

MLA GUIDES FOR WRITING AND RESEARCH 2020–21

MLA

FORTHCOMING APRIL 2021

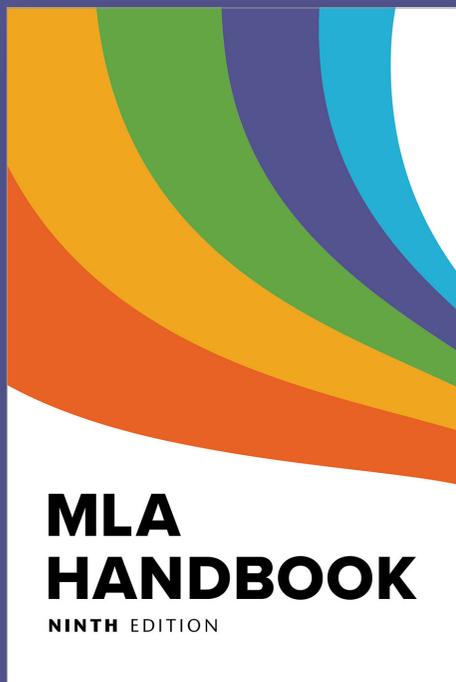
MLA HANDBOOK

NINTH EDITION

ADOPT MLA GUIDES!

Teach your undergraduate students effective research techniques, source evaluation, and citation by adopting guides from the authority on student writing.

QUESTIONS ABOUT MLA STYLE?



FORTHCOMING APRIL 2021

MLA Handbook Ninth Edition

c. 400 pp. • 6 × 9

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The eighth edition of the *MLA Handbook* is still available for fall 2020 and spring 2021 courses.

For nearly seventy years, the Modern Language Association has helped student writers choose trustworthy sources and use them to support their own ideas. Now, the authority on writing and research presents the clearest approach to MLA style yet with the ninth edition of the *MLA Handbook*.

The ninth edition works as both a textbook and a reference guide. Focusing on source evaluation, it features a wealth of visual examples and updated advice on punctuation and grammar,

footnotes and endnotes, annotated bibliographies, and paper formatting.

Although there are numerous websites, apps, reference works, and cheat sheets that claim to help with MLA style, there's only one truly authoritative resource to help your students on their paths to becoming better writers. The ninth edition of the *MLA Handbook* is the most comprehensive guide the MLA has ever produced, with an all-inclusive approach to writing, research, documentation, and formatting.

WE'VE GOT ANSWERS!

An all-in-one resource that makes MLA style easier to learn and use, the *MLA Handbook* includes

- expanded, in-depth guidance on creating works-cited-list entries using the MLA template of core elements that explains what each core element is, where to find it in various sources, and how to style it
- a new, easy-to-follow explanation of in-text citations
- a new chapter containing recommendations for using inclusive language
- a new appendix with hundreds of sample works-cited-list entries by publication format, including books, databases, websites, *YouTube* videos, interviews, and more
- updated guidelines on avoiding plagiarism

style.mla.org

The *MLA Style Center* is the free online companion to the *MLA Handbook* and the only authorized website devoted to MLA style.

- See hundreds of example citations not in the handbook.
- Use our new interactive teaching tool.
- Read sample papers.
- Get teaching advice, lesson plans, and activities.
- Ask the MLA editors questions.
- Download our paper-formatting guidelines.

MLA Guide to Undergraduate Research in Literature

Elizabeth Brookbank
and H. Faye Christenberry

“This book’s strength is its grounding in students’ real experiences, questions, and assignments. . . . The authors’ willingness to engage with complex processes like evaluation and topic selection is welcome.”

—Anne-Marie Deitering,
Oregon State University



What makes a good research topic in a literature class? What does your professor mean by “peer-reviewed” sources? What should you do if you can’t find enough material? This approachable guide walks students through the process of research in literary studies, providing them with tools for responding successfully to course assignments.

Written by two experienced librarians, the guide introduces the resources available through college and university libraries and explains how to access the ones a student needs. It focuses on research in literature, identifying relevant databases and research guides and explaining different types of sources and the role each plays in researching and writing about a lit-

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Subject Areas: Bibliographical and
Textual Studies
Bibliographies and
Research Guides
Writing Guides
MLA Style

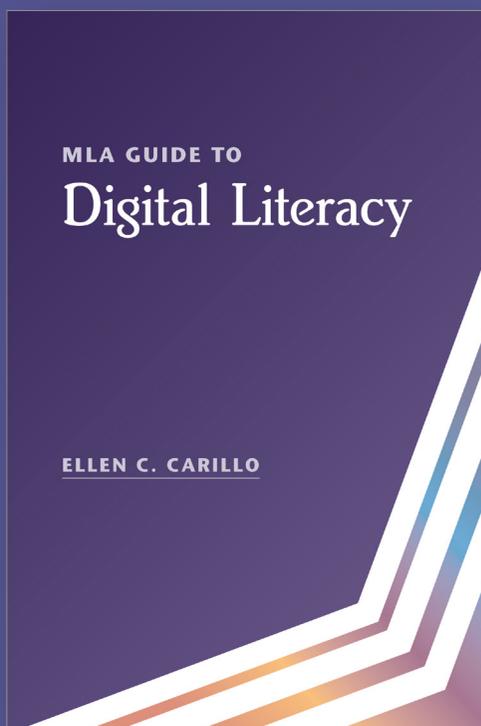
erary text. But it contains helpful information for any student researcher, describing strategies for searching the Web to find the most useful material and offering guidance on organizing research and documenting sources with MLA style.

MLA Guide to Digital Literacy

Ellen C. Carillo

“This guide offers strategies for digital literacy—strategies that, as research clearly shows, students lack and urgently need.”

—Alice Horning, Oakland University



Students face challenges assessing, responding to, and producing information in today’s fast-paced, complex digital landscape. This guide helps students understand why digital literacy is a critically important skill: their education, future careers, and participation in democratic processes rely on it. Hands-on, structured activities give students strategies for evaluating the credibility of sources, detecting fake news, understanding bias, and more. Readings and writing prompts support specific concepts, including how to craft a research question and effectively conduct searches. An appendix contains three sample lesson plans.

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Subject Areas:

Bibliographies and
Research Guides
Digital Pedagogy

How Students Write

A Linguistic Analysis

Laura Louise Aull

“This book fills a critical gap in our understanding of how undergraduates and early-career graduate students develop as academic writers and, crucially, why their writing evolves the way it does.”

—Dylan B. Dryer, University of Maine

HOW STUDENTS WRITE

A Linguistic Analysis

LAURA LOUISE AULL

Broad generalizations about “people today” are a familiar feature of first-year student writing. *How Students Write* brings a fresh perspective to this perennial observation, using corpus linguistics techniques. This study analyzes sentence-level patterns in student writing to develop an understanding of how students present evidence, draw connections between ideas, relate to their readers, and, ultimately, learn to construct knowledge in their writing.

Drawing on both first-year and upper-level student writing, the book examines the discourse of students at different points in their education. It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students’ choices.

In focusing on sentence-level features

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Subject Areas:

Composition Studies
Linguistics

such as hedges (“perhaps”) and boosters (“definitely”), this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas. Attention to these features can help instructors foster civil discourse, design effective assignments, and expose and question norms of higher education.

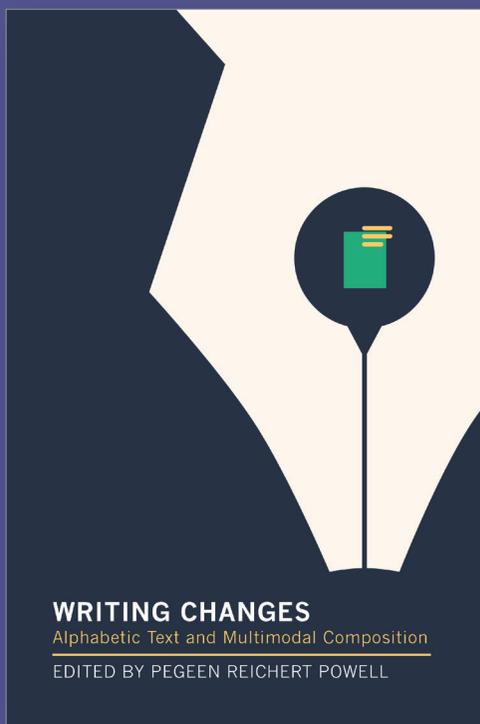
Writing Changes

Alphabetic Text and Multimodal Composition

Edited by
Pegeen Reichert Powell

"This kind of collection on multimodal composition is long overdue."

—Duane Roen, Arizona State University



Writing Changes moves beyond restrictive thinking about composition to examine writing as a material and social practice rich with contradictions. It analyzes the assumed dichotomy between writing and multimodal composition (which incorporates sounds, images, and gestures) as well as the truism that all texts are multimodal. Organized in four sections, the essays explore alphabetic text and multimodal composition in writing studies; specific pedagogies that place writing in productive conversation with multimodal forms; current representations of writing and multimodality in textbooks, of instructors' attitudes toward social media, and of writing programs; and ideas about writing studies as a discipline in the light of

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Subject Areas:	Composition Studies Interdisciplinary Studies

new communication practices.

Bookending the essays are an introduction that frames the collection and establishes key terms and concepts and an epilogue that both sums up and complicates the ideas in the essays.

Improving Outcomes

Edited by
Diane Kelly-Riley
and Norbert Elliot

“This book reaffirms why writing assessment at the postsecondary level in the United States is among the most interesting and forward-thinking work in the field.”

—David Slomp, University of Lethbridge

IMPROVING OUTCOMES

Disciplinary Writing, Local Assessment,
and the Aim of Fairness

EDITED BY DIANE KELLY-RILEY AND NORBERT ELLIOT

Students thrive when they are exposed to a variety of disciplinary genres, and their lives—and our institutions—are enriched by improving their writing outcomes. Taking account of evolving research, writing in the disciplines, and demographic and institutional shifts in higher education, this volume imagines new ways to improve writing outcomes by broadening the focus of assessment to wider issues of humanity and society.

The essays—by contributors from diverse fields, from writing studies to nursing, engineering, and architecture—demonstrate innovative classroom practices and curricular design that place fairness and the situatedness of language at the center of writing instruction. Contributors

WINTER 2020

288 pp. • 6 × 9

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Subject Areas:

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reflect on a wide range of examples, from a disability-as-insight model to reckoning with postcolonial legacies, and the essays consider a variety of institutions, classrooms, and types of assessment, including culturally responsive assessment and peer feedback in digital environments.

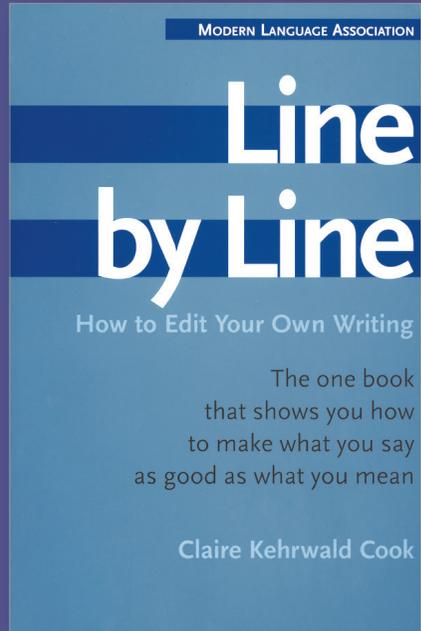
Line by Line

How to Edit
Your Own Writing

Claire Kehrwald Cook

"*Line by Line* . . . encourages and facilitates a precision in English syntax and usage that will add force to the work of any writer."

—*College Composition and Communication*



Remarkably accessible and a pleasure to read, *Line by Line* reveals the techniques used by professional editors to detect and revise flawed prose. Writers learn to catch their errors and to apply practical revision strategies that can be adapted to any sort of exposition. Hundreds of poorly written sentences are corrected step-by-step.

Line by Line concentrates, as no other book does, on specific ways to improve first drafts. It shows writers how to recognize and eliminate the stylistic faults that most often impede reading and obscure meaning.

A popular feature of the book is an

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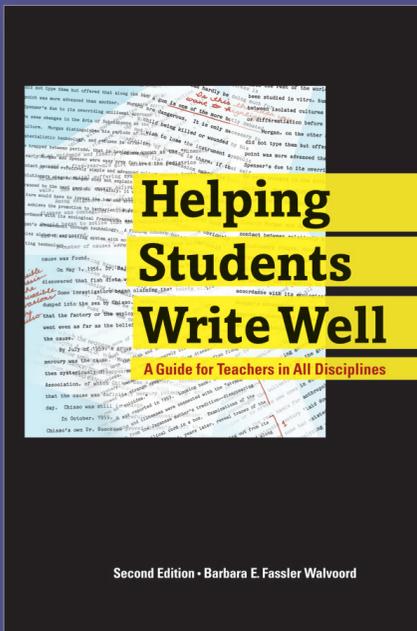
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Subject Areas:

Publishing and Editing
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appendix that, in glossary form, discusses troublesome usages (e.g., *disinterested* vs. *uninterested*, *may* vs. *might*, the subjunctive mood, *that* vs. *which*, *who* vs. *whom*). Another appendix reviews elementary syntax.



Helping Students Write Well

A Guide for Teachers in All Disciplines
SECOND EDITION

Barbara E. Fassler Walvoord

Helping Students Write Well has become the standard manual for college instructors seeking to integrate writing into their courses more effectively. The book suggests techniques for responding to student work, guiding student peer groups, and dealing with specific writing problems. Aimed at college faculty members in a variety of disciplines—history, sociology, biology, marketing, psychology, literature, and others—Barbara Walvoord’s lively text provides methods for helping students generate ideas; bring topics into focus; gather and integrate library information; organize reasoning and evidence; follow a required format; draft, revise, and edit; improve style and mechanics; and compose visual aids.

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Writing Guides

Unique to this edition are seven detailed case histories that describe how teachers in various disciplines have applied Walvoord’s techniques in actual courses.

Helping Students Write Well is an essential tool both for those who teach writing and for those who want to make writing a significant part of their courses.

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