

English 406A: Studies in Prose Fiction – Money and the Novel

Schedule: Tues/Thurs 11 am-12:15 pm **Location:** West Mall Swing Space 307

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Office hours: Wednesdays 10 am – 12 pm

Course Description

No literary genre has been shaped so directly by market capitalism as the novel. In this course, we will consider how novels comment on matters of economy, money, and finance and how, in turn, changes in the economy have influenced the developed of the novel. Reading a selection of fiction from the eighteenth century to the present alongside essays on money and monetary economics from the same periods, we will examine ideas of representation, value, character, and power common to both fiction and economics. We will think about the way fiction supplements and challenges the exchange practices of the market and also about how alternative modes of exchange—personal, communal, sexual—are represented in monetary and fictional literature.

Note: no background in economics is necessary to take and enjoy this course. However, we will be doing some reading in the history of monetary economics to supplement our readings of the novels. Students should be open to interdisciplinary methods of research and modes of reading.

Course Goals and Learning Outcomes

By the end of this course students should:

- be familiar with the history of the novel and the development of its form from the eighteenth century to the present
- understand the theories and debates that have defined the use and definition of “money” since the establishment of modern banking and currencies
- know the principles and controversies of “economic criticism”
- Be able to summarize critical articles and compile an annotated bibliography
- Understand how to situate their own close readings within a critical field

Required Texts

- Daniel Defoe, *Roxana*
- Jane Austen, *Emma*
- George Eliot, *The Mill on the Floss*
- E. M. Forster, *Howards End*
- Martin Amis, *Money*
- John Lanchester, *Capital*

Texts are available in the UBC bookstore filed under the author’s last name. If you already own a copy or prefer to purchase another (i.e. cheaper) edition feel free to do so.

Electronic editions are also welcome. Keep in mind that we will be referring to the text by page number in class discussion; having the right edition will help keep you on track.

Supplementary readings (economic essays, critical readings) are on course website:

(<http://blogs.ubc.ca/moneynovel>).

Classroom Expectations and Policies

Here are a few things that I (and other professors) recommend students try to do and that we *really* like to see happen in our classes:

1. **Make the most of the class:** Most students take courses because they are interested in and excited by the topic or texts. Others take courses to fulfill requirements and others to fill gaps in schedules. Regardless of why you take any class, you might as well engage with the material as actively as you do in your other classes. You may discover ideas and things that you haven't before and that prove to be very relevant to you.
2. **Bring an open mind:** This class will present you with new and challenging ideas or with views and opinions (not necessarily the instructors') that you find disagreeable or frustrating. This is fine; indeed, we expect and encourage it. But closing yourself off from the topics or perspectives offered in class can stop you from getting the most out of it. Opening your mind will deepen your education in all kinds of ways.
3. **Be prepared to speak:** Not everyone is comfortable speaking in public – we all understand that. But disengaging from class conversations by not being prepared to contribute is a good way to ensure that you will miss something. Everyone will learn more if we are all ready to say something constructive either when prompted or in response to a colleague's comment.
4. **Ask questions:** If the instructor says something that you don't understand or that you can't quite make sense of, ask to hear it again. If you want further explanation about something, ask for more details. These might be really important opportunity for tricky issues to be discussed by the whole class and thus become giant leaps forward in the learning process.
5. **Answer questions:** If you are asked to respond to something, make a stab at it. You might feel intimidated at first (that's completely normal) and like you want to say "I'm probably totally wrong about this..." But sometimes the simplest or zaniest reactions are the most interesting and rewarding.
6. **Hydrate:** Just as your body needs liquids when you are at the gym, your brain needs hydration in order for you to concentrate in class. So stay hydrated. Water is best; coffee may be better. It's a long day and the rooms get stuffy. Snacks or meals get messy and distracting, but liquids are important.
7. **Make eye contact:** Making eye contact with the instructor (or whoever else is talking) will ensure that you stay focused on the discussion. If you're looking at something else (a screen for instance) you may still hear a voice, but you won't really be listening. We hear with our eyes as much as with our ears.
8. **Listen:** While eye contact is crucial, your ears still have work to do! You may feel like the most important information in the class is up on the board or on a screen. It isn't. Slides are just guides for the conversation, keeping the instructor on track and the class moving ahead (otherwise it is easy to get bogged down). Sometimes, it's helpful to put your pen down or close your laptop and just listen.
9. **Make appointments:** If you are struggling with an idea, or an assignment, or the whole class, let's talk about it. If you let the problems fester, we might run out of time to address them. Email your TA explaining briefly the issue you want to discuss and suggesting a time when you are available to meet. Your TA may recommend also meeting with the instructor. Office hours are good opportunities to meet, but there may be other times or venues that are more convenient.
10. **Be polite:** Common social courtesies apply in university classrooms and in related communication. Address your fellow students, TAs, and instructors appropriately.

Classroom Expectations and Policies (continued)

Attendance and Participation: UBC and the Department of English have strict guidelines about attendance in class. Attendance is mandatory, absences not at all encouraged. But although attendance is important and your participation grade for the course depends in part on it, participation does not *equal* attendance. You are encouraged to participate as much as possible by asking questions, responding to comments by other students, and by being polite and cordial to your colleagues and instructor.

Reading: It is essential that you are prepared for every class **by completing the assigned reading**. We will not necessarily cover every aspect of the assigned reading in every class; you are nevertheless encouraged to read all of the reading and, if appropriate, to bring it up during discussion. This includes the economic readings and supplementary criticism, of which there is approximately one for each week. Some of the novels are long, and even the shorter ones can be difficult. Read with care and precision. Read out loud. Take notes. Pay attention to details, patterns, and correspondences.

Online component: this course website (<http://blogs.ubc.ca/moneynovel>) contains the information found in this syllabus plus links to all of the assigned supplementary reading for the course. It also provides a forum for online discussion – a mandatory component of your participation in the class and worth 15% of your final grade. Each of you should expect to contribute at least 5 sizable and distinct posts to the course blog as well as regular responses and comments to the posts made by your colleagues. These posts can offer reflections on the novels or the economic readings or the assigned critical articles or a combination of any or all. Use these posts as an opportunity to try out readings that might form part of your research or essays. I will monitor the posts to maintain order and keep out spam, but I will try not to intervene in discussion – unless asked or prompted.

Electronic Aids: Laptops are permitted in class but may be used **only** for occasional reading or research purpose. All students should bring a notebook and pen for the purposes of recording discussion and making notes. All other electronic devices must be turned off and stowed away before class begins. The persistent use of technology for non-course related activities may result in a course-wide ban on all laptops. Photographic or recording devices may **not** be used during class. PowerPoint slides, when used, will **not** be posted on UBC Connect or any other service. Their purpose is to facilitate focus and discussion in class; they are NOT a substitute for attendance or notes. You will not get the full benefit of these discussions if you rely exclusively on slides or other electronic supplements.

Disability and Counseling Services: The University accommodates students with disabilities who have registered with the Access and Diversity Centre. If you are registered please let me know; I will of course abide by any recommendations that have been made for you. The university will also accommodate students whose religious obligations conflict with attendance, submitting assignments, or completing tests and examinations. However, you must make official arrangements through your faculty advising offices. Holidays involving fasting, abstention from study, or participation in activities are listed online. If illness prevents you from attending class or completing term work, contact a faculty advisor and make arrangements for a standing deferred or other accommodation. Health and wellness ALWAYS take precedence over homework. If you plan to be absent for varsity athletics, family obligations, or other commitments, don't assume accommodation.

CLASS AND READING SCHEDULE

<u>Date</u>	<u>Topics and Readings</u>
January 5	Course Introduction: Economics and the Novel
January 7	Woodmansee and Osteen "Taking Account of the New Economic Criticism"
January 12	Defoe, <i>Roxana</i> ; Defoe, "An Essay on Public Credit"
January 14	Defoe, <i>Roxana</i>
January 19	Defoe, <i>Roxana</i>
January 21	Reading Criticism: D. Christopher Gabbard, " <i>Roxana</i> and Financial Literacy"
January 26	Horner, "Thornton on Paper Credit"
January 28	Austen, <i>Emma</i>
February 2	Austen, <i>Emma</i> ; Miles, "'A Fall in Bread': Speculation and the Real in <i>Emma</i> "
February 4	Austen, <i>Emma</i> ; Critical Response Paper (10%) due
February 9	Ruskin, "Coin Keeping" from <i>Munera Pulveris</i>
February 11	Eliot, <i>The Mill on the Floss</i>
February 15-19	READING WEEK
February 23	Eliot, <i>The Mill on the Floss</i> ; Kreisel, "Superfluity and Suction"
February 25	Eliot, <i>The Mill on the Floss</i>
March 1	Forster, <i>Howards End</i> ; Annotated Bibliography (20%) due
March 3	Forster, <i>Howards End</i> ; Keynes, "Social Consequences of Changes in the Value of Money"
March 8	Forster, <i>Howards End</i> ; Wehl, "The Monumental Failure of <i>Howards End</i> "
March 10	Amis, <i>Money</i> Friedman, "The Mystery of Money"; Tratner, "Derrida's Debt to Friedman"
March 15	Amis, <i>Money</i>
March 17	Amis, <i>Money</i> ; Begley, "Satirizing the Carnival"
March 22	Lanchester, "Outsmarted" (<i>New Yorker</i> 2009); Essay Draft (10%) due
March 24	Lanchester, <i>Capital</i>
March 29	Lanchester, <i>Capital</i> ; Shaw, "Capital City"
March 31	NO CLASS
April 5	In-class Essay Peer Review workshops (essays must be completed)
April 7	In-class Essay Peer Review workshops
April 11 (Mon)	Final Papers Due – BUTO 397

Assignment Preparation and Submission

Online components: as indicated above, a sizable portion of your final course grade will come from contributions to the online blog (<http://blogs.ubc.ca/moneynovel>). Everyone in the class must make at least 5 or 6 original posts through the course of the term and respond in kind to the posts made by colleagues. These posts should relate to either the novel or the economic readings for the given week and should make specific, detailed, and constructive references to those readings. These posts are a really forum for trying out ideas for class discussion, papers, and research projects. You can also use them as a base to exchange and share articles, papers, links, and other resources.

Essay format: All essays must be typed and submitted in printed hard-paper copy. Electronic (email) submissions are not recommended and will only be allowed in extraordinary circumstances. Essays must be formatted in MLA (Modern Language Association) style outlined in the *MLA Handbook for Writers of Research Papers* (available in the reference section of the UBC Bookstore, at the UBC library, or on-line at www.mla.org). To learn more about MLA formatting, please consult "The Owl" Writing Lab's MLA formatting guide at <http://owl.english.purdue.edu/owl/resource/747/01/>. See also pages 13-14 for a sample of what an MLA formatted paper looks like.

Assignment Submission: Essays are due at the beginning of class on the day they are due. Even if you write your essay on a public or campus computer, you should retain a copy of all submitted assignments and be prepared to re-submit an electronic copy upon request. Students should also keep all marked assignments in case they wish to apply for a Review of Assigned Standing. Papers submitted after that time will be penalized 2% per day to a maximum of 15%; unless formal arrangements have been made, papers submitted more than 7 days after the due date will NOT be accepted or graded. Extensions will be granted only in extraordinary circumstances and in keeping with university and department policy. Give yourself lots of time to prepare and write your essays. **Bad planning on your part does not constitute an emergency on mine.**

Plagiarism: University policies concerning academic misconduct, including and especially plagiarism are strict, rigorous, and always enforced. The 2015/16 UBC Calendar defines plagiarism as any form of "intellectual theft" that "occurs where an individual submits or presents the oral or written work of another person as his or her own." Plagiarism comes in many forms and includes everything from outright copying of essays, paragraphs, or sentences from an internet or published source, to borrowing another students' work, to paying a third-party to write or edit for you, to inadvertent quotations, missed quotation marks, forgotten references, or miscopied ideas. If you plagiarize, you will received an automatic 0 for the assignment and, depending on the circumstances, further disciplinary action may be taken by the department of English or your faculty. For more information of plagiarism and the university policies concerning its prosecution see the UBC Calendar.

Assignments and Values

Class Participation and Attendance	10%
Online Participation (posts, comments, discussion)	15%
Critical Response Paper	15%
Annotated Bibliography and Literature Review	20%
Research paper draft (intro, lit review, sample analysis, workshop)	15%
Research Paper (final, edited version)	25%

Assignment #1: Critical Response Paper

- Value: 15%
- Length: 1500 words (5-6 pages)
- Due Date: Thursday February 4, 2016

The purpose of this assignment is to introduce you to the protocols of engaging and conversing with scholarly sources. The best way to do this is for you to summarize a single scholarly article and then respond to it. The purpose of a response is not to *judge* the article for its clarity, or style, or interest. Rather a response paper traces an arguments premises, assumptions, and conclusions and, if possible, expands or responds to them.

The first step in responding to an article is to read it through without taking notes to **get its "gist"** (its thesis). If you're having trouble getting the gist review the abstract (if it has one), look at headings and sub-headings, and look out for language like "My purpose in this article is..." or "My point is..." etc. Try writing the gist in one or two sentences.

Once you've got the gist, **read the article carefully**. Take notes on how the argument develops. Questions to ask as you work through the article include (but are not limited to):

- What **key words or concepts** are repeated and defined in the article?
- What kind of **evidence** is used to support the argument? Which authors are quoted or cited? How does the author read the main text under discussion?
- Is the piece primarily **historical** or **biographical**? Does the author rely on some **theoretical apparatus** or perspective to make his or her claim? If you aren't familiar with the historical or theoretical assumptions of the article, **look them up**.
- What kinds of **authorities** are cited? How do citations of recent critical analyses compare or balance with citations from older works of history, theory, philosophy, psychology, etc.
- Is there something in the article with which you disagree? Is there something that you find particularly interesting?
- Are there any sudden shifts in the argument? Does the author ever contradict or complicate the original claim? Why?

Next **write a summary**; this should constitute about half of your response. It should have a thesis, which is your statement of its "gist" are carefully and logically lay out the evidence, authorities, and logic used to develop that thesis. The summary should be **in your own words**. If you do cite or quote the article you are summarizing make sure that you cite it according to MLA style.

Finally, in the second half of the paper, **respond to the article** by offer a counter-reading of a particular point or even by offering a different take on the whole argument. You may use some of the historical and economic material we are discussing in class or find other criticism that rebuts an argument in ways that you find more appealing. You can offer an alternate argument based on an internal close reading of a passage or chapter. **NEVER** comment on the "quality" of the writing—all articles published in peer-reviewed journals are scrupulously edited for style and clarity—or on their "academic" style.

Assignment #2: Annotated Bibliography and Literature Review

- Value: 20%
- Length: 1500 words (4 250-word annotations + 1 500-word literature review)
- Due date: Tuesday March 1, 2016

For this assignment, you will compile a short bibliography of **3** credible and authoritative critical sources on a text and/or topic from the course and write a 250-word summary/annotation for each. You will also write a short literature review in which you consider the general trends and assumptions that these articles share.

One goal of this assignment is to begin the research on your final essay. The topic is up to you and you must write on at least one of the texts that we are covering in class this term. Do not feel that you have to know precise what your topic or thesis will be before you start your research. You should allow your research into the essays and chapters that have already been written on your text or topic to guide your thinking toward a focused thesis. Here are some guidelines for how to locate the articles:

- The essays you choose should all be on the same topic and not disparate topics that just happen to come up in relation to a certain author or text.
- The articles should be recently published (within the last 25 years, since 1990). If there is a “key” article published before that date, and to which the others refer, you may use that one as well.
- You do not have to read entire books for this essay; however, you may wish to consult a chapter from a recent book. Remember that some book chapters are published in journals or collections before they appear in book-form.
- If you are having trouble locating articles on a similar topic by way of the MLA or other bibliography, do not despair. The next step is to find one, good recent article on a topic and then READ THE NOTES (Endnotes or Footnotes). There WILL be references to other articles on similar topics there. Locate them and, if necessary, read their notes too.
- You may find that you have to read more than 3 articles to find the ones that work for your research. That’s fine – in fact, it’s expected.

Once you have located, read, and chosen your three articles, you will compose an annotated bibliography for them. An annotation is a short, compressed version of the summary you wrote in the previous assignment. It explains the main claim or thesis and reviews the evidence, assumptions, and authorities that support that claim. It does not respond to the essay, but it might explain how it fits into a larger conversation.

The last stage in this assignment is to produce a literature review for your topic. This is a 500 word mini-essay in which you assess how recent work on your topic has been developing, how various authors writing on that topic have approached it, what similarities and differences exist between them, and how the general conversation is developing. The lit review will be the last part of this assignment to be written, but it will appear **FIRST** when you submit. The bibliographies will be graded on the basis of the quality and relevance of the essays you find and on the clarity of your annotations. I cannot read every essay you find, but will consult them if your annotation is unclear – so clarity and specificity matter.

Assignment #3: Final Paper

- Value: 10% (preliminary draft), 30% (final version) = 40%
- Length: 3000 words (10-12 pages) plus “works cited”
- Due Dates: Thursday March 24 (preliminary draft) and April 5-7, 2016 (complete draft for workshop); FINAL DUE DATE IS APRIL 11

This is the capstone project for the course. It integrates the skills and writing techniques developed during the course and in the other assignments. It should develop the topic and use the research you have already begun preparing your annotated bibliography.

This assignment will be completed in three stages. First, you will submit a preliminary draft version consisting of an introduction, a literature review (in which you outline the critical consensus on the text), and a sample of the kind of analysis you will pursue in the paper (close reading of a passage, consideration of a character or plot point, etc.); The purpose of this draft is for me to examine in detail the approach you are taking and the argument you are making in your paper. It will also allow me to judge how you are responding to and integrating available criticism on your topic and text. These first drafts are worth (10%) of your final mark.

While I grade these drafts, you will continue to expand the paper to its full length. Once I return the drafts, you will revise the paper, integrating any changes based on my comments and suggestions, into the next draft phase of the paper. You will then bring this draft to class for the peer review workshops and read it to your peers, who will offer more constructive feedback. **These review sessions are not optional. Failure to complete a draft by this stage will result in a 0 for the workshop stage.** I will be available for consultation at anytime during the writing process and I encourage you all to see me to discuss your papers. With these reviews and suggestions you will be able to revise your paper into a polished research paper, with a drop-dead deadline on April 11. **FINAL PAPERS WILL NOT BE ACCEPTED AFTER THIS DATE.**

Here are some additional suggestions for you to consider

- The paper should develop a focused argument about one of the texts on the course, situate this argument within the context of existing scholarship, and suggest ways that the critical conversation might move beyond current assumptions.
- Do NOT copy or repeat any sentences or paragraphs from your annotated bibliography or literature review. Your paper should feature a short review of the current critical conversation on your topic and respond to some of this critical work. You must use at least some of the material you annotated for your bibliography. The point of this assignment is not to rehearse or repeat your bibliography or literature review. DO NOT REUSE ANY WRITING FROM THE PREVIOUS ASSIGNMENT
- Portions of your paper should be devoted to the kind of close reading that you have been doing in class and in discussion. The discussion form may be a useful source to consult as you think about a topic to develop for this and previous assignments.
- Think carefully about how your argument develops. You want to make an original contribution to the critical conversation that you are engaging. Move from what we “know” (i.e. from your research) to what we “don’t know” – your original perceptions and perspectives.
- The essay MUST be in MLA format (see sample format below).

CRITERIA FOR PAPERS IN ENGLISH COURSES

Students should consider issues of focus, content, structure, language, mechanics, documentation, and presentation in their essay writing. For example:

1. Is the paper on topic from beginning to end?
2. Does the paper present strong and logical claims fully supported with examples, explanations, and, where appropriate, textual evidence?
3. Does the paper have a strong and logical structure, including all of the following elements:
 - (a) an original title
 - (b) a substantial and unified introduction that includes a focused, specific, and logically ordered thesis
 - (c) body paragraphs linked to the thesis and/or to one another by logical transitions
 - (d) unified and coherent presentation of claims and support, all connected to clear topic sentences
 - (e) an effective conclusion that does more than rehash the thesis and/or the main points of the essay
4. Does the paper express the argument in clear and effective language, including the following:
 - (a) clear evidence of sentence variety throughout the essay
 - (b) expression in clear, unpretentious diction suited to the subject matter, the audience, and the writing situation
 - (c) control of basic patterns of grammar and sentence structure, and no patterns of error in the following categories: fragments, mixed constructions, dangling or misplaced modifiers, run-on sentences, comma splices, noun-pronoun or subject-verb agreements, verb form, verb tense, tense sequence errors, number, article, or preposition errors.
5. Does the paper show good control of the mechanics of spelling and punctuation? Does the paper have good command of the strategies for incorporating quoted material into the fabric of the essay's sentences and paragraphs?
6. If the paper analyses a text and/or draws upon primary or secondary sources for its proof, does it conform to the University's rules for crediting sources? Does it credit those sources in the most recent MLA (Modern Language Association) style? For the MLA style manual, see http://owl.english.purdue.edu/handouts/research/r_mla.html.
7. Is the paper as neat as possible in its presentation? Is it double spaced throughout? Is it properly paginated? Does it include adequate margins? Does it end with a works cited/consulted page in the MLA style?

ENGLISH DEPARTMENT GRADING STANDARDS

All essay assignments in First-Year English are to be awarded letter grades to be converted to numerical values at the end of the term:

An “A” paper: [an outstanding paper] (80-100%)

This paper must be fully focused on the topic and consistently strong in structure, content, expression, mechanics, and presentation. If the paper is based on a text or if it draws material from other primary or secondary sources, it must include full documentation in the MLA style. An “A” paper should contain an original and credible argument in response to the topic. Any significant errors of expression that detract from the paper’s effectiveness would mean that the paper could not earn an “A” level mark.

A “B” paper: [a competent paper] (68-79%)

This paper must be focused on the topic; its thesis must be well-supported by convincing evidence and explanations. The structure of a “B” paper must be strong and clear; its thesis must be specific and significant. If this paper contains errors of expression, they must be occasional rather than chronic, and they must not obscure meaning. A “B” paper based on research must be accurately documented in the MLA style. The principal difference between an “A” paper and a “B” paper is in the quality and level of the argument. A “B” paper is less adventurous than an “A”; it may tend to rely more heavily on materials and arguments raised in class than an “A” paper would.

A “C-D” paper: [an adequate paper] (50-67%)

A paper at this level is generally clear in its expression, but it is weaker in content and/or structure than a “B” paper. Its thesis may be vague (but still on topic); its transitions may be inconsistent; its evidence may be occasionally unconvincing or incomplete. Language errors in this category will be more frequent than those at the “A” or the “B” level, but they will not be so serious or so chronic that they make a paper difficult or impossible to understand.

An “F” paper: [an inadequate paper] (0-49%)

A paper at this level will suffer from one or more of the following serious flaws: it may be off topic; it may lack a thesis; it may lack clear and adequate development and paragraphing; it may be deficient in the presentation of evidence; it may contain serious and repeated errors in sentence structure, diction, and grammar—errors that obscure meaning.

Note: A paper that does not give complete and accurate credit for directly quoted material or for ideas and arguments that the student has summarized or paraphrased from another source must receive a grade of zero. A paper edited or revised by a so-called tutoring service must also receive a failing grade of zero for it does not constitute a student’s own work or best efforts. A paper submitted after a deadline will be assessed a daily penalty to be announced in writing by the course instructor.

Your Name and student number

ENGL 359A 001 2015

Professor Alexander Dick/TA's name

September 9, 2015

The Title of Your Paper Goes Here

This is a sample of what MLA (Modern Language Association) formatted essays look like. You can find many other examples at the OWL (from Purdue University) or elsewhere online. MLA papers do **not** have title pages. If you put a title page on your paper, it will be removed. As you can see, all necessary information is included in the **top left corner** of the **first page only**; do not put it in a header. Following pages will not have this information. Instead, the **top right corner** will show your last name and the page number. The entire paper will be **double spaced, in 12 pt. Times New Roman font, with one-inch margins all the way around and left justification only**. Do **not** use any other font or formatting.

When you use or cite any source, including primary sources, you must reference that work and you must also follow the MLA citation guidelines in doing so. MLA uses a parenthetical referencing style. As the OWL website says, “This method involves placing relevant source information in parentheses after a quote or paraphrase” (Stolley). When you cite a printed book, you **always** include the page number in parenthesis and, when necessary, the author's last name. For instance, cite a short passage from Kathleen Jamie's *Findings* like this: “I like the precise gestures of the sun, at this time of year” (Jamie 4). A quotation of **80 words or less** will appear in quotation marks within the body of your prose. A quotation of **more than 80 words** must be separated off from the body of your text, as in this example:

On the table made of washed-up pier-stanchion are two pale sticks, like eels, or the

Your Name 2

first man and the first woman. There's the gannet's shank, its tiny orchid-shaped bone, and the whale's vertebra. These are in my study. Tim had celebrated his birthday on the yacht, and as a present I'd given him the orb of quartz. The bits or aeroplane, traffic cone and whale will still be on the shores of the Monach Islands. The penknife, the one I'd used to cut off the original gannet's head, is presently in my handbag. I'd found it—did I mention this?—one spring day on a beach in Fife. (Jamie 56)

If you are quoting a poem, you use a separated or block quotation format for **more than 4 lines**. If you quote four lines of poetry or less, use quotation marks and slashes, retaining all original punctuation and spelling and citing the poem by title and line, like this: "I wandered thro' each charter'd street/ Near where the charter'd Thames does flow" (Blake, "London" ll. 1-2). You must indent the entire quotation **one additional inch on the left margin only** for separated quotations. Never use full justification. At the end of your separated quotation you must cite the source using a parenthetical reference *after* the final punctuation mark like this.

You must include secondary sources with primary sources in a list of Works Cited placed immediately after the last line of your prose. In MLA format the Works Cited uses a hanging indent. Citations styles for print and online resources are different in MLA format. For more instructions on how to format your list of Works Cited, please see the examples below and consult the OWL.

Works Cited

Blake, William. "London" in *Romanticism: An Anthology* 4th ed. Ed. Duncan Wu. Oxford: Wiley-Blackwell, 2012. Print.

Jamie, Kathleen. *Findings; Essays on the Natural and Unnatural World*. Minneapolis: Graywolf, 2005. Print.

Stolley, Karl, et al. "MLA Formatting and Style Guide." The OWL at Purdue. 10 May 2006. Purdue University Writing Lab. 12 May 2006. Web.