

**MLA****Style Documentation****Important Notes:**

- These citations represent only the most frequently used sources. **THEY ARE NOT INTENDED TO BE COMPLETE!** For complete documentation style, see *MLA Handbook*, 6<sup>th</sup> ed. (2003).
- These web-based guidelines have been designed and developed as a service to JCC students, faculty and staff by Joanne Johnson and Joanna Chrzanowski, English Department, and Steve Brown, Learning Skills Center. Address comments and suggestions regarding this site to the above faculty and staff members.
- For more comprehensive examples, the English Department recommends you use *The Concise Wadsworth Handbook*, 2005 edition.

**Updated 2007**[Citing Books](#)[Citing Articles in Periodicals](#)[Citing Other Sources](#)[Citing CD-ROMs](#)[Citing Internet Sources and Online Databases](#)[Sample Research Paper](#)[Melville Dewey Library Online Library Databases, Publishers & Addresses](#)

***Note:** Follow all punctuation marks, quotes, and spacing and underlining exactly as shown in the examples throughout the guide!*

**Citing Books**

**Note:** There is a **PERIOD** after every book title.

***No Author***

Natural Resources of the North Country. Potsdam: SUNY, 2003.

***One Author***

Blake, Jeffrey. *{Author's name}* The African American Church Community in Rochester, New York, 1900-1940. *{Title of the book underlined}* Oshkosh, NY: *{City of publication and state abbreviation if city not well known}* U. of Rochester, *{Publisher}* 2004. *{Year}*

***Two or Three Authors***

Miller, Reginald, and Susan Ross. *{Second author's name not reversed}* The Right to Write: Teaching Composition in Two-Year Colleges. Los Angeles: Newton, 2004.

***Four or More Authors***

Kowalski, Joanna, et al. Twentieth Century Polish Literature. New York: Routledge, 2002.

***Author and Editor***

Means, Robert. The Art of the Sioux. Ed. Patrick Dickins. New York: Penguin, 2001.

***Edited Book***

Eddy, Olivia, ed. The Cider House Rules and Other Works by John Irving. New York: Penguin, 2005.

***Edition Other than First***

Perkins, Rosemary. Muted Echoes: The Plight of Communications in a Postmodern Age. 2nd ed. Boston: Harcourt, 2003.

***Article or Chapter in Anthology or Collected Work***

Johnson, Elizabeth. *{Author}* “Emma Flower Taylor: North Country Philanthropist.” *{Title of the article or chapter in quotes}* Discovering Fact and Fiction in North Country Legends. *{Title of the anthology underlined}* Ed. Carol Jawitz. *{Editor’s name}* Oxford: *{City of publication}* Oxford UP, *{Publisher}* 2002. *{Year}* 215-295. *{Inclusive page numbers of article cited}*

***Unsigned Article in General Reference Book***

“Snorkeling.” *{Title of article in quotes}* The New Encyclopedia Britannica. *{Name of reference book underlined}* 12th ed. *{Edition number}* 2004. *{Year}*

***Signed Article in Specialty Reference Book***

Valentine, Marie. “Nursing Minds and Bodies: Caring for Quadraplegic Adults.” Encyclopedia of Bioethics. Eds. Deborah Brown and Jeff Green. 6 vols. Chicago: Free, 2003.

***Government Publication***

United States. *{Name of the government, federal, state or local}* Dept. of Defense. *{Name of the agency}* Guide to Cleaning Your M16. *{Title of the publication underlined}* Washington: *{City of publication}* GPO, *{Publisher}* 2003. *{Year}*

<b>Citing Articles in Periodicals</b>
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<b>Note:</b> There is <b>NO</b> period after newspaper, journal, or magazine title.
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***Article in Daily Newspaper***

Baird, Martha. *{Author's name}* "My Visit to China: A Philosophical Experience." *{Title of the article in quotes}* New York Times *{Name of newspaper underlined}* 11 July 2004, *{Date of publication}* late ed.: *{Edition}* C1+. *{Section and page numbers}*

Marshall, Corlene. "Emma Flower Taylor: A Woman to Remember." Watertown Daily Times 12 Aug. 2003: B4.

***Signed Article in Weekly or Monthly Magazine***

Horowitz, John. *{Author}* "Using the Case Study Method to Teach Critical Thinking." *{Title of article in quotes}* Newsweek *{Name of magazine}* 24 May 2004: *{Date of publication}* 45+. *{Page numbers of article}*

Clayton, Lawrence. "Remedial English Rocks." Texas Monthly Sept. 2002: 23-26.

***Unsigned Article in Newspaper or Magazine***

"How to Survive New York Winters." U.S. News and World Report 9 Oct. 2004: 40-45.

***Article in Scholarly Journal Paginated by Volume***

Rodenberger, Lucille. *{Author}* "The Artistry of Kate Chopin." *{Title of article in quotes}* Literary Review *{Journal title underlined}* 43 *{Volume number}* (2002): *{Year of publication in parenthesis}* 189-200. *{Inclusive page numbers}*

***Article in a Scholarly Journal Paginated by Issue***

William, Hayden. *{Author}* "Qualitative Research Methodology in Community Colleges." *{Title of article in quotes}* Research in Higher Education *{Journal title underlined}* 98.2 *{Volume number. Issue number}* (2003): *{Year of publication in parenthesis}* 205-213. *{Inclusive page numbers}*

## Citing Other Sources

### *Interview or Lecture*

Clinton, William. Former President of the United States. Personal Interview. 11 May 2005.

Irwin, Thomas. Lecture. "Successful Strategies for Marketing Your Car." Jefferson Community College. Watertown, New York. 6 Sept. 2004.

### *Film or Video*

Star Wars. Dir. George Lucas. Perf. Mark Hamill, Harrison Ford, and Carrie Fisher. Paramount, 1975.

Star Wars. Dir. George Lucas. Perf. Mark Hamill, Harrison Ford, and Carrie Fisher. 1975.  
*{Date of original film release}* DVD. TriStar, 1999. *{Date of DVD or Video release}*

### *TV Show*

"New Age Terrorism." Sixty Minutes. CBS. WSTN, Syracuse, NY. 18 Dec. 2004.

## Citing CD-ROMs

**Note:** Students should check with a librarian if they are not clear as to the **TYPE** of medium (CD-ROM or Internet) they are using because each is cited differently.

**Article with Print Counterpart (article--or any material--that also exists in “paper copy”)**

***With Author***

Smith, Patricia. *{Author}* “The Role of the Student in Learning.” *{Title of article in quotes}* Composition Quarterly *{Title of periodical underlined}* 31 *{Volume number}* (1998): *{Date of article publication in parenthesis}* 11-45. *{Page number(s)}* Academic Abstracts. *{Title of CD-ROM underlined}* CD-ROM. *{Medium identified}* Ebsco\*. *{Producer/publisher of CD-ROM}* 2003. *{Date of CD-ROM publication}*

***Without Author***

“The Social Behavior of the Panda.” National Geographic Aug. 1999: 12-13. General Science Index. CD-ROM. H. W. Wilson. 2003.

**Article with no Print Counterpart**

***With Author***

Henry, Frederick G. *{Author}* “Lost Rubies of the Far East.” *{Title of article}* Jewelers’ Almanac. *{Source title underlined}* 1999 ed. *{Edition of source}* CD-ROM. Silverplatter. *{Producer/publisher}* 2002. *{Date of CD-ROM publication}*

***Without Author***

“Community Colleges Initiating New Approaches to Learning.” 1998-1999 New York Educational Database. CD-ROM. UMI. 2003.

**Note:** \*Silverplatter, Ebsco, UMI, W. H. Wilson, etc., are the names of the producers of the CD-ROMs. The librarian can tell you who is the producer of the CD-ROM and the date it was produced or the time period covered.

## Citing Internet Sources and Online Databases

### Important Note:

Citing sources found through the Internet can be confusing. Remember—all that glitters isn't gold, and everything you find through the Internet is **not cited the same**. First decide what you have and then match it to the nearest example!

***Remember—the information is only as good as the source!***

Here are some general guidelines for citing material found through the Internet:

1. Decide **what type of Internet source** you have (web page? library database? online book? magazine or newspaper? reference work?);
2. Find the **closest example** in the section below;
3. **Follow that format as closely** as you can. You won't always find everything! Be sure to look for the date the document/site was put on the web and who the producer/publisher is (both are often found at the very end of the item or bottom of the web page);
4. Then **add the date you** found the material;
5. Finally, **put the Web address at the end**, enclosed in the < > symbols and always ended with a period.

***Entire Web Site***

**Note:** NEVER give pages for web sites because these exist only on the screen, not in print!

***Web Site with NO Author and NO Document Title***

Skateboarding Online. *{Name or title of site underlined}* Apr. 2003. *{Date posted on web, often found at the very end of the web page}* Martin Industries. *{Company or organization doing the posting, often found at the very end of the web page}* 30 Sept. 2004 *{Date you accessed the site}* <www.holidaystogo.com>. *{Web address enclosed in < > and ended with a period}*

***Web Site WITH Author and Document Title***

Humboldt, Jessica. "Skateboarding and You." Skateboarding Online. Apr. 2003. Martin Industries. 30 Sept. 2004. <www.holidaystogo.com>.

***Web Site WITH Document Title Only***

"Skateboarding Made Easy." Skateboarding Online. Apr. 2003. Martin Industries. 30 Sept. 2004. <www.holidaystogo.com>.

***Linked Site***

Essay Writing Made Easy. *{This is the link}* Mar. 2005. Lkd. Owl at Purdue U. *{This is the original site}* 2 May 2005  
<<http://owl.english.purdue.edu/internet/resources.writetech.html#web>>.

**Online Government Publication**

**Note:** Cite these the same as print version but end with <URL>.

United States. *{Name of federal, state, or local government}* U.S. Department of Labor, Bureau of Labor Statistics. *{Name of agency or department}* Occupational Outlook Handbook. *{Name of publication underlined}* Oct. 2000. *{Date posted on the web}* 24 Oct. 2001 *{Date you accessed it}* <<http://stats.bls.gov/ocos/>>. *{Web address enclosed in < > and ended with a period}*

**Information Found Through Library Database**

**Note:** Use the web address of the database. Addresses and database producers are available through *Dare to Document* and at the JCC library.

**Scholarly Journal Article Found through LIBRARY Database**

Brown, John O. *{Author}* “What to Do When All of Your Company’s Experts Have Been Downsized.” *{Title of article or item in quotes}* Quality Progress *{Name of journal underlined}* 12.3 *{Volume and issue number for scholarly journals only}* (2001): 5 pars. *{Number of pages or paragraphs, if given}* WilsonSelect Plus *{Database name underlined}* OCLC FirstSearch. *{Publisher of database}* Jefferson Community Coll. Lib., Watertown, NY. *{Library and its location you accessed for this source because different libraries buy different versions}* 25 Nov. 2004 *{Date you accessed this source}* <<http://newfirstsearch.oclc.org>>. *{Web address of database enclosed in < > and ended with a period}*

**Note:** For ERIC documents found through library databases, follow the ABOVE format!

***General Magazine Article Found through LIBRARY Database***

Challenger, James E. *{If you don't have an author, begin with the title of the article in quotes}*

“Downsizing is Bad for Business.” USA Today (Magazine) Jan. 1997: 66-69 *{Pages of the original article}* InfoTrac Onefile. Gale Group. Jefferson Community Coll. Lib., Watertown, NY. 25 Nov. 2001 <<http://infotrac.galegroup.com/itweb>>.

***Newspaper Article Found through LIBRARY Database***

“Brother Governors Steal GOP Spotlight: George Bush’s Sons See Lessons in Wins.” Boston Globe, City Edition 19 Nov. 1998: A11. Lexis-Nexis Academic Universe. Lexis-Nexis. Jefferson Community Coll. Lib., Watertown, NY. 25 Nov. 1999 <<http://web.lexis-nexis.com>>.

***Article in Online Encyclopedia***

Jones, John. “Jobs for Today’s Community College Graduates.” Americana Online. Vers. 23.1. Feb. 2003. Encyclopedia Americana. 30 Sept. 2004 <<http://americonline.com/jobs>>.

“Poe, Alexander.” Encyclopaedia Britannica Online. 2003. Encyclopaedia Britannica. 6 May 2004 <<http://seach.eb.com>>.

***Article or Document Found Directly on Internet***

***Scholarly Article with Print Counterpart***

Fallon, Nicolas. "Community College Students Compete Well." National Community College Journal 5.3 (Mar. 2003). 2 Oct. 2004  
 <<http://www.commu.edu/ny>>.

***General Magazine Article***

"Study While You Party." Partytimes June 2002. 6 Sept. 2004  
 <<http://www.partytimes.com/flunkout>>.

***Newspaper Article***

Miser, Fred. "How to Finance Your Education." AP Online 5 May 2003. 6 Jan. 2004  
 <<http://www.wallstreet.com/>>.

***Abstract***

Plagiarist, Mary. "Who Needs Documentation, Anyway?" Radical Journal 6.7 (2002):  
 1-10. Abstract. 31 Dec. 2004 <<http://www.doc.jcc.edu/radical/abstract/>>.

***Article from Personal Online Service (such as AOL), Using a Keyword (when no URL provided)***

"Saul Bellow." Famous American Authors Encyclopedia Online. Vers. 3.4. 2001. America  
 Online. 10 Jan. 2004. Keyword: Bellow.

***Online Book***

Dickens, Charles. Oliver Twist. Ed. Joan Melville. 2002. Oxford U. 20 Nov. 2004

<<http://www.oxfordu.edu/dickens/twist>>.

***Part of Online Book (such as a chapter or article)***

Hardy, Thomas. "Why Tess Had to Die." The Collected Writings of Thomas Hardy. Ed.

Manfred Monroe. June 2001. Oxford U. 10 Dec. 2004

<<http://www.oxfordu.edu/har>>.

***Other Useful Online Citations***

***TV or Radio Program Transcript***

"The Threat of Terrorism." Your Future. CNN. 10 Dec. 2003. Transcript. 6 Jan. 2005

<<http://www.cnnnews.org/>>.

***Interview***

Curac, Katie. Interview with Chelsea Clinton. Mademoiselle. Sept. 2004. 28 Nov. 2004

<<http://www.mademoiselle.com/>>.

***Personal Web Site (Use with caution!)***

Kennen, Nathan. Home page. 25 Apr. 2003. 22 Sept. 2004

<<http://www.watertown.ny/nath/index.html>>.

***Home Page for a Course***

Smith, Pam. Math 125. Course home page. Aug. 2003-Nov. 2004. Dept. of Mathematics,  
 Jefferson Community College, Watertown, NY. 12 Dec. 2004  
 <<http://users.westelcom.com/pamsmith>>.

### ***Home Page for a Department***

Economics. Dept. home page. University of Wisconsin, Oshkosh. Sept. 2004. 10 Dec. 2004. 12  
 Dec. 2004 <<http://www.uwosh.edu/departments/economocs>>.

### ***Posting to Discussion List***

Flower, Violet. "How Does Your Garden Grow?" Online posting. 3 Jul. 2003. NY  
 Botanical Gardens Annual Conference. 5 Aug. 2004  
 <<http://www.flowers/ny/botanical/gardens>>.

### ***Email Correspondence***

Johnson, Marianne. Email to the author. 17 Jan. 2005.

### ***Article in CQ Researcher***

Housman, Chad. "Ingredients and Styles in Modern Cuisine." CQ Researcher 17.2 (2007): 55-  
 58. CQ Researcher Online. CQ Press. Jefferson Community Coll. Lib., Watertown, NY. 2  
 Feb. 2007 <<http://library.cqpress.com/cqresearcher/cqresrre2007012600>>.

### ***Article in Opposing Viewpoints, or Taking Sides or Pro Con***

***Overview/Introduction Essay***

Boomer, Steven. "Obesity among U.S. Children." Health. Ed. John Stevenson. San Diego, CA: Greenhaven, 2005. Opposing Viewpoints Resource Center. Gale Group. Jefferson Community Coll. Lib., Watertown, NY. 22 Nov. 2006 <www.galegroup.com>.

***Article for or against the Issue***

Fosse, Susan. "Children and Their Eating Habits." USA Today 13 Oct. 2006: 22-23. Opposing Viewpoints Resource Center. Gale Group. Jefferson Community Coll. Lib., Watertown, NY. 25 Dec. 2006 <www.galegroup.com>.

**Electronic Books****Note:**

To cite an electronic book *accessed via the open Internet*, use the guidelines found in Section 5.9.3 of the MLA Handbook, 6<sup>th</sup> Ed.

To cite electronic books *that our library offers* in MLA format, construct a citation for the print version of the book, and then add information relating to the source of the electronic version, the company that produced the database or collection, the library that provided access to it, the library's address, the date you accessed it, and the URL of the database or collection (or the URL of the specific book if appropriate/available). Use the examples below as a guide.

***NetLibrary***

Shahan, Sherry. Dashing through the Snow: The Story of the Jr. Iditarod. Brookfield, CT: Milbrook, 1997. NetLibrary. OCLC Online Computer Lib. Center. Jefferson Community Coll. Lib., Watertown, NY. 10 Oct. 2006 <http://www.netlibrary.com>.

***SUNY Press E Book Collection*** (Use the specific URL of the e-book being cited.)

Sherraden, Margaret S., Cynthia K. Sanders, and Michael Sherraden. Kitchen Capitalism.

Albany: State U of New York P, 2004. SUNY Press E Book Collection. State University of New York. Jefferson Community Coll. Lib., Watertown, NY. 14 Oct. 2006  
<<http://hdl.handle.net/1951/523>>.

***History E-Book Project*** (Use the specific URL for the history e-book being cited.)

Thomson, Alistair. Anzac Memories: Living with the Legend. Melbourne: Oxford UP, 1994.

History E-Book Project. American Council of Learned Societies. Jefferson Community Coll. Lib., Watertown, NY. 15 Oct. 2006 <<http://hdl.handle.net/2027/heb.03457>>.

***Gale Virtual Reference Library*** (Citation of a specific entry from an e-book)

“Wireless Systems Integrator.” Business Plans Handbook. Ed. Jacqueline K. Mueckenheim. Vol. 9. Detroit: Gale, 2002. 423-450. Gale Virtual Reference Library. Gale. Jefferson Community Coll. Lib., Watertown, NY. 14 Oct. 2006 <<http://galenet.galegroup.com>>.

***Xreferplus*** (Citation of a specific entry from an e-book)

“Juarez, Benito (Pablo) 1806 – 1872.” Chambers Biographical Dictionary. London: Chambers, 2003. Xreferplus. Xrefer. Jefferson Community Coll. Lib., Watertown, NY. 10 Oct. 2006  
<<http://www.xreferplus.com>>.

## ***Sample Research Paper***

### Why is this an “A” paper?

This research paper demonstrates:

- clear focus (evident in thesis and relevant information/details)
- clear organization (through topic sentences)
- specific and varied evidence, such as statistics, historical facts, cases, expert explanations, and examples
- authoritative sources in sufficient numbers for depth of research
- exceptional integration of diverse sources, such as scholarly journal articles, books, popular magazine articles, and Internet (Note that the paper doesn't rely on Internet sources!)
- clear own explanations and commentary tying evidence to the main points and ultimately to thesis
- correct MLA documentation (in-text citations and works cited page) and MLA format
- varied and effective signal phrases that introduce quotes, summaries, and paraphrases

***This is Rebecca Strong's research paper, printed and edited with her permission.***

**Notes:**

- Research papers customarily use third person, NOT “you” or “I.”
- In-text citations NEVER use web URL addresses.

Rebecca Strong

Dr. Chrzanowski

ENG 101-305

09 May 2006

## The Unchecked Surge

Wanted: low skilled worker, to work 80 hours a week, earn less than minimum wage, and work in hazardous conditions with no benefits or legal rights. As an American citizen, who would take such a ridiculous job offer? No one would if he/she is a legal citizen of our country, but every day thousands of illegal immigrants take jobs just like that. Illegal immigration is a controversy that has grown in ferocity over the past few years. Though it has always been in the forefront to those living in the southern Border States, never has illegal immigration been at such a pronounced level of national recognition. A recent article notes that more than 10 million illegal immigrants live in the United States, and 1400 more arrive every day (Katel). With these kinds of numbers, this group of people is negatively impacting our nation. Illegal immigration must be curtailed and stopped. *{clear thesis—stance on the issue}* Illegal immigration burdens our taxpayers, endangers our nation, and robs American citizens of jobs and higher wages.

*{major supporting reasons listed}*

The opposition, though, offers counterpoints to the aforementioned effects of illegal immigration. *{clear transition indicating the shift to the opposing side}* Those who promote illegal immigration see it as a vital part of an educated, materialistic economy and workforce. The opposition perceives illegal immigration as filling the United State's need for employees in low-skill labor jobs and benefiting the U.S. economy by keeping vital services at a viable cost for middle class America. The opposition's strongest point for illegal immigration is the terrible

conditions of illegal immigrants' home countries and our nation's difficult and cumbersome procedures for legal immigration. *{a transitional paragraph listing all opposing reasons}*

To begin with, the proponents of illegal immigration view illegal immigrants as filling jobs that American workers are unwilling to take. *{a transition introducing first opposing reason}*

According to the New York Times business section, over the last few decades, the number of Americans who do not hold a college degree or have dropped out of high school has decreased significantly (Porter). In fact, fewer than ten percent of American men withdraw from high school (Jacoby). Because our workforce's educational level has improved, employers are having a hard time recruiting workers for menial jobs that require a large low-skilled pool of workers. For example, a vice president of a small window cleaning company in Dallas struggles to find workers willing to work for \$10 an hour with benefits. The vice president searches even through the Texas Workforce Commission, and she still struggles to find workers willing to work (Reddy). The overwhelming consensus from businesses is that they need more workers. An article in the Dallas Times reports that the recent uproar over support for guest worker programs hinges upon the insufficient numbers of workers to do menial jobs, since the U.S. workforce is aging and becoming more educated (Reddy). Businesses, especially small businesses, are struggling to find workers to work at decent wages that allow for business expansion and the creation of more jobs. Even young workers are not willing to participate in such labor-heavy work. According to a recent article, the worker growth rate in the United States is declining, and more and more young workers do not want jobs that are seasonal or temporary (Geller). Illegal immigration and guest worker programs fill a vital need among American small businesses. These companies need a workforce willing to work for lower wages, an arrangement that allows these companies to survive and maintain competitiveness with larger corporations.

It is true that American workers have become more educated and they tend to shy away from manual labor; however, there is still a population that needs work and should not have to compete with a workforce that has arrived in the nation illegally. Harvard economist George J. Borjas found that the presence of illegal workers has dropped wage earnings not only for high school graduates by 7.4 percent, but also for college graduates by an estimated 3.6 percent (Tella). That is a drop in wages that if continued would be placing even college graduates below the rate of inflation in just a few years. With no sign of illegal immigration being checked, there is a real possibility of a strong negative economic impact on the United State's most educated workers. *{this author's refutation of the first opposing reason}*

A second alleged advantage of illegal immigration *{a transition indicating second opposing reason}*, as pointed out by its supporters, is that the economic impact of illegal immigration is benefiting every American consumer. According to the Pew Hispanic Center, illegal immigrants hold 17 percent of all jobs in cleaning and building maintenance, 14 percent of all construction jobs, and 12 percent of food preparation jobs (Geller). These jobs all have something in common; more often than not, these jobs are luxuries that would customarily only be available to a small portion of the U.S. population that could afford to have a few indulgences, such as a housekeeper, a new addition to a house, or a night out for dinner. But because these jobs are held by illegals, employers and business operators are able to keep wages suppressed and pass the savings on to the consumer. As one contractor in the Denver area observed, he frequently hires immigrants for construction because "If people are willing to pay an extra \$20,000 for their \$200,000 house then fine. But if not then we need to talk about the consequences of throwing out 12 million people" (Geller). American society and business have created a need for a low-skilled, low-paid workforce. As more and more Americans become

educated and aspire to the American dream of materialism, the demand for illegal immigration will exist and be fed. A business journal article notes that the most commonly perceived effect of depressed wages, for consumers, is in the grocery stores. Prices have continued to drop in the produce department even though American wages have increased in recent years (Reddy). Another author writes about the conditions of market prices if illegals were unavailable for employment then “agricultural work would still get done, but a head of lettuce might cost \$30, if tended by Ivy League graduates”(Buckley). American consumers are reaping the benefits of having a large population of low-skilled workers. Furthermore, the arguments that the presence of illegal immigration in the labor force is detrimental to Americans sounds logical, it has been found that illegal immigrants have the opposite effect. Economists at Harvard found that the presence of illegal immigrants actually increased the earnings of more educated workers, including high school graduates (Porter). Illegal immigration fills a gap in our society. America has changed; baby boomers are retiring and freeing up more jobs, more Americans finish high school than ever before, and we have a stagnant birth rate. Proponents argue that illegal immigration is vital to a more educated, affluent society.

To argue that Americans are more educated than the typical illegal worker creates a justification for the action of these immigrants and those who hire them is unreasonable. Illegal immigrants are being subjugated to unfair labor practices because of their status in our nation. “They [illegal immigrants] dare not come out of the shadows to claim the normal civic and economic rights of American citizens”(Salins 106). Illegal immigration does not have a place in our society; that’s why it is deemed illegal. Illegal immigration does neither benefit our economy nor does it even benefit the illegal immigrants. To exploit another nation’s workforce for our own materialism is appalling. *{this author’s refutation of the second opposing reason}*

A third argument provided by supporters of illegal immigration is that the flow of illegal immigrants can never be curtailed until the world finds economic, political, and religious peace. *{another opposing reason}* Even though our nation has stringent quotas on immigration, literally millions are willing to leave behind their nations because of the appalling conditions and choose to live at the bottom of our society as illegals. A recent article in the San Fernando Business Journal states that the economic conditions of the illegals' countries are so intolerable that they do not have another alternative than to immigrate to the U.S., whether that is legal or illegal (Cevallos). The economic conditions, especially of the nations to the south of us but around the world as well, are atrocious. Many of the illegal immigrants that have come to our nation are just seeking an opportunity to provide for their families. Supporters say our nation's economy has a need and so do illegal immigrants for better immigration laws, and an improvement in immigration procedures, would only foster a better situation for all sides. A current journal article enumerates these concerns by observing that the U.S. must establish economic policies that will permit Latin America its own resources to invest in projects to the benefit of their countries, instead of using those much needed financed monies to pay back debts incurred to other nations (Cevallos). Thus, the rise in illegal immigration is in effect our own doing. Not only do we have a market in both retail and labor that is hungry for low-skilled workers, as a nation we also have economic and political policies that drive conditions in other nations which weaken them and contribute to other nations suffering from emigration to the U.S. Tightening the U.S. borders will not fix the conditions in these nations that drive emigration. According to the U.S. border patrol, crossing the U.S.-Mexico border is a dangerous endeavor, yet every day thousands attempt and every year thousands die from drowning, heat exhaustion, and unknown reasons which are usually linked to the abuse by human smugglers (Guerette and

Clarke). The conditions of illegal immigrants must be difficult given the risks taken to cross the border just for a better job that pays to feed their families.

Granted the conditions in Mexico and many other nations that head up the majority of illegal immigrants in this nation are awful. However, to argue that America cannot control its own borders because it endangers the lives of those in other nations is unreasonable. This is our nation, and the legal citizens must have a say in the directions we are to take. Allowing big business to appeal to our emotions so that they can maintain their cheap workforce is wrong. Until American unemployment is at its lowest point, allowing an unchecked flow of illegals to cross the border is detrimental to our economy and society. In fact, the economic value of illegal immigration has been found to only be 1 percent of the gross national product of the U.S. (Hanson and Spilimbergo). Illegal immigration is detrimental to all involved except those profiteering from the process. *{this author's refutation of the third opposing reason}*

What the supporters of illegal immigration fail to take into account are the numerous negative consequences of illegal immigration that are had by our nation. *{a strong transition to show the shift from opposing arguments to arguments supporting the author's stance as expressed in the original sentence in the introductory paragraph}* One of the first negative effects of illegal immigration hits American taxpayers right in the wallet. Illegal immigration is a tax burden to every legal immigrant and American citizen. An accounting of southern Border States' budgets finds that illegal immigrants account for over 108.2 million dollars of taxpayer money. Most of this money is spent in the areas of law enforcement and social services, such as healthcare (Salant). Illegal immigrants are chewing up parts of state budgets that could be spent on programs that are more beneficial for legal immigrants and American citizens. Illegal immigration also is affecting national budgets in areas besides border security. The Department

of Justice concludes that over 14% of our nation's federal prison population is made up of immigrants charged with illegal entry into our country (United States). Taxpayers are paying through state and federal taxes to support and apprehend immigrants that are moving into our nation illegally. Also, the illegal immigrants that are pouring into our nation are extremely undereducated, which places further burden on tax-supported social services. Statistical evidence shows that over fifty percent of illegal immigrants have not completed high school, and the weight they place on our nation's budget is in the billions (Ponnuru). Research conducted by the Center for Immigration Studies concluded that the tax revenue generated by illegals is 16 billion, but the cost to the government is 26 billion (Tella). Having a high number of low-skilled, undereducated illegal immigrants moving into our nation is creating an uneven yoke on our social programs. Illegal immigrants are filling one side of the yoke, and the other side is left to those who pay taxes to have security in the social programs that were established to protect the American citizens, not illegal immigrants. With a steady flow of illegal immigrants into our nation, there must be more enforcement and control in order to protect the American taxpayer. Taxes are to be used by the government for the benefit of our society. To have billions of dollars spent on a demographic of the U.S. population that has no legal rights to be here is unreasonable.

Another recent concern regarding illegal immigration is national security. A recent article in the National Review stated that in order to maintain national security, the United States must be aware of who is in our nation (Ponnuru). Illegal immigration poses a serious threat to that security. Author Peter Salins writes that the fact that the 9/11 terrorists were mostly undocumented migrants sheds new light on the dangers of illegal immigration (106). By the very nature of illegal immigration, it is impossible to track and be aware of who is in our nation and what their intent is. Without control established of the immigrants in our country, how are

we to protect ourselves? Another even more disconcerting fact about illegal immigration and national security is the correlation between illegal immigrants and organized criminal activity. The president of the Americans for Legal Immigration correlates illegal immigrants with the same people responsible for drug trafficking, sex slaves, and illegal weapons trade in our nation (Katel). That is a serious danger and threat to our nation. A recent article in Organized Crime Digest noted that several states have also found a correlation between illegal immigration and organized crime, and because of this growing concern these states are giving more power to local authorities to apprehend illegals (States). Securing our borders and providing more resources and manpower to our immigration services are essential to protecting our national security not only in regards to terrorism but also in regards to criminal activity. Representative James Sensenbrenner Jr., Republican-Wisconsin and chairman of the House Judiciary Committee, declared: “We will never have homeland security if we don’t have secure borders” (Katel). National security is having secure borders. Allowing thousands of illegal immigrants to disperse into our nation on a daily basis is a danger to our nation’s security.

Though illegal immigration is detrimental to our taxpayers and threatens our nation’s security, it has by far had its longest running negative impact on our nation’s economics. A study conducted by Harvard concludes that U.S. high school dropouts would make eight percent more in wages if it were not for illegal immigration (Krugman). Employers often take advantage of illegal immigrants because of their legal status and education level. Employers are looking for cheap laborers that have no legal right to sue or find protection in our worker safety laws. A recent article in the New York Times stated that, as the increase of low-skilled workers from illegal immigration raised, wages for Americans who are at the bottom of the American pay scale decreased significantly (Krugman). There is a contention that there are jobs that American

workers are unwilling to do and that illegal immigration fills those jobs. Yet, an article in the American Economic Review explains that as apprehensions of illegal immigrants increase American unemployment rates decrease (Hanson and Spilimbergo). This correlation clearly demonstrates that, when given the opportunity to work, American workers will work. Our economy is neither improved by illegal immigration, nor does it benefit every American worker. Most Americans, who are unemployed, would greatly appreciate the opportunity to secure the jobs being held by illegals.

Illegal immigration is damaging, and its impact affects every single citizen in our nation. It is no longer only a problem for those citizens living along the Border States. Illegal immigration has far reaching effects on our nation. U.S. has always found pride in our diversity, but illegal immigration does not shine light on our nation. Illegal immigration is a dirty underbelly of our nation's melting pot. When these people arrive in our nation every day as undocumented immigrants, they begin to disperse throughout our nation to hide and work in perhaps some of the most corrupt and seedy areas of our society. This migration poses a serious threat to our nation's economy and security, and, if the nation continues to allow illegal immigration to go unchecked, the U.S. will find it to be the downfall of the culture and nation.

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