



# **APA Student Guide**

4<sup>th</sup> edition

Centre for Applied Arts & Sciences  
September 2011

<http://www.lethbridgecollege.ab.ca/go/apaguide.pdf>

Author: Carolyn Speakman

Produced by: Centre for Applied Arts and Sciences  
Lethbridge College

Bibliography ID # 93789

© 2011 Lethbridge College

No part of this manual may be reproduced or stored in any form (now or in the future), including photocopying (unless otherwise indicated) without the prior written consent of Lethbridge College. All rights reserved.

Where copyright ownership on material contained within this manual is owned by another party, all requests must be directed to the current copyright holder.

Lethbridge College  
Attn: Leah Berkhoff, CIDS - Permissions  
3000 College Dr. South  
Lethbridge, Alberta T1K 1L6  
Telephone: (403) 382-6928 Fax: (403) 320-1461

This product/publication may include images from Microsoft Office 2003 clipart, which are protected by the copyright laws of the U.S., Canada, and elsewhere. Used under license.

Every effort has been made to provide proper acknowledgement of the original source and comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Lethbridge College at the above address in order that the appropriate corrective action can be taken.

APA Student Guide  
Fourth edition, Third printing

## *Acknowledgements*

Thank you to all the students and instructors who provided valuable feedback on the previous editions of the *APA Student Guide*, and especially Rika Snip, Clayton Crawshaw, and other Learning Café staff for taking time to offer specific recommendations for the third edition.

The first edition of this guide expanded on a previous publication, *APA Research Paper*, prepared by Phyllis Day Chief and Lucelle Prindle. Their work, along with recommendations from other English faculty and students in the Centre for Applied Arts and Sciences, is greatly appreciated. Thanks also to Shawn Matheny for supplying sample reference pages and to those who helped with the initial development of the first edition: Melissa Goates, who reviewed an early draft, and Sonja Mack and Kyla Housenga, who offered technical support.

Carolyn Speakman  
English Faculty  
Centre for Applied Arts and Sciences  
August 2009

## ***Online Version***

<http://www.lethbridgecollege.ab.ca/go/apaguide.pdf>

# Contents

Chapter 1 Using APA Style in College Courses .....	1
What is APA style? .....	1
Who sets the guidelines? .....	1
What is new in the sixth edition? .....	1
Why do I need to learn APA style? .....	2
Are the APA style guidelines for submitting papers to instructors the same as the ones for submitting manuscripts to publishers? .....	2
Will all my projects follow APA style? .....	2
Chapter 2 Getting Started in APA Style .....	3
Where do I start? .....	3
Chapter 3 Documenting Sources Within the Paper .....	4
What are in-text citations? .....	4
Why do I need to cite my sources? .....	4
What do I need to cite? .....	4
What do I <u>not</u> need to cite? .....	5
Should I just add the in-text citations after I write the paper? .....	5
When should I use direct quotations? .....	8
How do I indicate that I have omitted or added words in a direct quotation? .....	8
Chapter 4 Formatting In-text Citations .....	11
How do I set up in-text citations of information I put in my own words? .....	11
How do I set up in-text citations of information I gathered through personal interviews, e-mail messages, phone conversations? .....	11
How do I set up in-text citations of direct quotations? .....	11
What if I write several statements in one paragraph based on the same source? .....	13
How do I handle two or more works by different authors that all contribute to a point I am making in the paper? .....	13
How do I cite a source that I found in another source? (secondary citation) .....	13
How do I cite a specific part of a source (e.g., a figure or a table within an article or book)? .....	13
Chapter 5 Creating a Reference Page .....	15
Chapter 6 Formatting Reference Page Entries .....	17
Where do I start? .....	17
How do I format reference entries for print sources? .....	17
What other elements do I need to add for electronic sources? .....	18
Sample reference entries: Periodicals .....	21
Sample reference entries: Books .....	23
Sample reference entries: Miscellaneous print sources .....	25
Sample reference entries: Nonperiodical electronic publications .....	26
Sample reference entries: Audiovisual media .....	27
Sample reference entries: Miscellaneous other works .....	29
Chapter 7 Word Processing Details .....	30
Chapter 8 Guidelines on Writing Style .....	32
Chapter 9 Page Sequence and Layout .....	34
Title page .....	34
Abstract .....	36
Text of paper .....	37
References .....	39
Chapter 10 Writing an “A” Paper .....	41
References .....	44
Appendix A Key differences between copy and final manuscripts .....	45
Appendix B Brief index: Where to find answers to FAQs about references .....	46

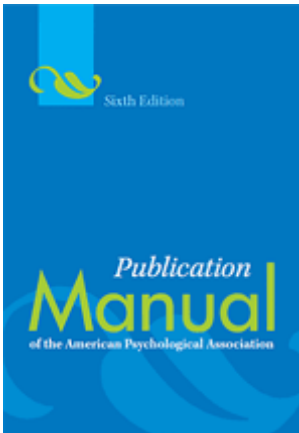
# Chapter 1 Using APA Style in College Courses

## *What is APA style?*

APA style is a standard for publication in a range of academic disciplines, including the social sciences, nursing, education, and criminology. It is currently used by over a thousand research journals to guide writers submitting articles for publication. Colleges and universities also have requirements for students formatting papers; some departments base their guidelines on APA style.

## *Who sets the guidelines?*

The American Psychological Association began publishing a manual of guidelines for writers in 1952. Subsequent editions have been written to reflect changes in such things as language use, research methods, and technology.



The *Publication Manual of the American Psychological Association*, now in its sixth edition, is a 272-page book of instructions on grammar, mechanics, presentation of data, and formats. It also contains a detailed system of handling references. **The sixth edition is the primary source of information for this brief student guide.**

Writers looking for more detailed explanations will find them in the complete manual, which is available in academic bookstores, libraries and most online bookstores, and in the supplemental materials available on the APA website (<http://www.apastyle.apa.org>).

The APA website also offers free tutorials on APA style, answers to Frequently Asked Questions, and a blog hosted by editors of the latest edition of the publication manual.

## *What is new in the sixth edition?*

The new manual has been completely reorganized and simplified. These specific content changes are reflected in this student guide:

- continued use of DOI as key identifier of electronic sources (as begun in the 2007 interim resource, *APA Guide to Electronic References*), plus expanded examples of electronic sources
- a few new guidelines regarding citation formats for sources with multiple authors
- new, simplified layout guidelines for headings
- format of the running head as the page header throughout paper

## ***Why do I need to learn APA style?***

The goal of following a style manual is **to make your message clear and understandable to your readers**. This means logically arranging the information – and revealing that organizational pattern – and clearly identifying the sources of that information. It also means reducing confusion by presenting your work in a way that looks familiar to your readers.

When you **meet your readers' expectations**, you are more likely to have your message understood as you intend. If you can put yourself in the role of an editor or instructor who is looking at hundreds of papers a year, you will see how helpful it is to skim through meaningful headings to get a sense of a paper's contents, or how beneficial it is to easily understand a paper's list of references at a glance.

## ***Are the APA style guidelines for submitting papers to instructors the same as the ones for submitting manuscripts to publishers?***

Yes and no. **APA grammar and mechanics guidelines are the same** because clear, concise writing is desirable in any context.

**The differences lie in format details.** Because most users of the *Publication Manual of the American Psychological Association* are submitting **copy manuscripts** that they hope will be published in journals, the format they use is plain and visually uninteresting. Each journal then adds its own “look” in its treatment of headings and spacing and so on.

Student papers are **final manuscripts**; they are not going to be reformatted by a publisher. The fifth edition of the manual offers this advice to instructors and students in academic contexts:

Writers are reminded that they are preparing the “final” copy. Because the manuscript will not be set in type, the manuscript must be as readable as possible. . . . Reasonable exceptions to APA style . . . often make sense and are encouraged to better serve communication and improve the appearance of the final document. (APA, 2001, pp. 324-325)

The APA reasonably advises, therefore, that variations in format may be desirable. The readability of a **final manuscript** may be improved, for example, by

- incorporating tables and figures within the text of the paper rather than at the end
- using different fonts for or increasing spacing around headings
- single spacing within table titles and headings
- single spacing within reference entries
- modifying the information provided on the title page

This *APA Student Guide* will demonstrate **copy manuscript** formats and clarify a few key places where modifications may be desirable in **final manuscripts**. You should find out whether your instructors want you to follow the basic copy manuscript guidelines or if your program has adapted some format guidelines to improve readability.

## ***Will all my projects follow APA style?***

Following APA style is just one way to set up a paper. Depending on your field of study, you may need to use another system some day, such as one from the Modern Languages Association (MLA), the Council of Science Editors (CSE), or the University of Chicago. The good news is that once you understand one system, you will know what kinds of things matter and be able to adapt successfully.

## Chapter 2 Getting Started in APA Style

### *Where do I start?*

Begin by learning how to document the sources of your writing. You must meet two requirements:

1. Within the text of your paper, identify each source of information by naming its author(s) and year of publication. These notations are called in-text citations or in-text references.
2. At the end of your paper, provide the full bibliographic information for all of your sources on a page titled "References."

### *At a glance . . .*

#### ***A few examples of the two places to document sources***

<b>In-text citation</b>	<b>Reference page entry</b>
<i>Journal article with DOI (Digital Object Identifier)</i>	
The reintroduction of wolves in Yellowstone National Park has helped regulate populations of not only elk but also aspen and willows (Beschta, 2003).	Beschta, R.L. (2003). Cottonwoods, elk and wolves in the Lamar Valley of Yellowstone National Park. <i>Ecological Applications</i> 13: 1295-1309. doi:10.1890/02-5175
<i>Book</i>	
Lewis (2005) argues that many African countries have not responded effectively to the AIDS pandemic because of the conditions tied to loans from the World Bank and the International Monetary Fund in the 1980s and 1990s.	Lewis, S. (2005). <i>Race against time</i> . Toronto, ON: Anansi Press.
<i>Document from a website, open source, content not fixed (could be changed over time)</i>	
Twenty new wind farms built in 2006 doubled Canada's overall wind capacity in one year (Jay, 2007).	Jay, P. (2007, March 7). Wind resistance: A "green" energy choice pushing for widespread acceptance. <i>CBC News In Depth</i> . Retrieved August 16, 2009, from <a href="http://www.cbc.ca/news/background/energy/wind-resistance.html">http://www.cbc.ca/news/background/energy/wind-resistance.html</a>

## Chapter 3 Documenting Sources Within the Paper

### *What are in-text citations?*

In academic writing, each time you include information from a source, you must identify that source with an in-text citation (also called an in-text reference). In APA style, the **in-text citations identify the author and year** of your source. They also **include the page number if you are quoting directly** from that source.

### *Why do I need to cite my sources?*

As a researcher, you are assessed on your ability to locate, understand, and evaluate sources. **Your readers want to understand how your researching and thinking have been influenced by the work of others.** You can show this by doing two things:

1. distinguishing between your own ideas and information that comes from others
2. showing your readers the sources of your information

Accurate documentation of sources is also **an issue of integrity**. In the academic world, honest acknowledgement of others' work is a key ethical principle. Failing to represent your sources accurately is as dishonest as faking lab results in an experiment.

It may be helpful to think a little about the purpose of academic scholarship. Scholars learn the work of others, think about it, and add to it by critiquing it, correcting it, and expanding on it. This is how new knowledge is created. Even when authors disagree with each other, they are engaged in a cooperative process of building knowledge in their field of study. For this process to work, readers must be able to keep track of the authors' information trails. They must be able to trust that writers are honestly and clearly indicating what is the work of others and what is their own.

**Failing to properly cite sources is considered a form of plagiarism.** It may not be as blatantly dishonest as buying a paper from a web page or turning in another learner's work as your own, but it violates the same ethical obligation to your sources and your readers.

### *What do I need to cite?*

Any time you use information from another source, you need to cite that source. This includes

- facts, ideas, opinions, and interpretations that have influenced your paper's contents, even if you put the information in your own words;
- information you copy directly, whether full sentences or phrases; and
- graphics or illustrations created by someone else, such as tables, charts, maps, and pictures.

When you cite a written/video source, you are indicating that you have personally read/viewed that source.

## ***What do I not need to cite?***

Facts considered to be **common knowledge** do not need to be cited. This designation requires a judgement call. Think of “common” in terms of the general public rather than in terms of specialists in your field of study. Is this the kind of information you would find in most quick reference material, or would it be found only in more specialized sources?

### *Examples*

*Common knowledge (no citation needed):* Martin Luther King, Jr., was a leader in the civil rights movement in the United States.

*Not common knowledge (needs a citation):* Martin Luther King, Jr., was arrested nearly 20 times and was assaulted at least four times (Hartford, 1988).

If you are not sure, cite the source; when in doubt, check with your instructor.

## ***Should I just add the in-text citations after I write the paper?***

No, this strategy misses a primary goal of writing papers. Research writing is more than just acknowledging your sources accurately. It is a discourse, a conversation involving the writer, the audience, and the text. Citing sources should be more than an add-on to the real discussion. **When you select a source and present an author’s information, you are revealing something about your own understanding of what has been written about your topic; you are showing your readers that you know what is going on in your field of study.** Your use of sources—the way you integrate the voices of others with your own voice—is part of the process of composing a credible, persuasive discussion.

As you move on in your career, your projects will require you to do increasingly deeper analysis and evaluation of the information you gather. Thinking critically about your use of sources in every research project you do will help you develop these skills.

## *At a glance . . .*

**One key way to show readers that you understand your sources**

### **Put the message in your own words**

**Paraphrase = express the information in your own words without necessarily shortening the message**

#### *Example*

**Original passage** from page 8 of a book by Kazemipur and Halli (2000)

“There are other developments that may elevate the likelihood that the poverty rates of Canada and the United States will remain high, at least for a while: the declining income of the middle classes, and the rising concentration of wealth of the upper classes.”

#### **Paraphrase**

Kazemipur and Halli (2000) argue that as economic ground is lost by the middle classes and gained by upper classes, Canada’s poverty rates will probably continue to be high.

*Note: If the paper is about poverty in Canada, it would be irrelevant to mention the United States, so that part can be omitted without skewing the original meaning. Notice that the page number is not cited when the information is paraphrased.*

**Summarize = condense the information into a briefer form. Summarizing is ideal, for example, when you read a study and determine how its findings relate to your topic. The authors of the study may devote several pages to this discussion, but you may want to sum up the key ones in one paragraph of your paper. Summarizing is useful for all kinds of information.**

#### *Example*

**Original passage** from page 7 of a book by Kazemipur and Halli (2000)

During the 1990s, a new surge of poverty struck the industrial nations in the Western Hemisphere, particularly in North America. Resulting from such developments as slower economic growth at both national and international levels, globalization, and erosion of the welfare state, this poverty surge also coincided with an unexpected hardening of racial and ethnic cleavages and an unprecedented rise in the importance of small-scale communities. The simultaneous strike of these three forces created new configurations of poverty (Lawson and Wilson, 1995): a distinguishable ethnic and racial colour and a visible neighbourhood dimension. These configurations made the poverty of the 1990s a *new poverty*, distinct from that of the pre-1960s.

#### **Summary**

According to Kazemipur and Halli (2000), poverty in North America in the 1990s has become more tied to ethnicity, race, and locale than it was before the 1960s.

#### Reference

Kazemipur, A., & Halli, S. S. (2000). *The new poverty in Canada: Ethnic groups and neighbourhoods*. Toronto, ON: Thompson Educational Publishing.

## *At a glance . . .*

### **Another way to use your sources**

#### **Quote directly from the original source**

**Direct quotation = present another person’s ideas word-for-word from the original**

##### *Example*

**Original passage** from page 7 of a book by Kazemipur and Halli (2000)

During the 1990s, a new surge of poverty struck the industrial nations in the Western Hemisphere, particularly in North America. Resulting from such developments as slower economic growth at both national and international levels, globalization, and erosion of the welfare state, this poverty surge also coincided with an unexpected hardening of racial and ethnic cleavages and an unprecedented rise in the importance of small-scale communities. The simultaneous strike of these three forces created new configurations of poverty (Lawson and Wilson, 1995): a distinguishable ethnic and racial colour and a visible neighbourhood dimension. These configurations made the poverty of the 1990s a *new poverty*, distinct from that of the pre-1960s.

##### **Short quotation**

Poverty in the 1990s in North America has “a distinguishable ethnic and racial colour and a visible neighbourhood dimension” (Kazemipur & Halli, 2000, p. 7).

*Note: Only the key phrase is quoted directly. Notice, too, that with direct quotations, the page number must be cited.*

##### **Long quotation (more than 40 words)**

Poverty in the 1990s not only increased but also took on new dimensions.

Resulting from such developments as slower economic growth at both national and international levels, globalization, and erosion of the welfare state, this poverty surge also coincided with an unexpected hardening of racial and ethnic cleavages and an unprecedented rise in the importance of small-scale communities. (Kazemipur & Halli, 2000, p. 7)

*Note: The combined details in this long passage are kept together by quoting the entire sentence. The lead-in by the research paper writer sets up the quotation and helps the reader understand its significance.*

##### Reference

Kazemipur, A., & Halli, S. S. (2000). *The new poverty in Canada: Ethnic groups and neighbourhoods*. Toronto, ON: Thompson Educational Publishing.

## ***When should I use direct quotations?***

Rarely. Use direct quotations **only for particular purposes**, such as

- in literary analysis papers, where the specific wording of the literature is the subject of your analysis
- in research writing when you are making a point about the wording of the original passage
- in any situation in which the original wording is essential, such as a definition, a mandate/mission statement, or legal wording
- in any situation in which the original wording is significant or distinctive for some reason

Try quoting **short passages (phrases, sentences) rather than whole paragraphs** so that your use of direct quotations emphasizes the central point you are making with the passage. The more you can integrate direct quotations into your own paragraphs and sentences, the more smoothly your paper will read.

As you read journal articles in your field of study, notice their use of direct quotations so that you can see what is typical within your discipline.

**Most of your paper should be written in your own words** because doing so helps you

- mentally process the information while you take notes
- develop the discussion by synthesizing information from various sources
- express your paper's message in your own writing style.

## ***How do I indicate that I have omitted or added words in a direct quotation?***

Insert an ellipsis, three spaced dots ( . . . ), to show where you have omitted words from the original text. If you omit a full sentence, use four dots, as the first one indicates a period at the end of the first quoted sentence.

Snip (2009) comments that the "diversity of current theories . . . makes the task of the social researcher particularly challenging" (p. 54).

Use square brackets around any words that you add to a direct quotation to clarify something or make the grammar flow within your surrounding sentence.

"The years of [American] slavery had long-lasting social and economic impacts" (Crawshaw, 2008, p. 297).

## *At a glance . . .*

### **Other ways to show readers that you understand your sources**

#### **Use language that identifies the type of information you are presenting**

*Indicate in the wording of your signal phrase that your information is not factual*

Pattridge (1990) speculates that . . .

*Indicate through the wording of your signal phrase that you are presenting someone else's analysis*

According to Hart-Budd and Cottle (1992), the contributing factors in Canada are significantly different from those in the United States.

*Identify that you are documenting a trail of published research reports*

Recent studies (Harker, 2003; Semak, 1997, 2006; Stevenson, 2004) reveal that only three of the five international trends are evident in western Canada.

*These are a few words that may be useful in setting up signal phrases that accurately reflect the material you are citing:*

noted	found	concluded	investigated	reported
stated	argued	contended	suggested	discussed
showed	agreed	emphasized	demonstrated	compared
explored	observed	questioned	asserted	pointed out
advised	disputed	confirmed	refuted	reviewed

## *At a glance . . .*

### **Common errors in presenting information from sources**

#### **Patchwriting and Misrepresenting the Source's Message**

Representing source material accurately is vital in academic writing. Writers need to be honest in distinguishing between their own words and those of their sources. Writers also need to accurately convey the information they have gathered from their sources.

**Patchwriting**, a form of plagiarism, exists when instead of paraphrasing, a writer substitutes, deletes, or rearranges a few words but retains the original source's core structure. You can avoid playing this game by ensuring that you understand your source information well enough to make point form notes in your own words and then writing your paper from your own notes rather than from the original text.

**Misrepresenting information** is not a form of plagiarism, but it does demonstrate a weakness in a writer's understanding of the material she or he is presenting. Again, you can avoid such errors by reading carefully to ensure that you are fully understanding what your sources are saying and then writing carefully to ensure that you are presenting their views fairly.

#### *Example*

**Original passage** from page 7 of a book by Kazemipur and Halli (2000)

During the 1990s, a new surge of poverty struck the industrial nations in the Western Hemisphere, particularly in North America. Resulting from such developments as slower economic growth at both national and international levels, globalization, and erosion of the welfare state, this poverty surge also coincided with an unexpected hardening of racial and ethnic cleavages and an unprecedented rise in the importance of small-scale communities. The simultaneous strike of these three forces created new configurations of poverty (Lawson and Wilson, 1995): a distinguishable ethnic and racial colour and a visible neighbourhood dimension. These configurations made the poverty of the 1990s a *new poverty*, distinct from that of the pre-1960s.

#### **Unacceptable paraphrase - patchwriting**

These new configurations of poverty have a distinct ethnic and racial colour as well as a clear neighbourhood dimension (Kazemipur & Halli, 2000).

*Most of this phrasing is copied from the second last sentence, making this an example of patchwriting. If you use the original source's phrasing, you must show that you are quoting.*

#### **Unacceptable paraphrase – misrepresentation of the original meaning**

Poverty in the 1990s is seen only in small neighbourhoods made up of distinct racial and ethnic groups (Kazemipur & Halli, 2000).

*The original passage does not say that poverty exists **only** in these places.*

#### Reference

Kazemipur, A., & Halli, S. S. (2000). *The new poverty in Canada: Ethnic groups and neighbourhoods*. Toronto, ON: Thompson Educational Publishing.

## Chapter 4 Formatting In-text Citations

### ***How do I set up in-text citations of information I put in my own words?***

For summarized or paraphrased information, identify the source by **author and year**. Set this up in parentheses at the end of the sentence or in a signal phrase within the sentence. Always keep the year beside the author's name.

**Parenthetical reference** – put the citation at the end of the sentence

The majority (87%) of students writing a research paper for the first time experience frustration and anxiety at the outset (Buis, 2006).

**Signal phrase** – make the author the subject of the sentence containing his/her information and put the date in parentheses right after the author's name

Buis (2006) found that the majority (87%) of students writing a research paper for the first time experience frustration and anxiety at the outset.

### ***How do I set up in-text citations of information I gathered through personal interviews, e-mail messages, phone conversations?***

Interviews, letters, memos, e-mail correspondence, and phone conversations are cited only in the text of the paper; they are not listed on the reference page. Include three things in the parentheses: the author's initials and surname, the phrase "personal communication," and the full date.

. . . was the determining factor in student success (P. Day Chief, personal communication, April 22, 2006).

P. Day Chief (personal communication, April 22, 2006) stated that . . .

### ***How do I set up in-text citations of direct quotations?***

**Short quotations (fewer than 40 words)** - incorporate the quotation into your paragraph and cite the author, year, and page number in one of these three ways:

According to Secretan (2005), "\_\_\_\_\_" (p. 12).

Secretan (2005) defined the problem as "\_\_\_\_\_" (p. 12).

As noted in a recent study, the problem is "\_\_\_\_\_" (Secretan, 2005, p. 12).

*Notice that in each variation here, too, the year is beside the author's name.*

**Long quotations (40 words and longer)** - type the quoted section as a double-spaced block, indented 5-7 spaces from the left margin, with no quotation marks. End with a period, and then give the citation in parentheses.

Young (1996) focused on the connections between individuals and the community.

Although her study examined the individual testimonies of only 16 homeless people, she saw this kind of public testimony as having profound impact on the community as a whole:

A collective analysis of this testimony resituates individuals, placing individuals at the centre, removing them from the margins. . . . Situating testimony in this way ultimately empowers the homeless, for only they can articulate their own experience. Publicly sharing individual experience is a means of developing social understanding of that experience. In this postmodern age, characterized by separation and alienation, elaborating the role of communication in forming community may be more vital than ever.  
(p. 338)

Even a small sample, Young argued, can . . .

*Note: If the quotation is more than one paragraph, indent the first line of the second and subsequent paragraphs an extra five spaces.*

### ***Quoting from electronic sources in which pages are not numbered***

If you are using an electronic source that does not number pages but does number paragraphs, use the paragraph number preceded by the abbreviation "para."

" . . . " (Samuels, 2004, para. 5)

If neither paragraph or page numbers are visible, direct your reader to the location of the quoted material by citing the heading and the number of the paragraph (you'll need to count the paragraphs in that section)

" . . . " (Bjornson & Williams, 2005, "Results," para. 1)

If the section heading is too long, use just the first few words to identify the section for your readers.

## ***What if I write several statements in one paragraph based on the same source?***

Be clear about the source in your wording of the information. When referring to the source nonparenthetically in subsequent sentences, you do not need to repeat the year.

Buis (2006) found that 87% of students writing a research paper for the first time experience frustration and anxiety when they begin. However, Buis also noted that this frustration diminished when students saw their paper to take shape.

## ***How do I handle two or more works by different authors that all contribute to a point I am making in the paper?***

List the authors alphabetically and separate the citations with semicolons.

Several recent studies (Cottle, 1999, 2007; Stevenson, 2006; Vogelaar, 2003) investigated . . .

*Note: The two dates after Cottle show that two different publications by Cottle are relevant; these are separated by a comma and listed chronologically after the author.*

## ***How do I cite a source that I found in another source? (secondary citation)***

Secondary citations are shown within the text of your paper but not on the reference page.

. . . (Baker, 1964, as cited in Harker, 2003).

This reference tells your reader that your source, Harker (2003), contained information from Baker (1964), which you are now bringing into your paper. In this example, only Harker (2003) would be listed on your reference page.

## ***How do I cite a specific part of a source (e.g., a figure or a table within an article or book)?***

Indicate the specific source of your information after the date in your in-text citation.

. . . (Carstairs, 2009, Table 3).

## *At a glance . . .*

### ***In-text citations for paraphrases/summaries from various sources***

<b>Source</b>	<b>In-text citation</b>	<b>Corresponding full entries on pages 21-29</b>
One author	(Loftus, 2007)	2
Two authors	(Oakes & Cooper, 1994) Oakes and Cooper (1994) found that . . .	14
Three through five authors	- first time cited in paper (O'Toole, Conde-Martel, Gibbon, Hanusa, Freyder, & Fine, 2007) - subsequent citations (O'Toole et al., 2007)	5
Six or more authors	(Lahey et al., 1999)	6
Association/agency as author	(National Institute of Mental Health, 1990)	25
Periodical article, no author - use title of article and add quotation marks around it	("The land of goodbyes," 2007)	12
Book, no author – use title of book and show in italics	( <i>How to write</i> , 1990) <i>Note: Full title of book is How to Write a Research Paper: A Foolproof Method.</i>	17
Periodical article on electronic database	(Fehon, 2007)	7
Web site, author named	(Singer, 2003)	28
Web site, no author, no date	( <i>Trumpeter swan</i> , n.d.)	29
Web site, association/agency as author	(Parks Canada, 2002)	30
Republished work	(King, 1958/2003)	19
Image or graphic – use name of artist or creator if available; if not, use title of image	(Braasch, 2005)	33
	( <i>Global warming</i> , 2003)	34
Podcast – producer named in place of author	(Van Nuys, 2007)	42

## Chapter 5 Creating a Reference Page

A reference page is not a bibliography. **Only works cited in the text can be listed on the reference page; conversely, all works listed on the reference page must be cited at least once in the text of the paper.**

The guidelines and examples that follow illustrate in the APA format required for **copy manuscripts** submitted to journals. Samples of full reference pages showing both copy manuscript format and final manuscript variations are included in the format section of this guide (pages 39 and 40).

Here are four steps to creating the page.

1. Center the title “References” (no quotation marks) at the top of the page.
2. Create a full citation for each source, including every type of media. The only sources that do not appear on the reference page are personal communications (e.g., interviews, e-mail correspondence), which are handled as explained on page 11.
  - Use **hanging indents**. This means the first line of each entry is at the left margin and all subsequent lines are indented five to seven spaces.
  - **Double-space** the entries.
  - **Capitalize** according to these guidelines:
    - For article titles, book titles, and subtitles, use sentence style capitalization (i.e., capitalize only the first word of the title and subtitle, plus proper nouns such as “Canadian”)
    - For journal titles, use headline style capitalization (i.e., capitalize the first word and all significant words)
  - **Italicize** book titles.
  - **Italicize** newspaper and journal titles and volume numbers.
  - **Invert** authors’ names and use initials rather than first names. Keep them in the order in which they were named in the original publication.
  - **Use accepted abbreviations** wherever possible.
3. Arrange the citations
  - List entries **alphabetically** according to **authors’ last names**, followed **by their initials**.
  - If you used **more than one publication by the same author**, arrange them in chronological order as well, beginning with the earliest publication.
  - If **no author** is named, put the title in the author position and alphabetize the entry by the first significant word in the title.
  - If you used **more than one publication by the same author in the same year**, arrange them alphabetically by the next distinguishing information, their titles; then add lower case a-b-c behind the year to distinguish between them.

Hart-Budd, R. (2005a). Advancements in . . .

Hart-Budd, R. (2005b). Cooperative learning . . .
4. As a final check, go back through the listings on your reference page and **make sure there is a corresponding in-text citation** within the paper.

TIP: Use “Find” to locate each author/source named within the paper.

*At a glance . . .*

***Common reference entry abbreviations***

<b>Full term</b>	<b>Abbreviation</b>
edition	ed.
second edition	2 <sup>nd</sup> ed.
editor or editors	Ed. or Eds.
page or pages	p. or pp.
no date	n.d.
and others	et al.

## Chapter 6 Formatting Reference Page Entries

### ***Where do I start?***

Different materials require different citations, so you need to **know which category of examples to follow**. Are you using materials that you found in **print** form, such as journal articles and books? Or did you search for information in **electronic** formats through databases or websites? This chapter is arranged in four categories: Print sources, electronic sources, and nonprint media.

### ***How do I format reference entries for print sources?***

The two main types of print (paper) sources used in academic research projects are periodical articles and books. The general formats are outlined here; more examples begin on page 21.

#### **Periodical Articles**

**Author(s). (year). Title of article. *Title of Periodical, volume(issue), pages.***

#### ***Example – journal article, one author***

Noronha, C. (1994). Fetal alcohol syndrome in Canada: A case study. *Journal of Youth and Adolescents, 24(4)*, 11-15, 17.

*The volume number, 24, is followed (with no space) by the issue number, 4, which is in parentheses and is followed by a comma. The italics extend only through the volume number.*

#### **Books**

**Author(s). (year). Title of book. Location of publisher: Name of Publisher.**

#### ***Example – book, one author***

Nolan, S. (2007). *28 stories of AIDS in Africa*. Toronto, ON: Knopf Press.

## ***What other elements do I need to add for electronic sources?***

Creating a reference entry for Internet sources can be challenging as they do not always have copyright information, titles, and named authors. Generally speaking, though, **use all the same elements in the same order as you would for a print source; then add retrieval information** so that your readers will be able to locate the source themselves.

**Author(s). (year). Title of article. *Title of Periodical*, volume(issue), pages. Retrieval information as explained below.**

**Exactly what retrieval information you need to include depends on the source.** The possibilities are outlined below; further examples begin on page 21.

### **Digital Object Identifier**

Because content on the Internet is frequently moved, many scholarly publications are now assigning an unchanging Digital Object Identifier (DOI) that links to the article wherever it is located. They are no longer relying on URLs as a way of locating information.

If the article has a DOI, use it instead of the URL. The DOI will be on the first page of the article or hidden behind a button with the name of the vendor (e.g., PsycINFO or PubMed) or the label “Article” or “Cross-Ref.”

#### ***Example – journal article with DOI assigned***

Gebo, E. (2007). A family affair: The juvenile court and family violence cases. *Journal of Family Violence*, 22(7), 501-509. doi:10.1007/s10896-007-9075-1

### **URL (Uniform Resource Locator) or Web Address**

For items found on the open Web or articles with no DOI assigned, provide a URL

- If the article, report, or book can be searched for within the publisher's site, give the homepage URL of the journal or report/book publisher.
- If the document is open-access (available without cost), give its exact URL.
- If the information is from a reference work such as an online dictionary or encyclopedia, give the URL of the homepage.
- Do not add a period after the URL.
- If you need to break a URL, do so at a logical punctuation point. Do not add a hyphen.
- Test the URL in a new browser to be sure that it leads to the information you used. If the document has moved, update the URL in your reference entry.

#### ***Example – journal article from publication website, available by subscription, no DOI assigned (final version of document, so entry does not require a retrieval date)***

Abbot, J. M., & Byrd-Bredbenner, C. (2007). The state of the American diet: How can we cope? *Topics in Clinical Nutrition*, 22(3), 202-233. Retrieved from <http://www.topicsinclinicalnutrition.com>

## Retrieval Date

Give the retrieval date (the date you accessed the information) only for Internet sources that may change with time, such as Wikis or other sites open to revision.

### **Example – online feature on a current topic by a news correspondent**

Nolan, S. (n.d.). AIDS in Africa: The turning point. Retrieved August 15, 2007, from <http://www.theglobeandmail.com/special/aidsinafrica/>

## Publisher's Name and Geographical Location

If the publisher's identity is clear from the URL or from the name of the author or database, you can leave out the publisher's name and geographical location. If it is not clear, though, include it as part of the retrieval statement (see example 32).

### **Example – government document, publication agency clearly identified as author (final version of document does not require a retrieval date)**

Centers for Disease Control and Prevention. (2005). *Preventing lead poisoning in young children*. Retrieved from <http://www.cdc.gov/nceh/lead/publications/PrevLeadPoisoning.pdf>

## Database Information/Publication URL – if no DOI available

In handling articles without a DOI, the APA guidelines get a bit more tricky. Even though you may have accessed your article through a database, giving the database name may not help other readers access it because many databases are subscription based. If you retrieved the article through such a database from the college library, you need to determine whether it is available outside that database.



update

### **Example – Article with no DOI assigned, accessed through college library database**

If you can find the journal's homepage, give its URL instead of the database information.

Garces- Ozanne, A. L. (2011). The Millenium Development Goals: Does aid help? *Journal of Developing Areas*, 44(2), 27-39. Retrieved from <http://muse.jhu.edu/journals/jda/>

However, if that database is the only place the material is available, include either a) the database name and article accession number or b) the database URL

Garces-Ozanne, A. L. (2011). The Millenium Development Goals: Does aid help? *Journal of Developing Areas*, 44(2), 27-39. Retrieved from Academic Search Complete database. (Accession No. 52217399)

For college/university papers, your instructor may also ask you to include the database name because of an assignment's goals.



update

In all other cases where a DOI is not available, search for and provide either a) the full URL of the article, or b) the homepage URL of the journal/site where it is published.

Check out the APA Style blog's flowchart explaining these alternatives in citing retrieval information.

<http://blog.apastyle.org/files/doi-and-url-flowchart-8.pdf>

## *At a glance . . .*

### **Ways to set up author information in reference page entries**

<b>Author variation</b>	<b>Appearance in reference page entry</b>
One author	Lewis, S.
Two authors	Odom, S. L., & McEvoy, M. A.
Three through seven authors (name all authors)	Cloke, P., Milbourne, P., & Widdowfield, R.
Eight or more authors (name the first six, add an ellipsis, end with the last author)	Lahey, B. B., Goodman, S. H., Waldman, I. D., Bird, H., Canino, G., Jense, P., . . . Applegate, B.
One author, Jr. in name	King, M. L., Jr.
Group/agency as author	Heart and Stroke Foundation of Alberta.
Editor, no author	Morning Owl, J. (Ed.).
No author listed - periodical article (move article title into author position)	The land of goodbyes.
No author or editor listed – book (move italicized book title into author position)	<i>How to write a research paper: A foolproof method.</i>

## *At a glance . . .*

### **Ways to set up publication dates in reference page entries**

<b>Date variation</b>	<b>Appearance in reference page entry</b>
Academic journal articles and books identified by volume/issue numbers	(2007).
Magazines, newsletters published monthly	(2007, July/August).
Magazines, newsletters published seasonally	(2007, Spring).
Magazines, newspapers published weekly or daily	(2007, July 14).
Publication over multiple years	(2001-2007).
No date available	(n.d.).

## Sample reference entries: Periodicals

**1. Journal article, one author, each issue paginated separately (i.e., each issue begins with page 1), no DOI assigned, accessed in print form**

Noronha, C. (1994). Fetal alcohol syndrome in Canada: A case study. *Journal of Youth and Adolescents*, 24(4), 11-15, 17.

*Note capitalization of the article title as compared with the journal title. Also, note that the journal title and the volume number are italicized, including the commas before and after the volume number.*

**2. Journal article, one author, in a journal with continuous pagination (i.e., the page numbers in each issue begin where the numbering in the previous issue left off), accessed in print form.**

Loftus, E. F. (1993). The reality of repressed memories. *American Psychologist*, 48, 518-537.

**3. Journal article, two authors, assigned**

Heilman, M.E., & Okimoto, T. G. (2007). Why are women penalized for success at male tasks? The implied communality deficit. *Journal of Applied Psychology*, 92, 81–92.  
doi:10.1037/0021-9010.92.1.81

**4. Journal article, three through seven authors, accessed in print form**

Cloke, P., Milbourne, P., & Widdowfield, R. (2001). The geographies of homelessness in rural England. *Regional Studies*, 35, 23-38.

**5. Journal article, three through seven authors, DOI assigned**

O'Toole, T. P., Conde-Martel, A., Gibbon, J. L., Hanusa, B. H., Freyder, P. J., & Fine, M. J. (2007). Where do people go when they first become homeless? A survey of homeless adults in the USA. *Health & Social Care in the Community*, 15(5), 446-453.  
doi:10.1111/j.1365-2524.2007.00703.x

*In the new guidelines, the retrieval date is required only if the document or its location are open to change. Any time the DOI is available, though, include it in your reference entry.*

**6. Journal article, eight or more authors, DOI assigned**

Lahey, B. B., Goodman, S. H., Waldman, I. D., Bird, H., Canino, G., Jense, P., . . . Applegate, B. (1999). Relation of age of onset to the type and severity of child and adolescent conduct problems. *Journal of Abnormal Child Psychology*, 27(4), 247-251.  
doi:10.1023/A:1022661224769

*Name the first six authors, insert an ellipsis, and name the last author listed.*

**7. Journal article, no DOI assigned, obtained from an on-line database, website of journal available, no database information requested by instructor**

Fehon, D. C. (2007). From victim to aggressor: The cycle of youth violence. *Psychiatric Times*, 24(7), 44-45. Retrieved from <http://www.psychiatrictimes.com/home>

*In the latest guidelines, the retrieval date is required only if the document content is open to change.*

For college/university papers, your instructor may ask you to include the database name because of the objectives of a particular assignment.

**8. Journal article published on the Web, no DOI assigned, open access**

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803-855. Retrieved from <http://www.apa.org/journals/releases/bul1316803.pdf>

*In the new guidelines, the retrieval date is required only if the document or its location are open to change. The full URL of the article is included here because no DOI has been assigned to locate the article, and the article itself is available from the website.*

**9. Abstract only of journal article, DOI assigned**

Harrison, L. D., Erickson, P. G., Korf, D. J., Brochu, S., & Benschop, A. (2009). How much for a dime bag? An exploration of youth drug markets [Abstract]. *Drug & Alcohol Dependence*, 90(S27-S39). doi:10.1016/j.drugalcdep.2006.09.009

*Although it is always preferable to locate and read the entire text of an article, abstracts can be used as sources if necessary. If you use only the abstract, though, indicate this in square brackets after the title.*



**10. Magazine article, one author**

Stetson, J. (1995, June 15). Preschool play centres. *Canadian Living*, 11, 34-36.

*For magazines, newspapers, and newsletters, add the full date after the year.*

**11. Signed daily newspaper article (give the specific date after the year)**

Wente, M. (2007, July 14). Taking heart – and giving one. *Globe and Mail*, p. F1.

*The p. is shown before the page number to clarify that this is not a volume or issue number.*

**12. Unsigned daily newspaper article (give the specific date after the year)**

The land of goodbyes. (2007, July 14). *Globe and Mail*, p. T1.

*Because no author is listed for this article, the citation begins with the title and would be alphabetized under the first significant word. Even though the title would be shown in quotation marks within the paper, no quotation marks are used here.*

**13. Letter to editor in monthly newspaper published online**

Stanton, M. D. (2001, July/August). Substance abuse [Letter to the editor]. *APA Monitor*.

Retrieved July 27, 2001, from <http://www.apa.org/monitor/>

*In the print version, the page number would be provided after the publication title, but in the web version, the URL takes you to a journal site where the letter can be easily located using the newsletter title and date.*

## ***Sample reference entries: Books***

**14. Book, two authors, third edition**

Oakes, C., & Cooper, A. (1994). *Early childhood programs in community colleges* (3rd ed.).

Vancouver, BC: Seal Press.

**15. Book, edited, no author**

Huffman-Piel, S. (Ed.). (1993). *Access for all*. New York: Harper-Collins.

**16. Book, corporate author**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

*Using the term "Author" in the publisher field indicates that the author is also the publisher.*

**17. Book, no author or editor**

*How to write a research paper: A foolproof method.* (1990). Toronto, ON: McMillan Press.

**18. Chapter in an edited book, one author, two editors**

Elbow, P. (2000). Literal voice: Observations about the human voice. In J. MacLennan & J. Moffatt (Eds.), *Inside language: A Canadian language reader* (pp. 65-68). Scarborough, ON: Prentice Hall.

*Although the names of the author(s) of chapters are inverted, the names of the editors of the volumes are not inverted.*

**19. Work in an anthology, Canadian edition, three editors**

King, M. L., Jr. (2003). Non-violent resistance. In S. Barnet, M. Stubbs, & P. G. Stimpson (Eds.), *The practical guide to writing with readings and handbook* (Can. ed.). Toronto, ON: Pearson Education Canada. (Original work published 1958).

*In-text citations for reprints/translations show both dates (King, 1958/2003)*

**20. Diagnostic and Statistical Manual of Mental Disorders (DSM) – print version**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed., text rev.). Washington, DC: Author.

*In text, cite the name of the association and the name of the manual in full the first time you mention it; after that, you may use the traditional form italicized (*

*DSM-IV-TR* (2000) 4<sup>th</sup> ed., text rev.

**21. Dictionary entry, no author or editor**

Botulism. (1977). *Miriam-Webster's collegiate dictionary* (10<sup>th</sup> ed.). Springfield, MA: Miriam-Webster.

**22. Dictionary, no author, large editorial board**

Woolf, H. B., et al. (Eds.). (1977). Psychosis. *Webster's new collegiate dictionary*. Toronto, ON: Thomas Allen and Son.

*In a reference work like a dictionary or encyclopedia with a large board of editors, the rule of naming all the authors is not followed. Name the primary editor and then use et al. to indicate that there are others.*

**23. Classical works (ancient Greek and Roman works and Biblical texts with established numbering systems)**

No entry on reference page is required. Instead, identify the text numbers and edition in your in-text citation:

John 15:12 (New Revised Standard Version)

***Sample reference entries: Miscellaneous print sources***

**24. Brochure or pamphlet, private organization as author, no date**

Heart and Stroke Foundation of Alberta. (n.d.). *Why is heart disease and stroke today's #1 cause of premature death in women?* [Brochure]. Calgary, AB: Author.

**25. Government report**

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

**26. Report from Educational Resources Information Center (ERIC)**

Mead, J.V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 346 082)

**27. Unpublished manuscript**

Kalogerakis, A. (1982). *Scopolamine, activity, and exploration of novelty*. Unpublished manuscript, Cornell University, Ithaca, NY.

*This example includes the university where the manuscript was written; you should mention this information to help your reader locate it.*

**Sample reference entries: Nonperiodical electronic publications**

**28. Web document, one author**

Singer, R. (2003, April). *The impact of poverty on the health of children and youth*. Retrieved from [http://www.campaign2000.ca/res/Poverty\\_healthbackgrounder.pdf](http://www.campaign2000.ca/res/Poverty_healthbackgrounder.pdf)

*Because the document is in PDF format, it is treated as a final version; therefore, no retrieval date is required.*

**29. Web page, no author, no date**

*The trumpeter swan: A proud symbol of the City of Grande Prairie*. (n.d.). Retrieved August 22, 2007, from <http://www.cityofgp.com/swans/default.htm>

*Because this is an item on the open web that is open to change, provide both a retrieval date and a URL.*

**30. Web document authored by government agency**

Parks Canada. (2002). *An approach to Aboriginal cultural landscapes*. Retrieved August 20, 2007, from [http://www.pc.gc.ca/docs/r/pca-acl/index\\_E.asp](http://www.pc.gc.ca/docs/r/pca-acl/index_E.asp)

*Because this is an item on the open web that is open to change, provide both a retrieval date and a URL.*

**31. Web fact sheet, group author**

World Health Organization. (2006). *Avian influenza ("bird flu")* [Fact sheet]. Retrieved August 21, 2007, from [http://www.who.int/mediacentre/factsheets/avian\\_influenza/en/index.html](http://www.who.int/mediacentre/factsheets/avian_influenza/en/index.html)

**32. Web document, group author, available on university program or department web site**

The Collaborative Writing Software Study Steering Committee. (1998). *The study of collaboration in electronic environments among students in writing classes*. Retrieved from St. Cloud State University, College of Fine Arts and Humanities:  
<http://www.stcloudstate.edu/~scogdill/collaboration/index.html>

*If the document is in a large and complex site, such as those of government agencies or universities, identify the relevant program or department before giving the URL.*

**33. Image/picture on photographer's website, title supplied**

Braasch, G. (2005). Poster of glacier recession around the world, rephotography by Gary Braasch. Retrieved August 21, 2007, from <http://www.worldviewofglobalwarming.org/>

*The photographer supplied this title for the image and has copyrighted the materials on his website.*

**34. Graphic representation of data on Web**

Global warming: early warning signs. (2003). [Interactive map of local consequences of global warming]. Retrieved August 19, 2007, from <http://www.climatehotmap.org/>

**35. Wiki**

Global warming. (n.d.). Retrieved August 21, 2007, from  
[http://en.wikipedia.org/wiki/Global\\_warming](http://en.wikipedia.org/wiki/Global_warming)

*Wikis are collaborative Web pages, meaning anyone can write and edit them. Readers "referee" them. Because you have no guarantee that the information is authentic, be wary of using them for academic research.*

## ***Sample reference entries: Audiovisual media***

Many media productions are identified by producer or director, rather than by author. If this is the case, indicate such roles in parentheses after the person's name. Enclose a description of the work in square brackets after the title as shown in the examples below.

**36. DVD**

Gardner, H. (Writer), & DiNozzi, R. (Producer/Director). (1996). *MI: Intelligence, understanding and the mind* [DVD]. Los Angeles, CA: Into the Classroom Media.

**37. Movie**

Mooridian, G., Morgan, M., & Godfrey, W. (Producers), & Hardwicke, C. (Director). (2008).

*Twilight* [Motion picture]. United States: Summit Entertainment

*For motion pictures, give the country of origin, along with the studio name.*

**38. Television broadcast**

MacAndrew, H., & Springbett, D. (Producers). (2001, August 31). *Bioregionalism: Maps with*

*teeth* [Television broadcast]. Toronto, ON: Vision TV.

**39. Single episode of a television series**

David, L. (Writer), & Cheronos, T. (Director). (1992). The Pez dispenser [Television series

episode]. In A. Sherman (Producer), *Seinfeld*. Beverly Hills, CA: Castle-Rock

Entertainment.

**40. Music recording**

Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain*

*fantastic and the brown dirt cowboy* [CD]. London: Big Pig Music Limited.

**41. Webcast/online video, no author**

What are the different types of surgery for obesity? (n.d.). [Webcast transcript]. Retrieved

from <http://sciencedaily.healthology.com/fitness/video2813.htm>

*Because there is no author, the title is moved into the author position. The square brackets, which normally follow the title, indicate the type of material*

**42. Audio podcast, producer named, show identified on website by title and number**

Van Nuys, D. (Producer). (2007, August 10). The psychology of doing good (Show 50) [Audio

podcast]. *Shrink Rap Radio*. Retrieved from <http://www.shrinkrapradio.com/>

## **Sample reference entries: Miscellaneous other works**

### **43. Unpublished lecture**

Wall, S. (2008, March 14). *Wellness for the elderly*. Lecture notes at Lethbridge College, Lethbridge, AB.

### **44. Presentation**

Nilson, L. B. (2001, June 13). *The graphic syllabus: How to visually represent a course*. Paper presented at the conference of the Society for Teaching and Learning in Higher Education, St. John's, NF.

### **45. Artistic work**

Van Gogh, Vincent (Artist). (1888). Entrance to the public gardens in Arles [Painting]. New York: Metropolitan Museum of Art.

### **46. Personal communication**

Cite personal communication in the text only; do not include a citation on the reference page.

## Chapter 7 Word Processing Details

- Font** Use 12-point serif font (e.g., Times Roman) for the text of the paper and for tables. Use a sans serif font (e.g., Arial) for lettering on figures.
- Margins** Use uniform margins, typically 1 inch (top, bottom, left and right) for **copy manuscripts**. (If your paper is being submitted in a report folder, your instructor might want you to keep Microsoft Word's default left margin of 1.5 inches.) Maximum line length is 6.5 inches, and maximum amount of text per page is 27 lines.
- Justification** Centre the main information on the title page. Left justify the abstract, body, and reference page. Do not justify the right margin and do not hyphenate words at the right margin. Most word processing software automatically defaults to left justification.
- Line Spacing** Double space the whole paper, including quotations, but single space tables, headings, and figure captions. Do not start a new page for each new section of the text of the paper.
- Final manuscript options:** Readability can be enhanced by adding extra space around headings and tables. If your instructor approves of such variations, aim for consistency in using space variations.
- Indents** Indent each paragraph 5-7 spaces, except for the abstract, which is not indented. Your word processor's default settings should be fine.
- Text Spacing** Insert only one space after all punctuation marks. (This change in typing practices reflects the abilities of word-processing software to automatically create good visual distance between punctuation marks and subsequent letters.) The latest edition of the manual advises that copy manuscripts may be prepared with two spaces after periods.  
*Exceptions:* No space after internal periods in abbreviations (a.m., i.e., n.d.). No space after the colon in ratios (6:1)
- Page Numbering** Number pages continuously from the title page through the reference page and appendixes.
- You may be asked to set up a header with the **running head** on the left side **and page numbers** on the right. Do not use "p." or "page" along with the page number – just type the number itself.

Set your work processor to insert the header and number the pages automatically.

## Page Titles



The three parts of a paper that have a title are the summary (Abstract), the paper itself (labeled with the paper's title), and the list of sources (References). Each of these sections begins on a new page in the paper.

In **copy manuscript** format, these three titles are centered, use headline style capitalization, and are not bolded.

In **final manuscripts**, these three titles are centered, use headline style

## Headings

College papers usually need no more than three levels of headings in the body of the paper; often one or two will suffice. They are formatted in this way:

- Level one is centered, bolded, and uses headline style capitalization
- Level two is left aligned, bolded, and uses headline style capitalization
- Level three is indented from the left margin, bolded, uses sentence style capitalization, and ends with a period.

If headings extend over two lines, they should be double-spaced if you are following **copy manuscript** guidelines.

## Figures

Figures present information visually. Maps, charts, diagrams, and other graphics are all called figures. In most academic papers, these are inserted within the body of the paper right after the first paragraph in which they are discussed.

- Number the figures in the order in which they appear in the paper.
- Give each figure a detailed title that explains what it shows.
- Put the caption and title **below** the figure.
- Be sure you refer to the figure by number where you discuss its meaning in the text of the paper.

## Tables

Tables arrange information in columns and rows. They are handled much the same as figures. In most academic papers, these are inserted within the body of the paper right after the first paragraph in which they are discussed.

- Number the tables in the order in which they appear in the paper.
- Give each table a detailed title that explains what it shows.
- Put the caption and title **above** the table.
- Be sure you refer to the table by number where you discuss its meaning in the text of the paper.

## Chapter 8 Guidelines on Writing Style

The APA manual devotes an entire chapter to writing style, including presenting ideas logically, smoothly, economically, precisely, and clearly. A good writing handbook will also give good information of these aspects of style. These pages offer just on a few basic rules for presenting information.

**Punctuation** Follow standard punctuation guidelines in most situations. Include the comma after the second last item in a series:  
e.g., read, review, and revise

**Capitalization** Capitalize the first word beginning a sentence and the first word after a colon, plus all major words in titles and headings (**except** for titles in reference lists where only the first word beginning the title, the first word following a colon, and proper nouns are capitalized).

**Numbers** Write out in words

- numbers at the start of sentences (Twelve participants . . . )
- numbers below 10 unless they represent precise measurements (She observed two students . . . )

Use numerical form for

- all numbers 10 and above (over 12 participants . . . )
- numbers that represent precise measurements (0.5ml)
- numbers below 10 when grouped for comparison with numbers 10 or above (5 of the 15 participants)
- time, dates, and ages (6 hr 20 min; July 24, 2001; 40-year-old participant)

**Acronyms** Spell out the whole title first followed by the abbreviation; after that, just use the acronym. [e.g., At the Lethbridge Association for Community Living (LACL), . . . Volunteers with the LACL . . . ]

**Abbreviations** Use these Latin abbreviations in parenthetical notations only:

- for example e.g.,
- and so forth etc.
- that is i.e.,
- compare cf.

**Verb Tenses** Adapt your style to the conventions in your field of study.

In the **natural and social sciences**, writers use past tense or present perfect tense when describing their research methods and results.

Martin and Stevens (2001) *investigated* . . .  
Kelly and Thompson (2000) *have demonstrated* . . .

Present tense is used when presenting established knowledge or implications arising from the results of a study.

Their study *confirms* . . .  
The negative effects of emotional abuse *are evident* . . .

In the **humanities**, writers follow different conventions in their use of verbs. In a paper about drama, for example, an author will use present tense in citing an author's analysis or study.

Barnes (1992) *defends* Mel Gibson's Freudian portrayal of Hamlet's relationship with Gertrude.

## **Pronouns**

Whether it is appropriate to write in first person (I/we) or not depends on your context for writing. In some reflective papers, for example, you may be the subject of some of your discussion; using first person in this instance is logical. On the other hand, in papers reporting primary research studies, the writer is typically not the subject, so first person pronouns may be used sparingly or not at all. Find out what your instructor recommends for your specific writing situation.

Read published articles and reports  
to learn more  
about the writing styles and conventions  
used by professionals  
in your discipline

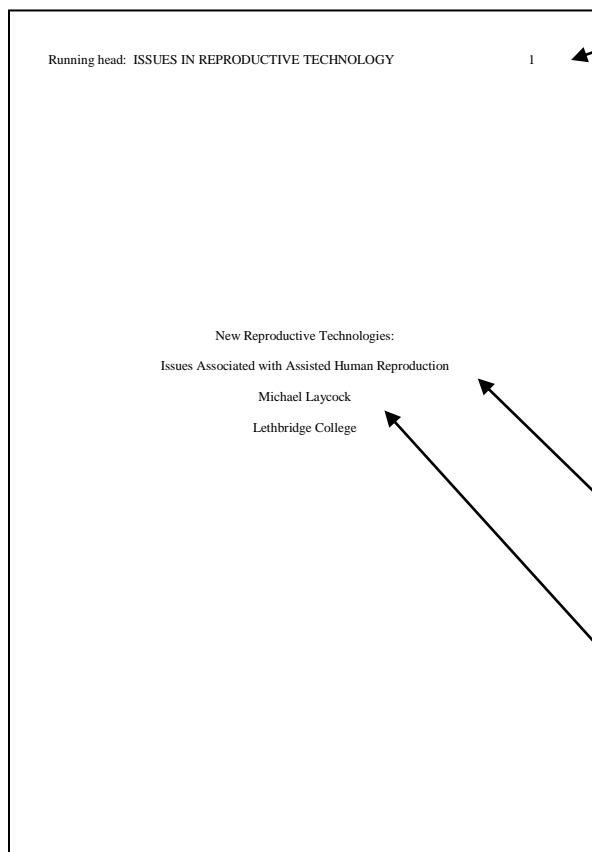
## Chapter 9 Page Sequence and Layout

Arrange the pages of your paper in the following sequence. Examples of each page complete this chapter.

**Title page – Abstract (if required) – Text of paper – References**

### Title page

**Option 1: Copy manuscripts** begin with a title page that include a manuscript page header, a running head, the title of paper and a byline containing the author's name and institution.



#### Running head with page number

- A running head is an abbreviated title that later appears at the top of pages in the journal or book being published (**may not be required for academic courses**). The words "Running head" appear only on the title page.
- Max. 50 characters, including spaces and punctuation
- Type in full caps as shown
- Insert page number to the right of the running head

update

#### Title

- States main topic concisely, usually not more than 10-12 words
- Double-spaced, centered

#### Byline

- Author's name and institution
- Double-spaced, centered

#### HEADERS IN MICROSOFT WORD

To set up a header that is formatted differently on the title page than on subsequent pages, work in the *Header and Footer* toolbar.

Choose *Page setup/Layout / Headers and footers* and check the box for *Different first page*.

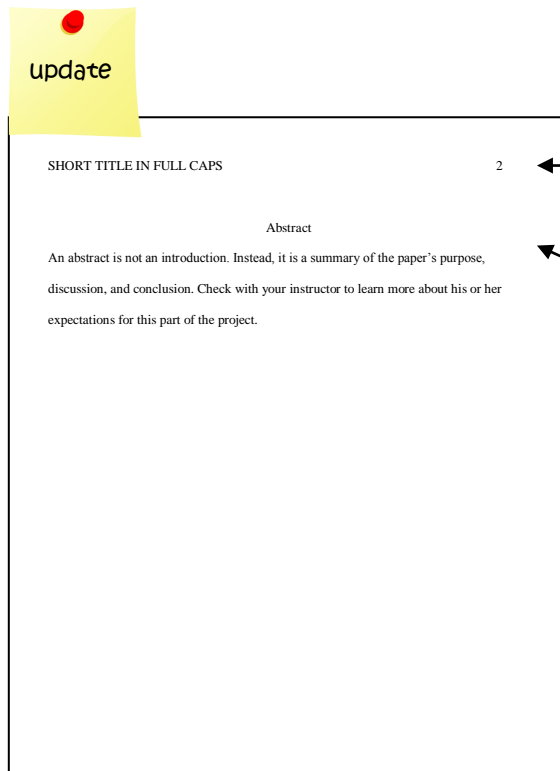
**Option 2: Final manuscripts** do not have a running head, and they may reflect a specific instructor's or department's requirements for the other components. Check with your instructor about her or his title page preferences.

**Here is one instructor's variation of the title page for a particular course. It is included in this manual simply to illustrate that the title page details of papers being used for class purposes can vary widely.**

<p>Title of Paper</p>
<p>Submitted to Instructor's Name Course Name</p>
<p>Submitted by Student's ID Number Date</p>

## Abstract

If an abstract is required, place it on a separate page immediately after the title page. An abstract provides a brief, comprehensive summary of the paper's contents.



**Running head (just the short title)** is left aligned on each page header, while consecutive page numbering is in the right corner of the header

### **Abstract**

- Title is centered
- Page is double-spaced
- Abstract is typed as one paragraph with no indent at the beginning.

## Text of paper

Begin a new page for the introduction; do not start a new page for each new heading, though. You may be asked to follow standard copy manuscript style or your instructor may have other variations for you to follow.

**Option 1: Copy manuscripts** are plain in their appearance. They are double-spaced consistently throughout and allow no variations in spacing, font size, or font style. This example illustrates two levels of headings.

SHORT TITLE IN FULL CAPS

3

update

### Centered Title of Paper

Begin the paper with an introduction, but use the title of the paper rather than the word “Introduction” at the top of the page. The paper title is centered and uses headline style capitalization, but is not considered a heading within the paper, so it is not bolded. Indent all paragraphs within the paper.

The type of introduction you write will depend on the type of paper you are writing. Although only two paragraphs are shown here, several paragraphs may be needed to introduce long research papers. An introduction typically includes a strong thesis statement that sets up the rest of the discussion.

### Heading of First Section of Paper

Each section of the body may begin with a heading that outlines the topic or purpose of the section. This first-level heading is centered, bolded, and uses headline style capitalization.

### Subheading to Indicate First Breakdown of Topic

If a section of the discussion needs to be further subdivided, this second level heading is left aligned, bolded, and uses headline style capitalization. Also, if you decide that a section will be clearer to your reader if you subdivide it, be sure to have at least two subheadings within that section. It is not logical to subdivide something into only one category.

**Option 2: Final manuscripts** vary the layout to improve readability. Paragraphs are typically double-spaced consistently, but spacing may vary around headings and within long quotations. Final manuscripts may be written in a font other than Times New Roman, and they may also incorporate different font features in headings. Again, find out which style your instructor is expecting you to use, and follow it accordingly. Regardless of your approach, make sure your document is internally consistent in its presentation.

3

### **Centered Title of Paper**

Begin the paper with an introduction, but use the title of the paper rather than the word "Introduction" at the top of the page. Because this is a final manuscript, make the title stand out by with bolding and extra spacing, as well as perhaps a different font style or size.

The type of introduction you write will depend on the type of paper you are writing. Although only one paragraph is shown here, several paragraphs may be needed to introduce long research papers. An introduction typically includes a strong thesis statement that sets up the rest of the discussion.

### **Heading of First Section of Discussion**

Each section of the discussion may begin with a heading that outlines the topic or purpose of the section. Again, as long as you are consistent within the paper, your final manuscript may emphasize first level headings with bolding, extra spacing, and a different font style or size.

#### ***Subheading to Indicate First Breakdown of Topic One***

If you decide that a section will be clearer to your reader if you subdivide it, be sure to have at least two subheadings within that section. It is not logical to subdivide something into only one category.

## References

Always begin a new page for the list of references.

**Option 1 – Copy manuscript style** uses hanging indents and is double-spaced consistently.

update

### ALCOHOLISM AND GENETICS

10

#### References

- Alcohol gene (n.d.). *Health Science Center News*. Retrieved from <http://news.health.ufl.edu/heartbeat/heartbeat.aspx?ID=7403>
- Doweiko, H. E. (1999). *Concepts of chemical dependency* (4<sup>th</sup> ed.). California: Brooks/Cole Publishing.
- Fillmore, K. M., Leino, E. V., & Johnston, B. M. (2006). The questionable foundation for the hypothesis that alcoholism is inherited. *Addiction*, 89, 1066-1069. doi: 10.1111/j.1360-0443.1994.tb02780.x
- Goodwin, D. W. (1988). *Is alcoholism hereditary?* (2<sup>nd</sup> ed.). New York: Ballantine Books.
- Holden, C. (1991). Probing the complex genetics of alcoholism. *Science*, 251(4990), 163-164. doi:10.1126/science.1824800
- Jacob, T., & Johnson, S. (1997). Parenting influences on the development of alcohol abuse and dependence. *Alcohol Health and Research World*, 21(3), 204-209. Retrieved from <http://pubs.niaaa.nih.gov/publications/arh21-3/204.pdf>
- Milne, B. J., Caspi, A., Harrington, H., Poulton, R., Rutter, M., & Moffitt, T. E. (2009). Predictive value of family history on the severity of illness: The case for depression, anxiety, alcohol dependence, and drug dependence [Abstract]. *Archives of General Psychiatry*, 66, 738-47. Retrieved from [www.pubmed.gov](http://www.pubmed.gov)
- White, H. R., Johnson, V., & Buyske, S. (2000). Parental modeling and parenting behavior effects on offspring alcohol and cigarette use: a growth curve analysis. *Journal of Substance Abuse*, 12(3), 287-310. doi:10.1016/S0899-3289(00)00056-0

**Option 2 – Final manuscript style** uses hanging indents and is double-spaced between entries but single-spaced within them.



update

10

## References

- Alcohol gene (n.d.). *Health Science Center News*. Retrieved from <http://news.health.ufl.edu/heartbeat/heartbeat.aspx?ID=7403>
- Doweiko, H. E. (1999). *Concepts of chemical dependency* (4<sup>th</sup> ed.). California: Brooks/Cole Publishing.
- Fillmore, K. M., Leino, E. V., & Johnston, B. M. (2006). The questionable foundation for the hypothesis that alcoholism is inherited. *Addiction, 89*, 1066-1069. doi:10.1111/j.1360-0443.1994.tb02780.x
- Goodwin, D. W. (1988). *Is alcoholism hereditary?* (2<sup>nd</sup> ed.). New York: Ballantine Books.
- Holden, C. (1991). Probing the complex genetics of alcoholism. *Science, 251*(4990), 163-164. doi:10.1126/science.1824800
- Jacob, T., & Johnson, S. (1997). Parenting influences on the development of alcohol abuse and dependence. *Alcohol Health and Research World, 21*(3), 204-209. Retrieved from <http://pubs.niaaa.nih.gov/publications/arh21-3/204.pdf>
- Milne, B. J., Caspi, A., Harrington, H., Poulton, R., Rutter, M., & Moffitt, T. E. (2009). Predictive value of family history on the severity of illness: The case for depression, anxiety, alcohol dependence, and drug dependence [Abstract]. *Archives of General Psychiatry, 66*, 738-47. Retrieved from [www.pubmed.gov](http://www.pubmed.gov)
- White, H. R., Johnson, V., & Buyske, S. (2000). Parental modeling and parenting behavior effects on offspring alcohol and cigarette use: a growth curve analysis. *Journal of Substance Abuse, 12*(3), 287-310. doi:10.1016/S0899-3289(00)00056-0

## Chapter 10 Writing an “A” Paper

Learning about APA style is just one part of creating an effective research project. The next three pages offer a few tips for your overall process.

### *At a glance . . .*

#### ***Begin well***

##### **Understand the assignment**

- How does this research paper relate to the content and objectives of the course?
- What type of paper should this be?
  - Is it informative, analytical, or argumentative?
  - Are you trying to demonstrate knowledge of a topic, apply knowledge in a specific situation, or to develop a point of view on a specific subject of study or issue?
  - Are you writing a review of the literature, a report of first hand research, or a reflective paper?
- What other details has the instructor specified?
  - due date
  - length
  - sources: quantity, type, currency (date)
  - inclusion of specific material from the course
  - approach to use when discussing the research
  - process assignments (e.g., research proposal, annotated bibliography, peer review)
  - criteria for grading

##### **Explore your options**

- Think, write, talk with others, view multi-media presentations, and/or read to discover topics that will meet your objectives.
- Do some preliminary research to help focus your investigation and to determine the availability of relevant and credible information.
- Formulate a guiding research question or a tentative thesis

##### **Solidify your thinking**

- Investigate all the potential sources recommended by your instructor.
- Find out what is already known about your topic and what remains unknown.
- Sift through the information thoughtfully to grasp the facts, understand and evaluate arguments, and form conclusions of your own.
- Read with an open mind and allow this process of investigation to lead to new insights. If you alter your thinking along the way, change your paper's direction accordingly (find out whether you need to communicate such changes with your instructor, too).

Evaluate your books and articles before you read them. Select parts most relevant to your inquiry.

## *At a glance . . .*

### **Work with your information**

#### **Take notes**

Develop a note-taking strategy that works for you. Here are just a few possibilities:

- Highlight relevant information in photocopied, printed, or electronic copies of articles.
- Use colour coding or numbering to identify information about different topics.
- Make point form notes from each source.
- Make point form notes on each topic or research question.
- Make notes on the computer, possibly in outline form.
- Use note cards (paper or electronic)—restrict your writing to one point per card to allow the greatest flexibility for organising the information later.
- Draw concept maps or thought webs from articles.
- Make charts showing relationships between causes and effects.
- Construct tables to clarify the comparisons or contrasts being discussed.
- Create a time line to clarify a sequence of events or outline stages in a process.

Treat web pages the same way you treat printed articles: make notes in your own words.

Although copying and pasting information seems easy, it can just as easily lead to plagiarism.

As you make notes from your sources, write down your ideas, reactions, and questions as well. Differentiate between these and the points you are noting from others.

#### **Organize**

Using your outline, research questions, thought webs, and whatever other conceptual tools you have developed, go back through your notes looking for ways to organize the information. Having a solid thesis statement may also help you set the direction for your first draft.

Consider using different modes of development in your discussion:

- Definition
- Comparison/Contrast
- Illustration
- Causes
- Effects/Consequences
- Case Study
- Process
- Classification
- Narrative
- Example

Work hard on integrating your sources. Instead of mindlessly stringing together source material into a “shish kebob” paper, make soup. Let all the information simmer together in your mind and become a rich broth. All the ingredients will still be visible, but it will be your understanding that binds them together.

## *At a glance . . .*

### **Write – Review - Revise**

#### **Compose**

Write your first draft. Don't worry about getting it right—just get it written.

- Resist the temptation to evaluate every sentence as you write; instead, give yourself time for revision later.
- If you are writing by hand, try leaving lots of white space in the margins and after sections to allow you to add and change things later.
- If you are composing on screen, set up a file system that works for you and back up the various versions/drafts.
- If the project is long, draft the paper in sections. Some writers prefer writing the introduction last.

#### **Revise**

Revision can take as much as a third of the writing time in preparing a research paper. Try working in stages.

##### *Global revision*

- Look at the overall structure and content of the paper.
- Reorganize, add, or delete information so that the thesis is fully developed in a coherent, unified way.
- Shape the introduction and conclusion to provide a strong frame for the discussion.

##### *Detailed revision*

- Examine individual paragraphs and sentences to make sure that they are clear, coherent, and correct.

Peer reviewers may be helpful in providing feedback during revision.

#### **Edit and Print**

Prepare your final draft according to the format guidelines outlined by your instructor. Check it, too, for spelling, mechanics, and typing errors.

Check through the grading rubric again to be sure you have met all the criteria for the project.

## References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## Appendix A Key differences between copy and final manuscripts

Feature	Copy Manuscript for Publication	Final Manuscript for Course Work
Margins and paragraphs	<p>uniform margins of at least 1" on all sides</p> <p>paragraphs left justified</p> <p>paragraphs indented five to seven spaces</p> <p>words not hyphenated at ends of lines</p>	<p>margins at least 1" on all sides; <i>left margin may be 1½" if paper is bound</i></p> <p>paragraphs left OR full justified</p> <p>paragraphs indented five to seven spaces</p> <p>words may be hyphenated at ends of lines</p>
Spacing	<p>text double-space consistently throughout paper</p>	<p>text double-space consistently throughout most of the paper; <i>however, some variations are encouraged to enhance readability:</i></p> <ul style="list-style-type: none"> <li>• <i>single-space in table and figure headings</i></li> <li>• <i>triple-space before/after headings</i></li> <li>• <i>triple-space before/after tables and figures</i></li> </ul>
Manuscript parts and page numbering	<p>parts include title page, abstract, paper, references, and, if needed, appendixes</p> <p>pages numbered continuously</p>	<p>parts are mostly the same as in copy manuscript, but <i>may include some prefatory pages</i> (approval page, acknowledgements, table of contents, list of tables and figures)</p> <p>page numbering of prefatory pages may be done in lower case Roman numerals</p>
Title page	<p>information includes running head and by-line (author and institution)</p>	<p><i>running head not required, but information may include other details as required by institution or department</i></p> <p>manuscript page header may be suppressed on title page, even though it is usually counted as page 1 in the numbering</p>
Graphics	<p>tables and figures placed at end of paper</p>	<p>tables and figures incorporated into paper</p> <ul style="list-style-type: none"> <li>• short graphics appear between paragraphs within body of paper</li> <li>• long graphics appear on a separate page immediately after the graphic is first discussed</li> </ul>
Reference page	<p>entire list double-spaced</p> <p>entries use hanging indents (first line is at margin; subsequent lines are indented)</p>	<p>entire list double-spaced OR single-spaced within entries and double-spaced between them</p> <p>entries use hanging indents</p>

## **Appendix B Brief index: Where to find answers to FAQs about references**

### **In-text citations**

What are in-text citations? .....	4
Why do I need to cite my sources?.....	4
What do I need to cite? .....	4
What do I not need to cite?.....	5
Should I just add the in-text citations after I write the paper?.....	5
When should I use direct quotations? .....	8
How do I indicate that I have omitted or added words in a direct quotation? .....	8
How do I set up in-text citations of information I put in my own words?.....	11
How do I set up in-text citations of information I gathered through personal interviews, e-mail messages, phone conversations?.....	11
How do I set up in-text citations of direct quotations? .....	11
What if I write several statements in one paragraph based on the same source?.....	13
How do I handle two or more works by different authors that all contribute to a point I am making in the paper?.....	13
How do I cite a source that I found in another source? (secondary citation) .....	13

### **Reference Page Entries**

How do I format reference entries for print sources? .....	17
What elements do I need to add for an electronic source? .....	18
Sample reference entries: Periodicals.....	21
Sample reference entries: Books.....	23
Sample reference entries: Miscellaneous print sources.....	25
Sample reference entries: Nonperiodical electronic publications.....	26
Sample reference entries: Audiovisual media .....	27
Sample reference entries: Miscellaneous other works.....	29