Your Name

Instructor Name

Course Number

Date

Title: Subtitle

Research papers that use MLA format do not include a cover page unless requested by your instructor. Instead, start with the information shown at the top of this page. Do not bold the title or use all capital letters. Capitalize the first and last words of the title, and all principal words. If your paper includes a subtitle, separate it from the title by a colon and space, as shown. For more specific guidance on capitalization, see the MLA Handbook for Writers of Research Papers, 7th Edition (MLA 7th Edition).

All text—including titles, quotations, notes, and list of works cited—uses double line spacing. Body text and note text use a half-inch first-line indent. The list of works cited uses a half-inch hanging indent. Table titles and source text use a quarter-inch indent. Access all of these text formats on the Home tab, in the Styles gallery.

MLA format discourages extensive use of content notes. But, when you need to add notes, you can use either endnotes or footnotes. MLA 7th Edition indicates that you should use a superscript, Arabic numeral at an appropriate place in the text for the note reference. To begin the note text, use the same numeral, not superscript, and followed by a period.

If you use endnotes, they should be on a separate page, at the end of your text and preceding the list of works cited. If you use footnotes, consult your professor for preferred format.

For quotations of more than four lines, indent the quote one inch from the left margin and do not use quotation marks. To apply this formatting, on the Home tab, in the Styles gallery, click Quote. For shorter quotations, you can put them in quotation marks and incorporate them directly into text.



Fig. 1. This figure caption uses the No Indent style, available on the Home tab, in the Styles gallery. Label figures with the abbreviated “Fig.” and a figure number.

The sample Works Cited list that follows starts on its own page. Just type in-text citations as you do any text of your paper. See the sample citation shown at the end of this paragraph. Note also that MLA rules for citations and references are extensive. So it’s a good idea to refer to MLA 7th Edition for further information. (AuthorLastName Pages)

To see this document with all layout and formatting, such as hanging indents, on the View tab, click Reading View. To use this template when creating the outline for your paper, on the Home tab, in the Styles gallery, click No Indent.

For additional guidance on formatting your research paper, consult MLA 7th Edition as well as your instructor.

Works Cited

AuthorLastName, FirstName. Title of the Book Being Referenced. City Name: Name of Publisher, Year. Type of Medium (e.g., Print).

LastName, First, Middle. “Article Title.” Journal Title (Year): Pages From - To. Print.

**Author’s Note**

*Author’s Notes*: Each time you submit an essay assignment, you are required to write an accompanying 250-word (minimum) author’s note. Below are the questions you should answer while composing.

* What are the strengths and problems of your work?
* What were the challenges you encountered writing your draft?
* What is your thesis?
* If you had two more days to write this draft, where would you focus your attention?
* What questions are you asking about your work that you would like feedback on?

**English 1310 – Essay Grading Rubric**

Please see your graded rubric and my comments in your paper, but note that I have not marked everything. If you have questions/concerns about your grade, see me in office hours. I will not discuss grades for 48 hours.

|  |
| --- |
| **Grading Standards** |
| **D** - The D paper indicates a developing writer. D papers have room for improvement in one or more evaluation criteria. | **C** - The C paper indicates a competent writer. Errors are present but do not detract from author’s overall purpose. |
| **B** - The B paper shows significant improvement from the C paper, indicating a practiced writer. There may be reasonable errors. | **A** - The A paper exceeds expectations in one or more areas, indicating a distinctive writer. Minor errors may be present. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  / 30 points |  / 30 points |  / 25 points |  / 10 points |
|  | **Rhetoric** | **Structure & Development** | **Originality & Style** | **Grammar & Format** |
| D | * Fails to address one or more prompt/course expectations
* No evidence of course writing skills
* No evidence of consideration for the rhetorical situation
 | * Thesis is ineffective, possibly does not match essay body
* Little to no cohesion (similarity) between thesis and body paragraphs
* Body paragraphs do not follow logical order or structure
 | * Missing voice and critical thinking
* Ineffective/missing title
* Excessive repetition
* Distracting use of you/your, they/them, we/us, it
 | * Grammar errors consistently distract from argument
* Major issues with assignment formatting
* Missing in-text citations or Works Cited
 |
| C | * Addresses prompt/course expectations
* Few or ineffective uses of course writing skills
* Demonstrates basic awareness of rhetorical situation
* Relies too heavily on one appeal, ignoring others
 | * Thesis is effective, but needs improvement in being arguable, narrow, or matching essay
* A few unclear/wandering points
* Body paragraphs follow a logical structure, may be missing topic sentences or explanations
* Quotes/evidence inconsistently integrated or explained
* Rarely returns to thesis statement
 | * Answers prompt with little originality
* Author’s voice is underdeveloped or distracting
* Title is uninformative /confusing
* Minimal repetition of words or phrases
* Frequent use of you/your, they/them, we/us, it
 | * Grammar errors distract from argument occasionally
* Follows assignment formatting guidelines with reasonable errors
* Missing or improperly formatted header/page numbers
 |
| B | * Fully responds to prompt/course expectations
* Adequately employs course writing skills
* Demonstrates intermediate awareness of rhetorical situation
* Accurately uses rhetorical concepts and terms
 | * Thesis is effective
* Minimal unclear/wandering points
* Body paragraphs develop logical supporting details & evidence.
* Regularly returns to thesis statement
* Structure is a strong choice for paper’s argument
* Most transitions are effective
 | * Some ideas are original and creative
* Author’s voice is present and clear
* Avoids excessive or unhelpful repetition
* Sufficient title
* Minimal uses of you/your, they/them, we/us, it
 | * Reasonable grammatical errors, which rarely distract from purpose
* Follows assignment formatting
 |
| A | * Skillfully responds to prompt/course expectations
* Demonstrates strong awareness of rhetorical situation
* Considers various stakeholders
* Skillfully employs course writing skills
 | * Thesis exceeds expectations
* Conclusion goes beyond summary, answers “so what?”
* Intro focuses on thesis & context
* Effectively returns to thesis
* Structure is the most effective choice for the paper’s argument
* Effective transitions & overall coherence
 | * Expresses original ideas creatively
* Author’s voice is unique but not distracting
* Includes a creative and informative title
* Uses specific language when possible
 | * Few minor grammatical errors that never distract from purpose
* Error-free format & citations
 |
|  | **Peer Review Attendance -\_\_\_\_\_\_\_\_** / 5 points | **Author’s Note - \_\_\_\_\_\_\_\_** / 5 points |