

MANUSCRIPT PREPARATION GUIDELINES FOR THE CEA CRITIC

FORMATTING

General

- Double-space the text, except where noted in the examples below.
- Use Times New Roman 12-pt font.
- Maintain 1" margins, justified to the **left** margin only. No full justification.
- Space only once after periods.
- Do not use brackets around ellipses.
- Do not number pages.
- When using sub-headings, double space twice before the heading. Then, begin the text flush left, no indent. **(See Example #3, Below)**

First Page: Author and Title (See Example #1, Below)

- First line: provide your full name in all capitals and bold, justified to the left margin.
- Second line (or more): provide title in bold, justified to the left margin.
- After title, double space twice and begin text. The first line of the text should **not** be indented but, rather, justified to the left margin.

End of Essay: Affiliation, Notes, and Works Cited (See Example #2, Below)

- After the final line, provide your institutional affiliation in italics, justified to the right margin.
- In-text note numbering: use manual superscripting: do not use a word-processing feature. Instead, type the number and select "superscript" [x² under Font in MS WORD].
- Place the Notes section after the affiliation line. Center the title "Notes" and do not use bold face. Continue with double-spacing.
- Notes: as with in-text note numbering, manually superscript numbers for the Notes, justifying them to the right margin. After the number (which should not be followed with a period), leave one space and then provide the note itself.
- After the Notes section, double space twice.
- Center the title "Works Cited" and do not place in bold. Continue with double-spacing.
- Verify all citations, both in-text and in the Works Cited. Consult either the *MLA Handbook* itself or the *MLA Style Center* website (style.mla.org) for more information.

DOCUMENTATION/WORKS CITED

- Follow the *MLA Handbook* 9th edition.
- Verify that all secondary evidence (whether quotation, paraphrase, or summary) is incorporated with appropriate **signal phrasing** (e.g., "Walter Isaacson comments that Benjamin Franklin was "more comfortable with artisans and thinkers than with the

established elite . . ."). As such, "dropped-in" quotations—that is, quotations without signal phrasing—should never be used. Quotations marks, after all, may be taken as symbolizing lips: someone is talking, and the reader wants to know who. As well, remember to introduce authors by first and last names but thereafter by last name only.

MISCELLANEOUS NOTES ABOUT MLA PRACTICE FOR *THE CEA CRITIC*

- Use MLA abbreviations (e.g., "UP" for University Press, "Aug." for August, etc.).
- Use MLA-style inclusive pagination (e.g., "pp. 112-20," not "pp. 112-120").
- Provide URLs, not DOIs.
- Do not use "http" and any hyperlinking or underlining in URLs.
- Do not include sponsoring agencies (publishers) when the same as their websites.
- Do not reference "containers"/search engines (e.g. LexisNexis, ProQuest, JSTOR, or ScienceDirect).

MISCELLANEOUS NOTES ABOUT STYLE

Structure and Paragraphing

- Use sectional divisions and titles (also known as sub-headings) to improve your work's readability.
- Use topical paragraph topic sentences—that is, topic sentences that do not veer directly to evidence. The result will be to create a line of thought.
- Avoid ending a paragraph with a quotation or other evidence.

Sentence Level

- Avoid using *this* (or other demonstrative pronouns) alone--follow such with a noun.
No: "I went to the store. This allowed me to buy milk."
Yes: "I went to the store. This errand allowed me to buy milk."
- With signal phrasing, shun the convention of using "as" because the manner of a cited author's comments is rarely the point:
No: "As Bill Smith says," etc.
Yes: "Bill Smith says," etc.
- Do not use contractions.
No: "One can't learn."
Yes: "One cannot learn."
- Avoid 1st- or 2nd-person pronoun reference.
No: "We know from history that fame is fleeting."
Yes: "History teaches that fame is fleeting."
- Avoid syntactical expletives (*there*, *here*, and *it*).
No: "There are questions to be asked."

Yes: "Questions must be asked."

- Avoid beginning sentences with coordinating conjunctions:
No: "But I know that I must drive."
Yes: "I know that I must drive."

EXAMPLES

Example #1: *Model for first page*

JERALDINE R. KRAVER

Editor's Introduction: Living the Teaching Life in a Time of COVID-19

There are very few bright spots for those of us living and teaching in the time of COVID. And, frankly, "those of us" pretty much means *all* of us. Things that seemed as if they could be positive effects—more family time, the opportunity to master new technologies, a chance to . . .

EXAMPLE #2: *Model for end of essay*

Model for Institutional Affiliation

. . . our part at *The CEA Critic*, we look to capture that time in the 2021 conference proceedings.

Until then, be well and stay safe.

University of Northern Colorado

Model for Notes

. . . our part at *The CEA Critic*, we look to capture that time in the 2021 conference proceedings.

Until then, be well and stay safe.

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Notes

¹ There is a list of countries that have no reported cases of COVID. Except for North Korea, all are in the Pacific Islands (Amos).

Model for Works Cited

. . . . are in the Pacific Islands (Amos).

Works Cited

Amos, Owen. “Ten Countries Kept Out COVID. But Did They Win?” *BBC News*, 24 Aug. 2020, www.bbc.com/news/world-asia-53831063.

EXAMPLE #3: Model for sectional titling (or sub-headings)

. . . I try to answer these questions through a combination of personal narrative, textual analysis, and, with the permission of my students, through samples of the work they created in class, in order to demonstrate the still relevant power of Ellison’s belief in first-person storytelling.

Ellison and Language

Ellison’s novel teaches that there is power in being able to name things. Invisible Man’s nameless narrator regrets that he allows others to name him—for example, the Brotherhood. . . .