

Part Four: Setting up figures, photographs, musical illustrations, tables or graphs

(This information is included in the MLA 7 Quick Reference Guide; however, more has been added below to help you with your science work in particular.)

(MLA Handbook pages 118 to 121)

The purpose of visual materials is to enhance the audience's understanding of information in the document and/or awareness of a topic.

General Guidelines

- Make sure you have the full citation for each of the musical score, diagrams, tables, figures, photographs before you embed them into your work.
- Ensure that the musical score, diagram, table, figure or photograph is of a good quality. You don't want to put blurry or unclear elements into your piece.
- Make sure that everything you embed is necessary and will enhance the audience's understanding. If it does not, then do not include it.
- When you embed a score, diagram, table, figure or photograph, you must include these items: a label, a number, a caption and/or source information.
- Place scores, photographs, tables and illustrations as close as possible to the parts of the texts to which they relate.
- A label or caption must appear directly below the example, within the body of the text, and have the same sized margins as the rest of your text.

Tables and Graphs

1. A table is labeled "Table" or "Graph" and given a number. For example: Table 1, or Graph 1.
2. Provide the source of the table/graph, and any notes immediately below the table/ graph. (See below for examples)
3. To delineate the notes for the table/graph and the rest of the essay, you can use a dividing line. (See below)
4. Make sure the notes that go with your table/graph are also double spaced. This makes it easier to read for the marker.

For example:

Titles or Headings provide information for the reader and ensure that the reader knows what the table is all about.

Table 1

Degrees in Modern Foreign Languages and Literature Conferred by Institutions of Higher Education in the United States

Year	Bachelor's Degrees	Master's Degrees	Dr's Degrees
2000-01	14292	2244	818
2001-02	14236	2284	780
2002-03	14854	2256	749
2003-04	15408	2307	743
2004-05	16008	2517	762

Source: United States Department of Education, Institute of Education Sciences, National Centre for Education Statistics. *Digest of Education Statistics 2007*. US Department of Education, Mar. 2008, Web, 11 June 2008, table 297

NOTE: These figures include degrees conferred in a single language or a combination of modern foreign languages and exclude degrees in linguistics, Latin, classics, ancient and Middle and Near Eastern biblical and Semitic languages, sign language and sign language interpretation.

Explanatory Notes about the table:

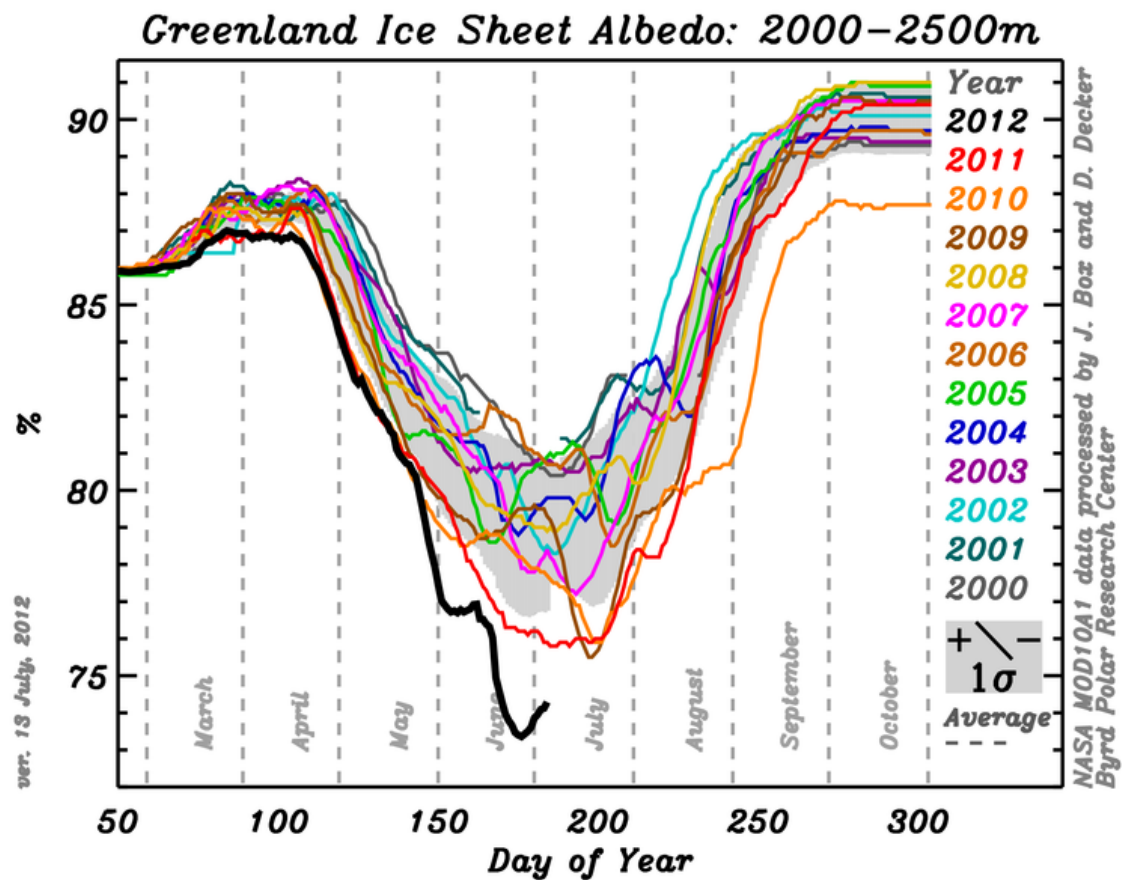
These notes help the reader gain a clearer picture of the table's contents.

Citations: place the full citation below the table. If you do this, it is not compulsory to place this citation in your Works Cited List, but you can if you want a complete list of all the information you used in one place. It does make it easier for the reader to see how many different sources you used!

For example

Graph 1

Titles or Headings provide information for the reader and ensure that the reader knows what the graph is all about.



Source: Box, Jason. E. "Meltfactor.org: the ice and climate web log of Jason E. Box." 2013. Web. 16 May. 2013. <http://www.meltfactor.org/blog/>

Notes: From 20 March – 20 April, the snow drought drove ice sheet reflectivity well below values in 13 years of (NASA MODIS sensor) satellite observations since 2000 (Figure 4). Negative North Atlantic Oscillation (NAO) has promoted Greenland heating, melting and snow drought for now 6 summers in a row (Tedesco et al. 2013; Fettweis et al. 2013). Negative late winter NAO packs a similar punch. Negative NAO has prevailed much of the past decade and is largely to blame for Greenland's astonishing melt increase. Whether negative NAO is promoted by an earlier loss of snow on land and declining Arctic sea ice area is something I've been wondering about.

Explanatory Notes:

These notes help the reader gain a clearer picture of the graph's contents.

Citations: place the full citation below the graph. If you do this, it is not compulsory to place this citation in your Works Cited List, but you can if you want a complete list of all the information you used in one place. It does make it easier for the reader to see how many different sources you used!

Figures and Photographs

If your research paper has a figure or photograph, then this is labeled 'Fig.' and numbered. Then you must provide a caption.

For example:

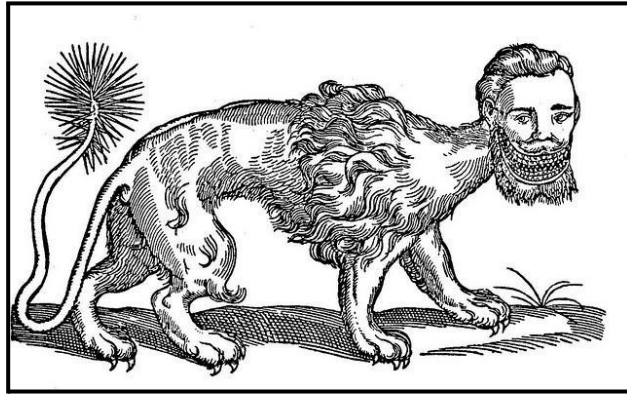


Fig. 1: Manticore, woodcut from Edward Topsell, *The History of Four-Footed Beasts and Serpents...* (London, 1658. 344). Repeated in Konrad Gesner, *Curious Woodcuts of Fanciful and Real Beasts* (New York: Dover, 1971. Print. 8)

Fig. 1 is short for Figure 1. You need to make sure that you label all figures used in numerical order, i.e. the next figure used in this text would be labeled Fig. 2 etc....

Captions (often called Explanatory Notes) explains the figure to the reader.

Works Cited List: Make sure that you correctly cite any figures or photos that go into the body of your research paper in the Works Cited List. Remember, a full list at the end of your work is essential and impresses the socks off the reader and marker!!