In-Text Citation Guide
Citing References *within* Research Papers

Citing matters! Citations are essential BOTH at (1) the end of your paper and (2) within your paper!
1) You must provide a **full citation** for all resources at the very **end** of your paper on the **Works Cited** page.
2) Additionally, the ideas and words of others must be formally acknowledged *within* your paper using an **in-text citation** so that proper credit is given to whom it is due.

Cite all direct quotes AND all paraphrased information that you learned from a source!
NOTE: In-Text Citations are NOT just for direct quotes!

Use the following examples to create in-text citations:

When the author of the source is not in the sentence
- *Both the author and page number appear in parentheses.*

During the presidency of Calvin Coolidge, "the federal budget was always in surplus," the unemployment rate was at five percent or less, and the highest income tax rate was slashed in half (Schlaes 6).

In the introduction of *Revolutionary Mothers: Women in the Struggle for America's Independence*, the author points out that war is too often portrayed as a solely male event (Berkin ix).

Although some thought "that women were both morally and mentally inferior to men" (Berkin 151), these colonial ladies helped America win the war.

After the war, however, Americans rejected this idea due to the way colonial women had shown themselves to be capable of rational thought and moral conduct as they protested British rule and carried on the family livelihoods without the help of their husbands (Berkin 151-152).

Critics of educating women argued that "formal education would create masculine women, unattractive in their appearance, negligent in their duties to husbands and family" (Berkin 152).

Many feared that slavery angered God and that it "was more than a regrettable or inexpedient embarrassment; it was a sign of the Devil" (Manning 119).

Many blacks thanked God for the war because they felt the Civil War was God's instrument to end slavery in the United States (Manning 125).

During the Cold War, America tried to make democracy attractive to developing countries in Africa and Asia in hopes that these countries would choose democracy as their form of government (Dudziak 6).

Before WWII, the Japanese had proclaimed that America would never grant equality and justice to nonwhites (Dudziak 8-9). During WWII, American troops in the pacific found Japanese posters touting American racism in order to encourage support for the Japanese war effort (Dudziak 84).

When the author of the source IS in the sentence

- *If you use the author's name in the sentence itself, the page number(s) should always appear in parentheses at the end of the sentences. Never use the page number in the text of your sentence.*

According to Amity Schlaes, Coolidge's limited government policies helped improve the economy by curbing federal spending, reducing the unemployment rate, and lowering the highest income tax rate (6).

According to Berkin, critics of educating women argued that "formal education would create masculine women, unattractive in their appearance, negligent in their duties to husbands and family" (152).

Manning relayed that "from the time of God's perceived intervention at Gettysburg and Vicksburg through the rest of the war, soldiers dwelt increasingly on the explicitly moral necessity of destroying slavery" (119).

According to Manning, many Confederates believed slavery was something God approved of because they thought the Bible supported slavery (139).

Manning writes, "As they had done since the war began, Confederates reminded themselves that challenges to slavery undermined the southern social order by defying God and threatening the family" (139).

Dudziak writes that the Civil Rights movement pressured the U.S. government to act and protect the rights of African Americans (12). Ignoring the problem of Civil Rights had been damaging to the U.S. and detrimental to foreign relations during the war (91).

According to Dudziak in *Cold War Civil Rights: Race and the Image of American Democracy*, "Racism gave the enemy an effective propaganda weapon" (84).

When citing multiple works by the same author

- *If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others.*
- *Put shortened titles of **books** in italics and short titles of **articles** in quotation marks.*

Citing two **books** by the same author (author's name in sentence):

Murray states that writing is "a process" that "varies with our thinking style" (*Write to Learn* 6). Additionally, Murray argues that the purpose of writing is to "carry ideas and information from the mind of one person into the mind of another" (*A Writer Teaches Writing* 3).

Citing two **articles** by the same author (author's name in sentence):

While Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

Citing two sources by the same author (author's name **not** in sentence):

History teaches us that government is a significant threat to people and their liberty (Maybury, *Justice* 64-66), and ancient Rome provides a prescient warning of what happens when government power is allowed to grow (Maybury, *Rome* 23).

When citing internet web sources

- *While many sources on the Internet should not be used for scholarly work, some Web sources are perfectly acceptable for research if they are scholarly in nature.* (Be sure to thoroughly evaluate your sources and use high-quality sources only!)
- *In-text citations for electronic sources can be confusing because of the absence of page numbers and sometimes the absence of authors.*
- *When using websites, first use ALL the information you can glean from the web source to create a solid Works Cited page entry. Be a detective!*
- *Then, for your in-text citation, use whatever comes first in the Works Cited entry as the identifier in the parentheses.*

As a child, Ronald Reagan was nearly killed when a train suddenly began moving as he was playing on the tracks underneath it (Cannon, "Reagan: Life Before Presidency").

Douglass was "offended and angered" by President Lincoln's preference for relocating displaced slaves in new colonies (Fling, "Douglass and Lincoln" *White House Historical Assoc*).

According to Dennis Prager, "Americans are more divided morally, ideologically and politically today than they were during the Civil War" ("America's Second Civil War").

During the 1912 campaign, as Theodore Roosevelt claimed to be the advocate of "we, the people," his opponent William Howard Taft challenged his progressive interpretation of majority rule by asking "Who Are the People?" (Taft, "Who Are the People? 1912 Campaign Speech").

When citing the Bible

- *Provide the book, chapter, and verse.*
- *The first time the Bible is cited in the text, identify the version used.*

"You are forgiving and good, O Lord, abounding in love to all who call to you" (Psalm 86:5, New International Version).

Adding or omitting words in quotations

- *If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods (. . .) preceded and followed by a space.*

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale . . . and in a short time a lively exchange of details occurs" (78).

- *If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.*

Jan Harold Brunvand, in an essay on urban legends, states, "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

Citing Long Direct Quotations

Long quotations

- *For quotations that are more than four lines, place the quoted material in a free-standing block of text and omit quotation marks.*
- *Start the quotation on a new line, with the entire quote indented one inch from the left margin. Maintain double-spacing. (Examples are shown with 1.5 spacing to save room.)*
- *Your parenthetical citation should come after the closing punctuation mark.*

EXAMPLE ONE

Progressive political philosophers Woodrow Wilson and Herbert Croly had a utopian notion of the role of the state in American life:

> The progressive civil religion . . . was utopian. It required a faith that a good end on earth is preordained and that the power of the state must be used to make it come about. Religion, in this sense, is essentially a faith in the state. Croly even speaks of secular saints and a leader-messiah who 'will reveal the true path' and direct the state. Wilson himself was sharply critical of anything that might detract from one's faith in and obedience to the state. (Pestritto 42)

EXAMPLE TWO

During the 1912 campaign, as Theodore Roosevelt claimed to be the advocate of "we, the people," his opponent William Howard Taft challenged his progressive interpretation of majority rule by asking "who are the people?"

> Who are the people? They are not alone the unfortunate and the weak. They are the weak and the strong, the poor and the rich, and the many who are neither. The wage earner and the capitalist. The farmer and the professional man. The merchant and the manufacturer. The storekeeper and the clerk. The railroad manager and the employee. They *all* make up the people, and they all contribute to the running of the government. And they have not any of them given into the hands of *anyone* the mandate to speak for them as peculiarly the people's representative. Especially does not *he* represent them who, assuming that only The People are the discontented, would stir them up against the remainder of those whose government alike this is. (Taft "Who Are the People? 1912 Campaign Speech")