007
Ms. Manguiat	Grade 8 Counselor	Ext. 2006
Mrs. Esposito	Student Assistance Counselor	Ext. 2008

Eisenhower Middle School's Guidance Program is focused on the developmental changes; academically, socially, and emotionally, that directly and indirectly affect learning in a safe and confidential environment. Our program includes individual and group activities; the purpose of which is to help students help themselves. Our counselors, in coordination with our teaching staff, are the basic units of guidance in our school. Together, they provide a network of support to guide students through their middle years at EMS. Guidance Counselors remain with their students throughout their middle school years. Our counselors provide students' opportunities to learn and practice peaceful conflict mediation to interpersonal challenges. In addition, they provide resources on community and county services. The counselors meet with team/cycle teachers regularly in order to provide valuable input on student background and history, interpret test data, and provide a link between home and school. In addition to our guidance staff, we also have a Student Assistance Counselor who works with our students to meet a range of student issues, from social issues to issues with substances.

GRADING PHILOSOPHY

In the Middle School an atmosphere is provided in which each student has the opportunity to work toward his or her highest capacity of learning. Students are evaluated on demonstrated performance in relation to an estimate of ability based on prior record of achievement in conjunction with available educational criteria.

GRADING POLICY

97 – 100 = A+	93 – 96 = A	90 – 92 = A-
87 – 89 = B+	83 – 86 = B	80 – 82 = B-
77 – 79 = C+	73 – 76 = C	70 – 72 = C-
67 – 69 = D+	63 – 66 = D	60 – 62 = D-
	Below 60 = F	

ATTENDANCE POLICIES AND PROCEDURES

- An **excused absence** is delineated by a serious illness as verified by a physician's note. A death in the family and religious holidays, as outlined by the State Department of Education, must be verified by a note from home.
- **Unexcused absences** include family vacations. If students must be out for family reasons, please send a note at least one week prior to the absence in order for teachers to collect work for the student during this absence. Students are responsible for picking up these assignments and handing in completed work to the teacher upon return to school.
- After 4 unexcused absences in any quarter, the student's parent(s) will be contacted and a conference will be held.
- With excessive absences, notification as per NJ Statute 18A: 38-29 may be issued to the parent(s). If no improvement is then shown, legal proceedings may result as per 18A 38-31.
- **Homework** – Parents should call the Guidance Office prior to 10:00 am for homework requests. Students absent for one day should contact a friend to obtain homework assignments or logon to Genesis on-line gradebook. The number for the Guidance Office is 973 – 584 – 2973 (2009). Homework can then be picked up in the Guidance Office after 2:29 pm.
- **Anticipated or Prearranged Absences and Early Dismissals** – Parents should notify the Guidance Secretary for any anticipated absence from school, whether excused or unexcused. Early dismissal requests must be in writing from a parent/guardian and presented to the middle school guidance secretary before homeroom. The student will be given a pass that should be shown to the classroom teacher prior to leaving class for dismissal. The parent/guardian or designee must be 18 years old and must come into the office and sign out the student before being dismissed.

TARDINESS POLICY

Students will be considered tardy if they report to school after the late bell at 8:06 am. Anyone coming into school after that time **must report to the Guidance Office to sign in.**

1 st Tardy:	Verbal Warning from teacher/administration
2 nd , 3 rd , and 4 th Tardy:	Student meet with team and parents notified by administration
5 th , 6 th , and 7 th Tardy:	Student will be assigned an administrative detention
8 th Tardy:	Saturday Detention
9 th , 10 th , and 11 th Tardy:	In-School Suspension
12 th Tardy:	Out-of School Suspension and referral to I&RS

HEALTH OFFICE

EMS Nurse Mrs. Cusack 973-584-2973 (Ext.2005)

A registered nurse is on duty to give first aid, conduct health screenings, administer medications, give assistance to students who are ill, and to provide information to assist students in maintaining wellness or in managing chronic or short-term illnesses.

All medication, either prescription or non-prescription, must be kept in the nurse's office. In addition, a written note from the parent and the physician must accompany any medication. These notes will be kept in the student's file.

Any medication to be administered by the school nurse must be delivered directly to the nurse prior to homeroom. Medication must be brought to school in its original, properly labeled container by a parent or guardian

STUDENT EXPECTATIONS

All students at EMS are bound by the law, the policies of the Roxbury Board of Education, and the school's administration.

- First and foremost, the most crucial expectation for all students at Eisenhower is that of respect. Students will demonstrate respect for the faculty, staff, and other students while in the building or while participating in any extra-curricular activity.
- Students will respect the building and grounds. Students will not deface any property; this includes writing on desks, writing on the walls, messing bathrooms, kicking lockers, or spiking books.
- Students will refrain from behaviors that put the safety of others at risk.

ACADEMIC INTEGRITY

As per Board policy 5701, the highest standards of honesty apply to a student's actions. Copying and plagiarism are both forms of cheating. An explanation of plagiarism may be found in *Resources for Writing a Research Paper* on pages 17 and 18 of this Agenda. Any work which was completed by dishonest means will receive a grade of "0". Disciplinary consequences for Forgery and Cheating are as follows:

- 1st Offense: Saturday Detention
- 2nd Offense: In School Suspension
- 3rd Offense: Out of School Suspension

BUS CONDUCT

Students assigned to a bus must realize that the bus driver is the figure of authority on the bus and that they must follow all of the rules as outlined by this individual, including:

- Respect the driver at all times.
- Enter and leave the bus in an orderly manner.
- Ride only the bus to which they are assigned.
- Board the bus immediately following school. Students will not congregate outside of the school building.
- Be and remain seated while on the bus.
- Talk in a reasonable tone of voice and avoid loud noises.
- Extend no portion of the body or any other objects out of the bus windows.
- Keep aisles clear at all times.
- Must wear a seat belt if available on the bus.
- Refrain from smoking, using, or possessing any tobacco products, eating, and drinking on the bus.
- Students may ride only the bus assigned to them.

CAFETERIA CONDUCT

The cafeteria is where we all meet to eat. It is a large, cheerful room where students may dine in comfort with their friends. Procedures for the cafeteria are:

- Students must come in and sit prior to being called up to the food serving areas.
- When called, students must form a single file line leading into the food service area.
- All movement in the cafeteria is to be done while walking not running.
- Each student is responsible for their own table and eating area. Each student is expected to bus his/her own table, including recycling of cans and bottles.
- Treat all staff with respect. The cafeteria personnel are the teachers within the cafeteria and must be treated as such.
- If the whistle blows during lunch, all students must become quiet to listen for announcements.
- Use appropriate manners when eating and interacting with peers.

LEVELS OF SUPPORT FOR THE PROGRESSIVE DISCIPLINE PROCESS

The goals of the Eisenhower Middle School Progressive Discipline Process are:

- To maintain a positive, safe learning environment for all students while providing support for those students who interfere with this process.
- To provide support and intervention structures for students who, for various reasons, demonstrate behaviors in conflict with the school community's expectation that students be respectful, courteous, and responsible.

To utilize support and intervention structures designed to work with students and teachers in developing a caring community where mutual problem solving and inter-dependence are emphasized and modeled.

LEVEL I – Teacher and Student

The teacher meets with the student to:

- Identify the behavior
- Discuss/help the student problem solve
- Involve the student in developing an action plan for a change in behavior for which the teacher and student agree
- The teacher will contact the parent/guardian

The classroom teacher provides the first and most important level of support and intervention.

The classroom teacher has the autonomy in creating a classroom environment within which rules and expectations are established and communicated with students.

LEVEL II – Team/Cycle Teachers, Student Services, Administration and Student

If a behavioral change is not observed, the teacher will consult with and/or refer the student to one or more of the following: the student's Counselor, Intervention & Referral Services, Assistant Principal, in addition to parental involvement.

LEVEL III – Assistant Principal and Student

If neither Level I nor II results in a change of behavior, the student will be referred to the Assistant Principal for appropriate administrative action. Copies of all written referrals are kept on file, sent to the Guidance Counselor, and a report is mailed home indicating the reason for the referral and the specific administrative actions taken as a result.

LEVEL IV – Principal and Student

If Levels II, III, and IV result in no change of behavior, the student will be referred to the principal for appropriate administrative action.

Most behavioral issues can be resolved at Level I or Level II; however, students will be referred directly to administration for serious discipline matters for intervention and disciplinary action if behavior is deemed inappropriate or in violation of district wide policies. Administration makes all final decisions concerning how discipline issues are handled at Level III and Level IV, including assigning appropriate consequences.

The bullying policy of the Roxbury Board of Education states that bullying, hazing, harassment, and intimidation will not be tolerated. At the Middle School, violations of this policy should be reported, in person or anonymously to the Guidance Office. If necessary, consequences will be assigned at the discretion of administration in order to persuade students to make better behavioral choices in the future.

GENERAL INFORMATION

Gum chewing on school grounds is prohibited during the school day.

BICYCLE POLICY

As per Board Policy 5514, students who bike to school must obtain permission slip from the Main Office. Permission slips must be signed by a parent(s) or legal guardian(s) and returned to the Main Office. Bicycles should be in sound condition and equipped with:

- A rear reflector
- A bell or other signaling device other than whistle or siren
- Brakes
- A lock and chain
- If used after dark, a white front light and red rear light, each visible 500 feet
- The operator may not permit a second person to ride on the bike with him or her
- The operator will keep his/her hands on the handlebars and feet on the pedals while operating the bike on the street
- The operator will not "hitch" a ride on any moving vehicle
- The operator will walk the bicycle while on school premises
- The operator will store his/her bicycle in a rack provided by the school. Pupils are advised to keep bicycles locked when not in use
- The operator will wear a helmet

DRESS CODE POLICY

Clothing should be clean, safe, in good taste, and worn in such a way as not to be damaging to floors or furniture. Students should discuss selection of clothing with their parents, keeping in mind that certain styles and dress may not be appropriate for school. The following dress code has been developed in accordance with Policy No.5511 of the Roxbury Board of Education. The following garments and articles are prohibited:

- Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing;
- Skirts, dresses, and pants that end higher than mid-thigh;
- Outdoor jackets, coats, or hats except when entering or leaving the building and when there is a defect in the heating system;
- Bare feet, unsafe footwear, cleated shoes, and footwear intended for the beach;
- Patches and decorations that are offensive or obscene;
- Undershirts (underwear) worn without an outer shirt;
- Short shorts;
- In the classroom, clothing required for physical education classes
- Hats are not to be worn during regular school hours

CHANGING CLASSES

- Please keep to the right and always walk.
- Talking in the halls is permitted, provided there is no loud talking or shouting.
- Talking to friends may cause lateness for class.
- Students entering class after the bell will need a late pass.
- Do not run, push, or engage in horseplay as these may cause a serious accident.
- Lateness to class may result in disciplinary action.

STUDENT ACTIVITIES

Eisenhower Middle School's philosophy believes that the middle school is designed to provide opportunities for students to participate in a variety of activities and programs that promote healthy living and positive interactions with peers and adults. Some of the opportunities offered to students include:

Co-Curricular Clubs and Programs: Chess Club, Art Club, Yearbook Club, School Newspaper, Literary Magazine, Drama Club, Student Council with many active committees, Academic Team, Investors' Club, Peer Leadership, Builders Club, Band/Choir, Encores, and Jazz Band are also available to students.

Interscholastic Athletics – EMS offers Cross Country, Field Hockey, Basketball, Wrestling, and Track.

Band, orchestra, and choir are classes. Students must report to those classes on time and attendance is mandatory as these are evaluated classes. Non-attendance is considered cutting class and will result in disciplinary consequences. The band, choir, or orchestra teacher may pre-approve other arrangements based on the student's need.

HOMEWORK

Homework plays a vital role in developing good work habits and reinforcing learning. Middle school students can expect an average of 15-20 minutes per subject per night of homework. As per Board of Education Policy, the intention of homework is to:

- Provide for essential practice in skills
- Enrich and extend classroom experiences and build positive work and study habits
- Provide experiences in finding sources and gathering data
- Encourage the development of self-discipline and integrity
- It is expected that homework serve a valid purpose, and it should never be used as a punitive measure.

MEDIA CENTER

The school media center is open for all students during the day for browsing, research, reading, and checking our materials.

Students wishing to utilize the Media Center must first get a pass from a teacher – without a pass, no student will be permitted entrance. The media specialist schedules classes in the media center for instruction and research using print and electronic resources.

Students can borrow books for a period of two weeks. A student may renew these books for an additional two weeks provided they have the book with them at the time of renewal, and they do not have "unpaid" charges on their account.

Reference books and magazines are on reserve and can be used by students in the Media Center only. 14 Computers are located in the Media Center and are available for use by the students; however, scheduled classes take priority on the computers. The computers have online word processing, power point, reference databases, and the Online Public Access Catalog (OPAC). Chess Group Instruction is available to the students at certain times throughout the year during the EHA periods.

Media Center website is at <http://www.roxbury.org/ems/media.html>

The Eisenhower Middle School Media Center aligns itself with the Media Center "Fine Policy" presently in place at the Roxbury High School. A late-fee of \$0.05 is assessed to each overdue item per school day, with a maximum of \$2.00 charged per overdue item. Fines do not accumulate when the school is closed or when a student is absent due to sickness. However, should an item become due on a day when the borrower is absent due to sickness, the student is advised to return the item(s) to the Media Center prior to homeroom on their first day back to school to avoid accumulating fines.

TEXTBOOKS

Books for each subject are loaned to students with the understanding that they will be taken care of properly. It is the responsibility of every student to prevent damage or the loss of this material. There will be a charge for books that are lost or show evidence of excessive wear or damage. All books should be properly covered, and each student should place his/her name in the textbooks as directed by the teacher. No student should weaken the binding of any school textbook by inserting extraneous materials inside the book. It is school policy to have all books covered within one week.

Teachers will inspect all textbooks periodically to be sure they are being taken care of properly.

PASSES

Students are not permitted in the halls without the standard hall pass or classroom lavatory pass during the school day. Students requesting to use the lavatory must record their name and time in the class "sign-out" book before obtaining the lavatory pass. Students are not permitted to use the lavatories, visit the nurse's office or request to see a guidance counselor between classes unless they have a pass from a classroom teacher.

PHYSICAL EDUCATION AND HEALTH

Dress Code for Physical Education class includes:

- Tee Shirt – no buttons or zippers. No tank tops or sleeveless shirts.
- Shorts – Must be athletic type with no fringe or belt loops. No denim or cut-off shorts. Shorts must be longer than the tips of your fingers when the students' arms are extended fully at their sides.
- Sneakers – must be rubber-soled athletic shoes. Must have shoelaces or other fastening agents, and shoes must be securely fastened to feet. No hiking-type sneakers or backless, slip on sneakers.
- Sweats – Students may bring in sweatshirts or sweatpants to class to wear.
- Jewelry – Body adornments, including but not limited to, body piercing jewelry that may jeopardize the safety and well being of the students and other are prohibited. All piercings must be removed from ears, eyebrows, nose, tongue, or other parts of the body.

Violation of the PE Dress Code Policy will result in loss of up to full credit for the day's class.

Physical Education Excuses

If a student needs to be excused from PE for medical reasons, a note from the parent should be brought to the Nurse's Office. If the excuse extends beyond 3 days, a note from a physician will be necessary. If a student is excused from PE for a fracture, operation, or extended illness, a note from a physician must be presented to the Nurse before the student is may resume class.

Our Physical Education program has been developed to individualize instruction for students with medical limitations. This allows all students to participate in class each day.

LOCKERS AND LOCKS

Every student at Eisenhower Middle School has a locker. The homeroom teacher will assign each student an individual hall locker on the first day of school. All students are required to secure their lockers with an approved combination lock. Locks may be purchased for \$5.00 in the main office.

All lockers are considered school property and are subject to search by the administration on a regular and periodic basis. The school **does not** assume responsibility for your personal property, therefore lockers should be secured with a lock at all times and the combination should not be shared with anyone.

PERSONAL ELECTRONIC EQUIPMENT

- Students may listen to Ipods/MP3/CD players while on the bus. All headphones must be removed upon entering the building. All listening devices must be kept in students' lockers during the course of the day.
 - 1st Offense: Administrative Warning/confiscation day
 - 2nd Offense: Saturday detention/confiscation week, return to parent/guardian only
 - 3rd Offense: In School Suspension/confiscation year, return to parent/guardian only
- Laser pens are not permitted in school.
- Student Cell Phones and Pagers must be turned off upon entering the building. **ALL CELL PHONES MUST BE KEPT IN THE STUDENTS' LOCKERS DURING THE SCHOOL DAY – NOT IN PURSES OR POCKETS.**
 - 1st Offense: Administrative Warning, parents/guardian MUST pick up phone at school
 - 2nd Offense: Saturday Detention, parents must pick up phone from School Resource Officer
 - 3rd Offense: In School Suspension, pick up phone from School Resource Officer, sign disciplinary persons offense

FIRE DRILLS AND EVACUATION PROCEDURES

It is the purpose of these drills to prepare the student body to meet any emergency that might require a rapid mass exit.

To facilitate the evacuation of the building during fire drills and other emergencies, the following rules should guide your actions:

- **Talking is NOT permitted.**
 - Pupils should move into the corridor in single file; each class will move out of the building side by side so that there will be double lines throughout the corridors.
 - Exit through the nearest door indicated on the classroom evacuation chart.
 - Walk rapidly, but do not run.
 - Listen for directions.
 - The classroom teacher nearest the exit will designate students to hold the exit doors open.
 - Once the class is outside the building, stay together in single file, approximately fifty feet away from the building.
 - Students clearly acknowledge your name when the teacher takes attendance.
 - When reentering the building, **THERE SHOULD STILL BE NO TALKING.**
1. Keep in mind that there may be emergencies that cause the inaccessibility or blockage of some of the normal exits. In this case, obviously, the rule of evacuating by the nearest exit should be applied.
 2. During all fire drills, activities taking place outside of the building should be immediately terminated and youngsters assembled into class groups.
 3. At all times, unless otherwise directed, the ringing of the fire bell implies that all persons should evacuate the building except the designed fire wardens.

If a Code Gold or Code Blue alert is given, students must immediately become silent and follow all directions.

ASSEMBLIES

At all times, a student's behavior must reflect the expectations of our school, being respectful and refined. An indication of the cultural level of a school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable behavior includes, but is not limited to, whistling, talking, uncalled for clapping, boisterousness, and varied distractions during a program.

FIELD TRIPS

During the school year, students will be given the opportunity to attend field trips through their team or grade level. As a school, we are committed to making each field trip a key learning experience, tied into your child's curricular program. At the same time, it is our hope to provide the students with enjoyable learning experiences.

It is important that students stay with their chaperones, show a willingness to cooperate with those in charge, obey all rules, be on time, and be considerate of other students and adults. As a school, we cannot take the chance that a student will leave his or her chaperone on these trips, and we will not accept defiant behaviors. If a student's behaviors during the academic year indicate an inability or unwillingness to accept the responsibilities stated above, your team of teachers will meet with administration to decide if you need to be excluded from the trip.

SCHOOL DANCES

School dances will be from 7:30 pm to 9:30 pm. Doors will open at 7:00 pm. At school dances, all school rules and policies are in effect. Students not in school the day of the dance for any reason may not attend the dance that evening. Student photo ID's are required for purchase of ticket and for admission to the dance. The ID must be from the current school year. Dances are open to students currently attending Eisenhower Middle School; absolutely NO visitors or students enrolled in classes at other schools may attend.



Resources for Writing a Research Paper



A great resource for writing:

<http://owl.english.purdue.edu/owl/resource/557/01>

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This resource was written by **Jennifer Liethen Kunka and Joe Barbato**; additional revision by **Dave Neyhart and Erin E. Karper**. Additional material by **Kristen Seas**.

Last full revision by **Karl Stolley, Kristen Seas, Tony Russell, and Elizabeth Angeli**.

Last edited by Allen Brizee on July 1st 2009 at 4:42PM

Summary: MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the *MLA Handbook for Writers of Research Papers (6th ed.)* and the *MLA Style Manual and Guide to Scholarly Publishing (2nd ed.)*, offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page. *Please use the example at the bottom of this page to cite the Purdue OWL in MLA.* Click [here](#) to read about the 2009 MLA updates.

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General Format

This resource contains the **old MLA guidelines**. To read the 2009 MLA guidelines, please go to the OWL's [MLA 2009 Formatting and Style Guide](#).

<http://owl.english.purdue.edu/owl/resource/557/01>

MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

Writers who properly use MLA also build their credibility by demonstrating accountability to their source material. Most importantly, the use of MLA style can protect writers from accusations of plagiarism, which is the purposeful or accidental uncredited use of source material by other writers.

If you are asked to use MLA format, be sure to consult the [MLA Handbook for Writers of Research Papers](#) (6th edition). Publishing scholars and graduate students should also consult the [MLA Style Manual and Guide to Scholarly Publishing](#) (2nd edition). The [MLA Handbook](#) is available in most writing labs and reference libraries; it is also widely available in bookstores, libraries, and at the MLA web site. See the Additional Resources section of this handout for a list of helpful books and sites about using MLA style.

Paper Format

The preparation of papers and manuscripts in MLA style is covered in chapter four of the [MLA Handbook](#), and chapter four of the [MLA Style Manual](#). Below are some basic guidelines for formatting a paper in MLA style.

General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper,
- Double-space the text of your paper, and use a legible font like Times Roman. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides. Indent the first line of a paragraph one half-inch (five spaces or press tab once) from the left margin.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use either italics or underlining throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page.

<http://owl.english.purdue.edu/owl/resource/557/01>

Formatting the First Page of Your Paper

- Do not make a title page for your paper unless specifically requested.
- In the upper left-hand corner of the first page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title. Don't underline your title or put it in quotation marks; write the title in Title Case, not in all capital letters.
- Use quotation marks and underlining or italics when referring to other works in your title, just as you would in your text, e.g.,
 - Fear and Loathing in Las Vegas as Morality Play
 - Human Weariness in "After Apple Picking"
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit last name/page number header on your first page. Always follow their guidelines.)

Here is a sample first page of an essay in MLA style.

Smith 1

Pete Smith
Dr. B. Boilermaker
English 106
12 October 2008

Building a Dream: Reasons to Expand
Ross-Ade Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played every game in front of a sold-out crowd. Looking ahead . . .

Image Caption: A sample first page of an MLA-formatted paper.

<http://owl.english.purdue.edu/owl/resource/557/01>

Cite the Purdue OWL in MLA:

Entire Website

The Purdue OWL. 26 Aug. 2008. The Writing Lab and OWL at Purdue and Purdue University. 23 April 2008 <<http://owl.english.purdue.edu>>.

Individual Resources

Purdue OWL. "MLA Formatting and Style Guide." The Online Writing Lab at Purdue. 10 May 2008. Purdue University Writing Lab. 12 May 2008 <<http://owl.english.purdue.edu/owl/resource/557/01/>>.

All Sections in *MLA Formatting and Style Guide*:

1. General Format
2. [In-Text Citations: The Basics](#)
3. [In-Text Citations: Author-Page Style](#)
4. [Formatting Quotations](#)
5. [Footnotes and Endnotes](#)
6. [Works Cited Page: Basic Format](#)
7. [Works Cited Page: Books](#)
8. [Works Cited: Periodicals](#)
9. [Works Cited: Electronic Sources](#)
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11. [Additional Resources](#)
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13. [Works Cited Page: Other Print Sources](#)
14. [MLA Works Cited Example Page](#)
15. [MLA Update 2009](#)
16. [MLA Tables, Figures, and Examples](#)
17. [MLA Sample Paper](#)

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Indiana University

Writing Tutorial Services

Ballantine Hall 206, 1020 E. Kirkwood Ave. Bloomington, IN 47405

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

These guidelines are taken from the [Student Code of Rights, Responsibilities, and Conduct](http://campuslife.indiana.edu/Code/). <http://campuslife.indiana.edu/Code/> To help you recognize what plagiarism looks like and what strategies you can use to avoid it, select one of the following links or scroll down to the appropriate topic.

- [How to Recognize Unacceptable and Acceptable Paraphrases](http://www.indiana.edu/~wts/pamphlets/#original)
<http://www.indiana.edu/~wts/pamphlets/#original>
 - [An Unacceptable Paraphrase](http://www.indiana.edu/~wts/pamphlets/#plagiarized)
<http://www.indiana.edu/~wts/pamphlets/#plagiarized>
 - [An Acceptable Paraphrase](http://www.indiana.edu/~wts/pamphlets/#acceptable1) <http://www.indiana.edu/~wts/pamphlets/#acceptable1>
 - [Another Acceptable Paraphrase](http://www.indiana.edu/~wts/pamphlets/#acceptable2)
<http://www.indiana.edu/~wts/pamphlets/#acceptable2>
- [Plagiarism and the World Wide Web](http://www.indiana.edu/~wts/pamphlets/#wwwplagiarism)
<http://www.indiana.edu/~wts/pamphlets/#wwwplagiarism>
- [Strategies for Avoiding Plagiarism](http://www.indiana.edu/~wts/pamphlets/#strategies) <http://www.indiana.edu/~wts/pamphlets/#strategies>

Terms You Need to Know (or What is Common Knowledge?)

<http://www.indiana.edu/~wts/pamphlets/#terms>

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How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.: The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism:**

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams, 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be **PLAGIARIZING**. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

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Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.
2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.
3. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide").
4. Write out the idea in your own words without peeking.
5. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, *Family Issues and Congress*, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style. The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in *USA Today*, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

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