**Creating an MLA Works Cited Entry for Sound Recordings (Song Lyrics)**

List sound recordings in such a way that they can easily be found by readers. Generally, citations begin with the artist name. They might also be listed by composers (comp.) or performers (perf.). Otherwise, list composer and performer information after the album title.

Use the appropriate abbreviation after the person’s name and a comma, when needed. Put individual song titles in quotation marks. Album names are italicized. Provide the name of the recording manufacturer followed by the publication date (or n.d., if date is unknown). List the appropriate medium at the end of the entry (e.g. CD, LP, Audiocassette, MP3).

**Basically, you need:**

1. Artist name. This may be the composer or performer
2. The title of the song in quotation marks – with each major word capitalized
3. The title of the album in italics – with each major word capitalized
4. The recording manufacturer/record label.
5. The year the song was published.
6. The medium the used to publish the song.

**Examples (in ABC order):**

Beethoven, Ludwig van. The 9 Symphonies. Perf. NBC Symphony Orchestra. Cond. Arturo Toscanini. RCA, 2003. CD.

Nirvana. "Smells Like Teen Spirit." Nevermind. Geffen, 1991. Audiocassette.

**Use the information for “Born This Way” and “Paint It Black” below to create Works Cited entries (in the blank space below). The entries should be in ABC order.**



**Assignment #1 – Individual (worth 35 points of major grade)**

**Due May \_\_\_\_**

1. **Find 2 of your favorite songs (with school-appropriate lyrics, minimal profanity…2-3 max!) on Wikipedia.**
2. **Create a Works Cited entry for each.**
3. **Write the information below; then type it into a Word Document, following the instructions given to you!**

**Song #1:**

* Artist name. This may be the composer or performer
* The title of the song in quotation marks – with each major word capitalized
* The title of the album in italics – with each major word capitalized
* The recording manufacturer/record label.
* The year the song was published.
* The medium the used to publish the song.

**Song #2:**

* Artist name. This may be the composer or performer
* The title of the song in quotation marks – with each major word capitalized
* The title of the album in italics – with each major word capitalized
* The recording manufacturer/record label.
* The year the song was published.
* The medium the used to publish the song.

**In at least 3 sentences per song, explain what the song is about. Include at least one quote from the song with a parenthetical citation.**

**This totals 6 sentences - 3 for each song. 2 quotes - 1 from each song. 2 parenthetical citations – 1 for each song.**

**This must all be typed in MLA format. Your paragraphs will be on the first page; your Works Cited page will be your second page. MLA Formatted heading goes on page one ONLY (NOT in the header).**

**Assignment #2 – Individual or Group (worth 65 points of major grade)**

**Due May \_\_\_\_**

**Individually or in groups of up to 4 people, you will create a story or play in which these songs will be incorporated into the plot (similar to the songs in *Across the Universe*). The number of songs required to be part of your story depends on how many are in your group:**

1. 1 person = 3 songs (this means you have to find another song) +200 additional words to your story or play.
2. Group of 2 = 3 songs +250 additional words to your story or play.
3. Group of 3 = 4 songs (at least one from each person) +325 additional words to your story or play.
4. Group of 4 = 5 songs (at least one from each person) +375 additional words to your story or play.

**Things to consider about your songs. Be ready to discuss this with your group.**

* What is each song about?
* What is the speaker saying?
* To whom is the speaker talking?
* What has happened that has caused the speaker to say these things.

**You will take all this and use it to help form your story.**

* Share your songs.
* Discuss what they mean and how they are related.
* Consider what the speakers have in common.
* Do the speakers know each other? If so, in what capacity? If not, can you create a way for them to meet?
* Is there a setting to each song? If so, what is it? How are the settings connected (or how can you connect them?)

**2 MINOR GRADES**: Your story must have at least 2 characters if you are working individually. If you are working in a group, you must have at least one character per person in your group. Each group member must create a **character sketch** for one of the characters. \*\*\*1 minor grade (individual grade). As a group, you must **create a setting**. \*\*\*1 minor grade (group grade). Specific information to include on these assignments is on a separate page.

**Character Sketch Instructions (Individual assignment)**

* 1. Start with a **PHYSICAL DESCRIPTION** of your character. Does he or she have any unique identifying marks, tattoos, scars, etc.? Nail polish color is part of the description, as is hair style, type of clothing and accessories the character wears. Don't forget the bling! What kind of jewelry is your character wearing?
	2. Describe the kind of **VOICE** your character has. Is it whiny, nasal, high or low pitched? What kind (if any) of accent does he or she have? Does your character talk like someone who is educated or someone who likely did not finish the third grade? Voice tells the reader a lot about the character, so be sure to pay a lot of attention to this part of the sketch.
	3. What does your character **DO FOR A LIVING**? Is he or she old enough to have a job? What kind of job? Is he or she happy with the job? If your character is a child, what does he or she pretend to be during play? My six-year-old granddaughter thinks she is a cat, in fact the other day she told me she was part cat, part human, and part duck.
	4. What are your **CHARACTER'S THOUGHTS ON LIFE**? Does he or she go to church? Vote? What party? How far did he or she go in school? What does he or she think about the current state of affairs? (This should coincide with the time frame in which the story is set.)
	5. How does your **CHARACTER INTERACT WITH OTHERS**? Do others like her or him? Why or why not? Think of both work and personal relationships here. Is your character well-loved at work, but a tyrant at home?
	6. What are your **CHARACTER'S MAIN INFLUENCES IN LIFE**? Who does he or she trust with secrets or sensitive information? Who does the character look up to for inspiration, support, or advice? Why?
	7. **WHERE DOES THE CHARACTER LIVE**? Not just the country, state, county, city, but also the neighborhood, the street, what kind of house? Does the character pay rent? Have a mortgage? Live with his/her parents, spouse, children, roommates, or live alone? Are there pets?
	8. Finally, determine **WHAT KIND OF PERSON THE CHARACTER IS**. Is he kind, mean, or grumpy? Does she like herself? Is he confident, is she driven or laid back?
	9. Once you have written your character sketch, sit back and think about the character, get to know him or her in your mind so when you introduce him or her in the story, you are introducing someone you know very well.

**Instructions for Creating the Setting (Group assignment)**

* 1. **Start (before beginning your story) by deciding upon and then clearly stating your setting in detail.** Write a couple of sentences which you can constantly come back to as your definitive idea. For example, “The story will take place in the invented town of Martinsville, Maine, between the years of 1945 and 1947. Martinsville, Maine, is actually based on the town of Bartlesville, Maine.”
	2. **Research the “where” of your setting to provide you with enough detail to enrich your story in a way that will put the reader right there.** You might want to talk to people who live(d) in the town where your story is set, you might want to read newspapers from that town, and you might want to go there yourself and [walk](http://www.ehow.com/how_4471912_create-setting-fiction.html) around for a couple of days. Take copious notes. In the case of a place for which you cannot do any of those things—ancient Rome, for example--do some hard research, not only for major facts but for details as well: How did the people get their food and water? What was the average person's daily routine? In the case of an imaginary setting, literally sketch it out on large sheets of paper; draw in lots of details.
	3. **Find as much information as you can about the time in which you are setting the story.** Make sure you have chosen exactly the right time for your story to unfold. World War II in France is too vague—was it the end of the war or the beginning? If your story takes place in the present day, during what months will the story take place?
	4. **Avoid putting all the information about the setting of the story in one place. Spread details throughout the story.** Perhaps the reader [learns](http://www.ehow.com/how_4471912_create-setting-fiction.html) early on that the story takes place in Iowa because a policeman notices the license plates are local. Perhaps later a character is reading a copy of the Des Moines Register—while sweating profusely under a large tree. We have now gotten to the exact town and time of year: it’s summer. Later, a character says something like, “When the Great War ended three years ago, I thought . . .” And now we know the year is 1922.
	5. **Add details to give emphasis to the setting**: “Nan was listening to Elvis’ newest release.” “The gleaming living quarters on the planet had been completely modernized since the first colonists landed twenty years earlier.”