

~~ GUIDELINES FOR WRITING APA STYLE ~~

Prepared by John F. Kennedy University's

Academic Support Center

~~ Based on the APA 6th Edition ~~

Note:

This booklet provides its readers with access to information that will help them to format their papers in APA style. Please note that the design of the booklet itself is not always according to APA format. For general APA formatting guidelines please refer to pages 36-37 in this booklet. Please do *not* use the handout as a template of how to format your papers.

Revised 2010 Handbook

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PREFACE

This handbook is designed to be a student-friendly supplement to the dense manual published by the American Psychological Association (APA). The goal is to demystify and simplify the APA system. This handbook is also available online at http://www.JFKUniversity.edu/services/academic/asc/apa_guides/

Included here is the most significant information you will need about APA style, along with examples and instructions. Also included are discussions of the most common difficulties students have with writing research-based papers, such as quoting and paraphrasing effectively and weaving in their own critical voice.

For most of your papers at John F. Kennedy University, this handbook will provide all you need to satisfy your instructors' APA requirements. However, sometimes you'll have questions that aren't answered in this handbook, and you may need to turn to other resources. The Academic Support Center distributes additional handouts and operates an APA Style hotline: just call or email us with your question and we'll get back to you within 24 hours. For more immediate help, you can pop into the library and ask a reference librarian. You can also turn to a helpful online resource like the Purdue University Online Writing Lab (<http://owl.english.purdue.edu/>). For major projects—like long research papers, senior projects, master's theses, and dissertations—you will want to consult the original manual, the *Publication Manual of the American Psychological Association* (sixth edition) or the *Concise Rules of APA Style* (sixth edition). They contain more extensive examples and detail all the finer points of APA style. You can find them in the library or order them online at <http://apastyle.apa.org>

JFK UNIVERSITY STANDARDS OF WRITTEN WORK

Your paper needs to have the following:

Clear Thesis: A single idea, representing your own contribution to the subject, which unifies the entire paper. (Or, for assignments in which the instructor has asked several separate questions, a single idea unifies each section of the paper.)

Unity and Coherence of Overall Plan: Each section of the paper relates to and develops the central thesis.

Development of Ideas: Points are substantiated by theories, illustrations, examples, quotations from authorities, and/or personal experience.

Clear, Simple Style: Thoughts are communicated in a clean, straight-forward style, devoid of jargon and empty, pretentious words and phrases.

Fidelity to Assignment: The paper or examination responds directly to the assignment.

Acknowledgement of Indebtedness to both Primary and Secondary Sources: Indebtedness to the ideas, theories, or words of others must be documented in the form of correct citations and references pages. Failure to document such use of the ideas of others is a serious academic offense.

FREE WRITING ASSISTANCE

To help you meet these standards, the Academic Support Center offers free writing assistance to enrolled JFK University students. The Center offers academic skills reviews covering reading effectively, critical thinking, and the writing process; quarterly workshops on APA style, using sources effectively, and writing research papers; as well as individual tutorials that address students' specific concerns.

For more information, or to make an appointment, call 925.969.3530 or email us at asc@jfk.edu. If you have a specific question about APA style, leave it on our voicemail or email it to us; we'll provide an answer within 24 hours. Also watch for workshop schedules in the student lounge and library.

NECESSARY PRELIMINARIES

What Is APA Style?

The APA manual provides detailed instructions for writers to follow when submitting a manuscript for publication in an APA journal. It covers everything from how to include a diagram in your paper to standards for designing and reporting research. These guidelines are also used in psychology graduate and undergraduate programs as part of the training students receive in standards of the profession.

The portions of APA style that will be most relevant to you, as a student, are the sections on how to give credit to the sources you have used in your research, which is also called "documenting your sources" and "citing your sources." Before discussing *how* to do this, it's first important to know *why* and *when* you need to document your sources.

Why You Document Your Sources

1. To provide a roadmap back to the original source so that your readers will have all the information they need to locate the material themselves.
2. To avoid plagiarism, or passing off someone else's work as your own. Unless you explicitly tell your readers that you have borrowed material from someone else, they will assume that the material is *yours*. The APA provides a uniform system for giving credit to your sources.

A person's words and ideas are considered intellectual property in the United States. If you use others' work without giving them proper credit, it is considered stealing, or plagiarism, and the stakes are high. The more times writers are cited in other people's research, the more they are considered experts in the field, which means higher pay, better teaching appointments, tenure, and research assistants. Academics' careers are built on other writers giving them credit.

Like other universities, JFK University considers plagiarism a serious offense. Penalties can include failure in the course, a letter of sanction in the student's permanent academic file, academic probation, and even expulsion from the university. If the plagiarized material is copyrighted, the student may be vulnerable to legal action.

Avoiding Plagiarism

Avoiding plagiarism requires vigilance. While doing your research, you must keep track of exactly which material you obtained from which sources and whether you are expressing that material in *your* words or the author's original words. And while writing the paper, you need to be vigilant about making sure that your *readers* can tell where the material came from and whether you're using your own words or the author's.

You **MUST** Acknowledge Your Source When:

1. Quoting from the original, that is, reproducing the exact words of another person in your paper.
2. Using any material from another person's work—information, an idea, a statistic, an example—even if you paraphrase (put the material into your own words). The one exception to this rule is described below.

You **NEED NOT** Acknowledge a Source When:

1. Discussing your own original ideas or experiences.
2. Paraphrasing material that is *common knowledge among those who study the subject*. This is a judgment call. You know that something is common knowledge in the field if the same idea or assumption appears again and again in the various sources you read, with no single person receiving credit for it. For example, many books and articles on higher education have criticized the disproportionate representation of European, male authors in the curriculum. Because no single individual came up with this critique, you wouldn't need to acknowledge anyone for it. The better you know your area of study, the easier it will be to determine whether or not something is common knowledge. If you aren't sure whether material is common knowledge, consult your instructor. **If still in doubt, cite the source.**

"But Then Won't My Entire Paper Be Documented?"
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No. In research papers you are expected not only to collect and report information from outside sources but to *do something* with that information—to use your research to build a perspective of your own. Research papers are an opportunity for you to make a contribution to the discussion on the subject, and your critical voice provides the framework of the paper.

When writing a research paper, watch out for huge, uninterrupted blocks of paraphrasing or quoting. If your paper is merely a compilation of chunks—a chunk from one book, followed by a chunk from another book—your reader will become frustrated and ask, "Yes, but what is *your* contribution?" Try to ask questions that haven't been adequately answered yet, to fill in holes that other authors have left open.

Some Options for Structuring a Research Paper:

1. **Comparison/Contrast:** Examine the similarities and differences between two theories or approaches.
2. **Evaluation:** Examine the strengths and weaknesses of a theory. This could be easily combined with comparison/contrast—once you've compared the two approaches, which do you think is better? Why?
3. **Synthesis:** Take pieces from different works to create a new whole. This could also be combined with comparison/contrast—could the best parts of one theory be combined with the best parts of the other (and maybe some additional pieces neither included) to create a third, new theory?
4. **Cause/Effect:** Speculate about the causes of a given phenomenon, or discuss the effects a phenomenon might have.
5. **Definition:** Argue that a term should be defined in a certain way; this is especially productive when a term is being contested within the field or when you think that the definition other authors are using is misguided or incomplete.
6. **Solution:** Propose a solution for a given problem.
7. **Classification:** Divide something into parts and explain each part individually.
8. **Process:** Describe the step-by-step process by which something happens.

Blending in Your Critical Voice (and Avoiding Plagiarism)
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Part of your role as a research paper writer is to comment on and create connections between the different sources you have included in your paper. For example, in a child psychology class, you might be asked to discuss several theories of child development. It would not be sufficient to simply summarize one theory, then summarize another, then summarize a third. Your readers would be left wondering—yes, but how are they all related? And what are the strengths and drawbacks of each? Readers want you to pull all the pieces together.

The portions of your paper that summarize and present someone else's theory will need to be documented:

Smith (1994) argued that children's development occurs in five stages. . .

But the sections in which you assess that theory—giving your opinion on what the author has said—will be your own contribution and, therefore, will not require any citation (unless, of course, you borrowed this assessment from another author). You might say, for example:

Smith's framework is not specific enough to offer therapists any applicable guidance. It lumps ages 4 through 7 into one undifferentiated category and therefore provides little assistance to a therapist trying to help a four-year-old whose cognitive and emotional levels are obviously different from those of her seven-year-old sister.

You might follow up this critique with a summary of a theory you think is more useful, and that summary will require a citation. But before you present the next theorist's ideas, you would need to provide some connective tissue, a link between the first theory and the second. This link would be your own commentary and would, therefore, not require a citation. For example:

Your link: Chang's stages of child development are more detailed and therefore more directly useful to a therapist's work with clients. *Summary, with citation:* Chang (1995) divided child development into one-year blocks, each of which is characterized by. . .

To determine what does and does not need a citation, you need to maintain a clear distinction between (a) the ideas originated by other authors and (b) what you have done

with those ideas—your critiques, comparisons, additions, etc. And you need to make sure your readers can tell the difference between the two. In the examples above, the writer does that by giving a citation and by using the author's name when summarizing: Smith (1994) argued and Chang (1995) divided. Not maintaining this distinction often leads to unintentional plagiarism.

GENERAL RULES FOR QUOTING AND PARAPHRASE**QUOTATIONS**

You are required to use quotation marks (“ ”) whenever repeating three or more words in succession as they were in the original statement. Each quotation requires a full citation (author’s last name, date of publication, and page number).

Quotations add life to a paper, but be aware of overusing them. Your paper should not be merely a collection of quotations strung together by you. When drawing material from a source, you will usually paraphrase or put the idea into your own words. Quote only when something is so interestingly and succinctly put by the original author that including his or her exact words will really enhance your discussion. Do *not* quote simply because you can't be bothered to rephrase the idea or because you feel insecure about your own writing abilities.

Quotations must also be integrated smoothly into the text of your paper, rather than just jammed in with no introduction or follow-up. In introducing a quotation, you will usually give the author's name, along with a bridge between what you have been discussing and the idea that is about to be presented in the quotation. This bridge explains how the quotation fits into the main purpose of your paper: in other words, what point you are using the quotation to illustrate.

A Well-Selected and Well-Integrated Quotation:

Beginning writers too often assume that their writing should flow effortlessly from their pens.

Novelist Anne Lamott (1994) discussed the agony that even the best writers face when they sit down to write: "We all often feel like we are pulling teeth, even those writers whose prose ends up being the most natural and fluid" (p. 22).

The introduction to this quotation tells us who said it and what, in general terms, the quotation will discuss. The introduction also provides a smooth transition between the first sentence and the quotation.

A Poorly Selected, Poorly Integrated Quotation:

Isabel Briggs was one of the creators of the Myers-Briggs personality test. "Isabel Briggs entered Swarthmore College at age 16 and was graduated first in her class in 1919" (Briggs, Meyers, & Meyers, 1980, p. 341).

This quotation merely presents bland factual information; it is neither interestingly phrased nor a concise summary of the author's main point. And the shift from the first sentence to the quotation is disconcertingly abrupt.

General Quotation Rules

1. Quotations must reproduce the exact words, spelling, and interior punctuation of the original, even if they are actually incorrect. If there is something incorrect in the original, you can insert the word [*sic*] in brackets immediately after the error. There are only two changes allowed in a quotation: (a) the first letter of the first word can be capitalized differently from the original and (b) and the end punctuation in the quotation can be changed to fit your sentence.
2. If you want to omit something in the middle of a quotation (such as a phrase or sentence that is irrelevant to your discussion), insert three ellipsis points (the three dots: . . .) to indicate where the material was omitted. If the material omitted includes the end of a sentence, use four ellipsis points (. . . .). (APA, 2010, pp. 172-173). There should be a space before and after each period in the ellipses. See page 41 of this guidebook in the Punctuation section for an example.
3. If you want to insert a word or phrase into a quotation for clarification, use brackets *not* parentheses. Brackets signal to a reader that the enclosed words were not in the original.

Example: The investigator chuckled, "He [the bank president] embezzled a cool

. \$750,000. Not bad for three months on the job."

4. If you want to call attention to a word or phrase within the quotation, you can italicize it as long as you follow the word/phrase with brackets informing your reader [*italics added*].

5. When a period or comma comes at the end of a quotation, place it inside the quotation marks.

Examples: The director said, “The end.”

The director said, "The end," and we collapsed with relief.

Please note: For cited material, however, the parenthetical citation will precede the closing punctuation.

Example: Dillard (1999) wrote, “how we spend our days is, of course, how we spend our lives” (p. 34).

6. Put all other punctuation (such as semi-colons and question marks) outside quotation marks unless they are part of the quoted material.

Examples: The director said, "The end"; we all went out for a drink.

Did the director say, “The end”?

The director asked, "Is this the end?"

Format for Short Quotations

1. Short quotations of 40 words or fewer should be incorporated into the text of your paper and enclosed by double quotation marks.
2. The end-punctuation follows the citation.
3. Quotations within quotations should be set off with single quotation marks.

Sample Short Quotation:

Voltaire spoke for me when he said, “The necessity of writing something, the embarrassment produced by the consciousness of having nothing to say, and the desire to exhibit ability are three things sufficient to render even a great man [or woman] ridiculous” (as cited in Redman, 1977, p. 36).

Format for Long (or Block) Quotations

1. Long quotations of more than 40 words (approximately four lines) should be set off from the text of your paper by indenting the quotation half an inch from the left margin; it will continue all the way out to the one inch right margin.
2. Because the indenting visually indicates to the reader that this is a quotation, you do not need to enclose the quotation within quotation marks. If there is a quotation *within* the block quotation, set it off with double quotation marks.
3. Unlike with short quotations, the period goes *before* the citation.
4. Like the rest of your paper, block quotations should be *double-spaced*.

Sample Block Quotation:

Candace described her teacher as an ideal prototype of a “connected teacher”:

She was intensely, genuinely interested in everybody’s feelings about things. She asked a question and wanted to know what your response was. She wanted to know because she wanted to see what sort of effect this writing was having. She wasn’t using us as a sounding board for her own feelings about things. (Belenky, Clinchy, Goldberger, & Tarule, 1986, p. 225)

PARAPHRASES

When you paraphrase another person's ideas, you express them in your own words without adding your own interpretations or changing the meaning of the original. Most research papers will use a combination of paraphrasing and quoting.

People often run into trouble by *shadow quoting* rather than actually paraphrasing. Although it would make things much easier, it is not sufficient to take the original passage, remove a couple of words, and insert synonyms for those words. Nor is it sufficient to reverse the order of the items in a list. Both of those examples would constitute plagiarism.

To correctly paraphrase, you must significantly alter the way the idea is expressed—the words used, the sentence structures, the progression of the point. Of course certain words will be unavoidable: In a paper about alcoholism, words like *addiction*, *alcoholism*, and *recovery* are likely to appear in both the original and your paraphrase. But with words and phrases that are more characteristic of an individual author's style, you will need to find your own alternatives.

And remember: Whenever you use someone else's ideas, even if you put those ideas in your own words, credit must still be given to the author with an in-text citation and entry on the reference list.

Strategy for Paraphrasing

It is very easy to get sucked in to an author's style and, after looking at the way he or she has expressed an idea, find yourself saying, "How else could I possibly say that?" In fact, there are always several ways to express a given point and you just need to extricate yourself from the original to find your own. If you're struggling, try the following process:

1. After reading the relevant passage, turn over the page so that you can't see the way the author has worded the original.
2. Take a moment to absorb the idea; then write it in your own words. Let yourself express it in whatever form emerges, even if it feels awkward. (You can always revise it later.)
3. Once you've got a rough draft of your paraphrase, look back at the original to make sure that you have captured the author's point without distorting it. (Your own interpretations should be presented separately.)
4. Make any revisions necessary to make it an accurate, concise reproduction of the idea.

Examples of Correct and Incorrect Paraphrasing

Quotation of the original:

Gregory Mantsios (1992) wrote that economic class is a taboo subject in the United States: "It's not that Americans, rich or poor, aren't keenly aware of class differences. . . it is that class is not in the domain of public discourse. . . . The institutions that shape mass culture and define the parameters of public debate have avoided class issues. In politics, in primary and secondary

education, and in the mass media, formulating issues in terms of class is unacceptable, perhaps even un-American" (p. 73).

Unacceptable paraphrase (shadow quotation—too close to the original):

Gregory Mantsios (1992) wrote that economic class is a taboo subject in the U.S. He argued that it isn't that people in the U.S., whether wealthy or homeless, aren't keenly aware of class differences. . . it is that class is just not discussed publicly. The institutions that shape American culture and our public debate have avoided class issues. In politics, in education, and in the media, talking about class is unacceptable, perhaps even un-patriotic (p. 73).

Unacceptable paraphrase (distorts the original point with the student's own ideas):

Gregory Mantsios (1992) criticized Americans for their ridiculous refusal to grapple with the realities of economic class in this country, which has one of the largest gaps between the haves and the have-nots of the industrialized world. He blames the media, politicians, and educators, and he calls for a revolution on the part of the common people (p. 73).

Effective paraphrase (authentically reproduces the author's point in the student's own words):

Gregory Mantsios (1992) argued that although Americans are well aware of the significant economic differences in this country, nobody talks about them publicly. He wrote that the subject of class is avoided by the mass media, educators, and politicians, as if it were wrong to even mention it (p. 73).

<p style="text-align: center;">DOCUMENTING YOUR SOURCES IN APA STYLE: A TWO-PART APPROACH</p>
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The APA format is different from the formats to which many people are accustomed in that it does not use footnotes for documenting sources. Instead, each time you include outside material in your work, you provide a two-part acknowledgment:

1. an in-text citation, and
2. an entry on the reference list at the end of your paper.

In-text citations are the short-hand references that you sprinkle throughout the body of your paper instead of the little numbers you would insert if you were using a footnote format. They provide just a few pieces of information to let your readers know, briefly, the source of the information.

If your readers want to seek out that source, they turn to your reference list at the end of your paper. Here you give all the information someone would need to find the original source, including the author, title, publisher, date of publication, and city in which the publisher is located. The list is organized alphabetically, and for every work cited in the body of your paper, there must be a corresponding reference entry.

Please note: Only works actually cited in the paper should appear on your reference list. If you want to provide additional sources that are relevant but not directly referred to in your paper, create a bibliography separate from and additional to the reference list. Use the same format but title it Bibliography.

PART 1
IN-TEXT CITATIONS: THE BARE ESSENTIALS

Whenever you include material from an outside source in your work, you use an in-text citation to let readers know that you are doing so. The in-text citation always includes two key pieces of information and sometimes includes a third piece:

1. the author's last name (always)
2. the date of publication (always)
3. the page number(s) (sometimes)

The date of publication immediately follows the author's last name. The page or paragraph number follows the quoted or paraphrased material.

While citations of electronic sources follow the same format as citations of print sources, web sites do not always provide the three key pieces of information. If a web site does not indicate an individual author, credit the organization or corporate author responsible for the web site. If the web site does not provide a date of publication, use n.d. ("no date") in place of the year. When there is no pagination, use paragraph numbers. The URL is **not** used in the in-text citation unless the organization's web address is also its name (i.e. Match.com, WebMD.com). For more information on in-text citations, see pages 174-179 of the APA *Publication Manual*.

SAMPLE IN-TEXT CITATIONS
OF DIRECT QUOTATIONS

(author's last name, year of publication, and page number)

Author's Name Used in Text

Oxberg (1993) argued that too many child psychologists ignore pre-natal development. She wrote, "The way a lot of psychologists talk, you'd think the baby was the product of some spontaneous generation in the delivery room. It's as if the child just sprang up, right then and there, rather than over a gradual nine-month process" (p. 42).

Author's Name *Not* Used in Text

The two central tenets of Freud's theories are "the formative importance of infantile sexuality and the existence of an unconscious mind that works on principles quite distinct from those of the conscious mind" (Mitchell, 1986, p. 12).

**Web Source
No Date, No Pagination**

If there is no pagination for the source, use the abbreviation for paragraph (para.)

If the source is divided into sections, you may cite the section heading and the number of the paragraph following it to direct the reader to the location of the material.

Wilber (n.d.) countered that his "ideas of future evolution are based largely on a *reconstructive science*, and are predictive only within that range" (Introduction, para. 6).

**Web Source
Organization Rather than Individual Author**

Amnesty International (2002) reported that "human rights violations, instead of decreasing since the early, more intense days of the war, have become a routine part of the military's operations" (para. 6).

**Citation of a Work Discussed in a Secondary Source
Author's Name Used In Text**

In discussing how the story was written, Stevenson explained,

For two days I went about racking my brains for a plot of any sort; and on the second night I dreamed the scene at the window, and a scene afterwards split in two. All the rest was made awake, and consciously, although I think I can trace in much of it the manner of my Brownies (as cited in Garfield, 1974, p. 48).

**SAMPLE IN-TEXT CITATIONS
OF PARAPHRASES**

(author's last name, year of publication, and sometimes page number)

You are not required to provide the page or paragraph number if you are paraphrasing the main point of a source. However, as the *APA Publication Manual* explained, "authors are encouraged to [provide page or paragraph numbers] when it would help an interested reader locate the relevant passage in a long or complex text" (American Psychological Association, 2010, p.171).

Author's Name Used in Text

Psychologist Nancy Newton Verrier (1995) wrote that the original separation from their birthmothers leaves a "primal wound" in adoptees, a wound which stays with them throughout their lives and manifests itself in a variety of forms.

Authors' Names *Not* Used in Text

Recent research into the teaching of writing has spotlighted the importance of adopting a supportive, facilitative voice in responding to student writing, rather than an authoritative, dictatorial one (Doe & James, 1995).

Reference to One of Several Sources

Several authors (e.g., Nelson, Treichler, & Grossberg, 1992) have pointed out that the international field of cultural studies unites the fragmented academic left wing in its critiques of racial, sexual, cultural, and gender oppressions.

Directing Readers to a Specific Location

As Kalched (2003) explained, the inability to mourn is the single most telling symptom of a patient's early trauma (para. 14).

Personal Communication

Interviews, course lectures, and email are considered personal communications by the *APA Publication Manual*. They receive in-text citations but do not appear on the reference list.

The term *leprosy*, as used in the King James version of the Bible, actually refers to a wide variety of skin ailments—ranging from athlete’s foot to Hansen’s disease (D. Ashburn, personal communication, February 16, 2003).

***Please note:** Messages posted to online forums which are recoverable and saved as a record (such as blogs, newsgroups, online discussion groups, and electronic mailing lists) are no longer cited as personal communications. Please see The *APA Publication Manual* for citation of these sources in text and in the reference page (APA, 2010, p.179).

Citing Multiple Authors Multiple Times

When a source has more than one author and/or it is cited multiple times in your paper you should follow these rules to improve clarity and save space. Names should be listed in the order the publisher lists them (not alphabetically) (APA, 2010, p.177).

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker,2007)	(Walker,2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, and Walsh 2006)	(Bradley et al., 1999)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)

Groups (no abbreviation) as authors	University of Pittsburg (2005)	University of Pittsburg (2005)	(University of Pittsburg, 2005)	(University of Pittsburg, 2005)
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Verb Tenses for Quotations and Paraphrases

Use the **past tense**

- when referring to what an author wrote on the topic (the act of writing the idea down occurred in the past)

Example: Barrari (2004) discussed...

- when describing the results of an experiment (these particular results occurred at the time the experiment was conducted)

Example: Team cohesion increased significantly...

Use the **present tense**

- when discussing your own results and presenting conclusions (this invites your readers to deliberate with you)

Example: The findings indicate...

For more information see page 78 of the *APA Publication Manual (2010)*

PART 2
THE REFERENCE LIST: EVERYTHING YOU NEED TO KNOW

The format for reference entries varies according to the type of source. Your first step in creating an entry is to determine what kind of source you have; then simply follow the model for that particular source. The staff of the JFK University Libraries can help you determine specific types of sources. This can be particularly helpful when it comes to the many types of electronic sources available. Pay close attention to details, especially capitalization, punctuation, and whether or not page numbers are given. For more extensive information on the reference list, see pages 180-224 of the *APA Publication Manual*.

SAMPLE REFERENCE CITATIONS

PRINT SOURCES

Entire Book

Author(s). (Year of publication). *Book title*. Place of publication: Publisher.

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. London, England: Taylor & Francis.

Chapter or Article in an Edited Book

Chapter author(s). (Date of publication). Chapter title. In Book Editor(s) (Ed.), *Book title* (chapter page numbers). Place of publication: Publisher.

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larson (Eds.), *The science of subjective well-being* (pp. 17-43). New York, NY: Guilford Press.

Journal Article

Author(s). (Date of publication). Article title. *Periodical Title*, volume number(issue number), page numbers.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations.

Consulting Psychology Journal: Practice and Research, 45(2), 10-36.

Videotape / DVD

Creator Name. (Function of the originator or primary contributors). (Year produced).

Title. [Medium]. Location: Distributor.

American Psychological Association. (Producer). (2000). *Responding therapeutically to patient*

expressions of sexual attraction. [DVD] Available from <http://www.apa.org/videos/>

Course Reader

In most cases it is preferable to refer your reader to the original source the selection came from rather than to a class reader. The reason: someone reading your paper in the future probably couldn't track down a JFK University reader but could go to the library and look up a journal or book. Publication information for the original sources is usually listed at the very beginning of course readers. **Cite the reader only if you can't obtain all of the publication information (author, date, title, publisher, location) for the original reference.**

Article author(s). (Date of publication). Article title. In Instructor's name, *Course reader*:

Course name (article page numbers). Place of instruction: University name.

Hillman, J. (2008). The Cure of the Shadow. In S. West, *Course Reader: Personality and*

psychotherapy (pp. 25-26). Pleasant Hill, CA: John F. Kennedy University.

ELECTRONIC SOURCES

Electronic publishing has been growing rapidly and now appears to be the primary source for research. While it may seem overwhelming or confusing to decide how to cite your particular online source, APA recommends in general, “that you include the same elements, in the same order, [author name, date, title] as you would for a reference to a fixed media source and add as much electronic retrieval information as needed for others to locate the sources you cited” (APA, 2010, p.187).

Please Note: In general, it’s a good idea to test the URLs in your reference list before you submit the final draft of your paper since electronic information may be moved, restructured, or deleted. If a document has been deleted, you’ll need to provide another source.

Format for URLs: “Do not insert a hyphen if you need to break a URL across lines; instead, break the URL before most punctuation (an exception would be http://). Do not add a period after the URL, to prevent the impression that the period is part of the URL” (APA, 2010, p.192).

Journal Article from a Database

Most Journals use a Digital Object Identifier (DOI) for each article. A DOI is a “unique alphanumeric string assigned by a registration agency... to identify content and provide a persistent link to its location on the Internet” (APA, 2010,p.189). The DOI is typically located on the first page of the electronic journal article, near the copyright notice; it can also be located on the Database landing page – frequently below the abstract.

Author(s). (Year). Article title. *Journal Title*, volume (issue), pages or indicator of length. doi:

Holliday, R. E., & Hayes, B. K. (2000). Dissociating automatic and intentional processes in

children’s eyewitness memory. *Journal of Experimental Child Psychology*, 75(1), 1-42.

doi:10.1006/jecp.1999.2521

The database name or URL is not needed when a Digital Object Identifier (DOI) is available. The DOI identifies the article and serves as a link to its content regardless of where it may be on the web (APA, 2010, pp. 187-192).

If there is **no DOI**, include the name of the database and the number that database has assigned to the article in parentheses.

Howard, K. R. (2007). Childhood overweight: Parental perceptions and readiness for change.

The Journal of School Nursing, 23(2), 73-79. Retrieved from PsycINFO database (2007-05057-003).

No retrieval date is necessary because updates are generally not performed on articles included in databases. However, some databases such as *Hoover's Online* include material that is routinely updated. When citing material that is regularly updated, the retrieval date should be included.

Article from an E-Journal

If the journal article includes a Digital Object Identifier (DOI), then you must include it in the citation on the reference page.

Author(s). (Year or "n.d." when publication date is not available). Article title. *Journal Title*, volume(issue), page numbers. doi:

Whitmeyer, J. M. (2000). Power through appointment. *Social Science Research*, 29(4), 535-555.

doi:10.1006/ssre.2000.0680

If there is **no DOI or database number**, you'll want to include the URL for the article or for the journal's home page.

Ashe, D. D., & McCutcheon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities.

Current Research in Social Psychology, 6(9), 124-133. Retrieved from

<http://www.uiowa.edu/~grpproc/crisp/crisp.6.9.htm>

Article from a Newspaper's (searchable) Web site

Be sure to provide the URL for the newspaper's searchable web site, not for the exact source, since the source may be moved or restructured at any time.

Author(s). (Year, Month Day). Article title. *Newspaper Title*. Retrieved from URL for newspaper's home page

Cary, B. (2001, June 18). Mentors of the mind. *Los Angeles Times*. Retrieved from <http://latimes.com>

Online Reference Materials

If a reference entry does not include the author's name, use the entry title for the author, as in the online dictionary citation example below.

Online encyclopedia:

Author(s). (Date). Entry heading. In Editor(s) (Ed(s).), *Encyclopedia title* (edition).

Retrieved from URL

Graham, G. (2005). Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Fall 2007 ed.). Retrieved from <http://plato.stanford.edu/entries/behaviorism/>

Online dictionary:

Entry heading. (Date or n.d. if no date available). In Editor(s) (Ed(s).), *Dictionary title*

(Edition)*. Retrieved from URL

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from

<http://m-w.com/dictionary/heuristic>

* "If the online version refers to a print edition, include the edition number after the title" (APA, p.205, 2010).

Information from a database that hosts e-reference books:

Author(s). (Date). Entry heading. In Editor(s) (Ed(s).), *Reference book title* (edition, Vol. number, page number(s)). City:Publisher. Retrieved from Database name.

Chapple, C. K. (2005). Ecology and religion: Ecology and Jainism. In L. Jones (Ed.) *Encyclopedia of religion*. (2nd ed., Vol. 4, pp. 2624-2627). Detroit:MacMillan Reference USA. Retrieved from Gale Virtual Reference Library.

Please note that if the database contains the scanned pages of an actual book and lists the edition, volume and page numbers, you should list them for greater clarity.

Electronic version of a republished or out of print book

Author(s). (Date). Title of work. In Editor(s) (Ed(s).). *Book title* (edition, Vol. number, page number(s)). Retrieved from URL (additional information if applicable)

Freud, S. (1953). The method of interpreting dreams: An analysis of a specimen dream. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 4, pp.96-121). Retrieved from <http://books.google.com/books> (Original work published in 1900)

Wiki

Title. (Date). Retrieval date, from Wiki Name: URL

Psychometric assessment. (n.d.). Retrieved January 28, 2007, from The Psychology Wiki:

http://psychology.wikia.com/wiki/Psychometric_assessment

Wikipedia and other Wikis contain entries that can be written, reviewed and edited by anyone. The contributors to these Web pages are not necessarily professionals or experts in a particular field and the contents of Wiki entries are not considered scholarly sources that have been peer-reviewed. Wikis, however, may contain references to scholarly sources that may be useful in one's research.

Audio Podcast

Name. (Function of the originator or primary contributors). (Year, Month Day). Podcast

Title [Show number]. *Audio Program Name*. Podcast retrieved from URL

Van Nuys, D. (Producer). (2006, October 13). Understanding autism [Show 54]. *Shrink Rap*

Radio. Podcast retrieved from <http://www.shrinkrapradio.com/>

Technical Reports and Brochures / Gray Literature
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“Technical and research reports, like journal articles, usually cover original research but may or may not be peer reviewed. They are part of a body of literature sometimes referred to as *gray literature*” (APA, 2010, p. 205). Gray literature is produced by government departments, corporations and trade groups, independent research institutes (i.e., “think tanks”), advocacy groups, and other for-profit and nonprofit organizations. Target audiences are broad and include policymakers and the general public (APA, 2007, p.18).

Author, A. A. (1998). Title of work. (Report No. xxx). Location: Publisher.

Format references to gray literature as you would a book or online source.

Technical or research report:

Author. (Date). *Title* (Report Number). Retrieved from Name of Organization: and Web

Site URL

Kutner, M., E., Jin, Y. & Paulsen, C. (2006). *The health literacy of America’s adults: Results from the 2003 National Assessment of Adult Literacy* (Report No. NCES 2006-483).

Retrieved from National Center for Education Statistics: <http://nces.ed.gov>

[/pubs2006/2006483.pdf](http://nces.ed.gov/pubs2006/2006483.pdf)

Government report:

Organization name (if no author). (Date). *Title* (Report Number). Retrieved from URL

U.S. Department of Health and Human Services, National Institutes of Health, National Heart,

Lung, and Blood Institute. (2003). *Managing asthma: A guide for schools* (NIH

Publication No. 02-2650). Retrieved from <http://www.nhlbi.nih.gov/health>

[/prof/lung/asthma/asth_sch.pdf](http://www.nhlbi.nih.gov/health/health-topics/topics/asthma/asth_sch.pdf)

Newsletter article:

Author. (Date). Article title. *Newsletter Title*, volume(issue). Retrieved from URL

Gibson, M. (2005, Winter). Care conference tests mobility. *Connections: Newsletter of the*

University of New Mexico Center for Telehealth, 3(2). Retrieved from <http://hsc.unm.edu>

[/telemedicine/documents/Newsletters/newsletter0105/Winter2005.pdf](http://hsc.unm.edu/telemedicine/documents/Newsletters/newsletter0105/Winter2005.pdf)

Consumer brochure:

Organization Name. (Date). *Brochure title* [Brochure]. Retrieved from URL

California Board of Psychology. (2005). *For your peace of mind: A consumer guide to*

psychological services [Brochure]. Retrieved from <http://psychboard.ca.gov>

[/pubs/consumer-brochure.pdf](http://psychboard.ca.gov/pubs/consumer-brochure.pdf)

Annual report:

Company Name. (Date). *Annual report title*. Retrieved from URL

Pearson PLC. (2005). *Reading allowed: Annual review and summary financial statements 2004*.

Retrieved from http://www.pearson.com/investor/ar2004/pdfs/summary_report_2004.pdf

Article from a reputable Web site:

Author. (Date). *Article title*. Retrieved from: URL

Grassian, E. (2000). *Thinking critically about World Wide Web resources*. Retrieved from the
 UCLA College Library: [http://www/library.ucla.edu/libraries/college/instruct
 /web/critical/htm](http://www/library.ucla.edu/libraries/college/instruct/web/critical/htm)

Undated content on Web site:

Author's last name, first & middle initials. (Date of publication. If unknown "n.d."). *Title*.

Retrieved month date, year, from Organization's name and Web site: URL

Wilber, K. (n.d.). *On the nature of a post-metaphysical spirituality to Habermas and Weis*.

Retrieved January 24, 2006, from Shambhala Publications Web site:

<http://wilber.shambala.com/>

Raw Data

Author/Organization. (Year or "n.d." when publication date not available). *Document title*.

Retrieved (include retrieval date if no publication date available) from URL

Pew Hispanic Center. (2004). *Changing channels and criss-crossing cultures: A survey of*

Latinos on the news media [Data file and code book]. Available from Pew Hispanic

Center Web site: <http://pewhispanic.org/datasets/>

The phrase "Available from" lets readers know that the URL will take them to a download site and not to the data itself.

Electronic Book

If the URL leads to information that reveals how to obtain the cited material and not the material itself, then you'll want to use "Available from" instead of "Retrieved from."

Author(s). (Date). *Title*. Available from URL

O'Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Available from

<http://www.onlineoriginals.com/showitem.asp?itemID=135>

Chapter from an Electronic Book

Author(s). (Date). Chapter title. In Editor(s), (Ed(s).), *Book title* (Vol. number, page number or page range). Retrieved from Name of database.

Mitchell, H. W. (1913). Alcoholism and the alcoholic psychoses. In W. A. White & S. E. Jelliffe, (Eds.), *The modern treatment of nervous and mental diseases* (Vol. 1, pp. 287-330).

Retrieved from PsycBOOKS database.

NON-SEXIST AND BIAS-FREE LANGUAGE
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Your writing should reflect a respect for all human beings and should not reinforce sexism or any other form of bias. Poorly chosen words can be perceived as biased, discriminatory, or demeaning even if you hadn't intended them to be. The following are condensed guidelines for reducing bias in your writing. For more thorough treatment, see pages 70-77 of the *APA Publication Manual*.

1. Avoid using male categories--like *he* or *mankind*--when you are in fact referring to all people. There are many ways to do this:
 - *Man's* search for knowledge... (NO)
 - *People's*, *Humanity's*, *The human species'* (YES)
 - The *client* is usually the best judge of the value of *his* counseling. (NO)
 - *Clients* are usually the best judges of the value of *their* counseling. (YES)
 - The *client* is usually the best judge of the value of *their* counseling. (NO. It's incorrect according to APA; some professors do accept it.)
 - The *client* is usually the best judge of the value of *his or her* counseling. (YES. But use it sparingly. Avoid *s/he* and *her/his*, as they are distracting.)
2. Keep your writing free of implied or irrelevant evaluations of a group.
3. Be sensitive to labels. Someone you would call Black might actually identify herself as mixed heritage. A woman in a long-term, monogamous relationship with another woman might actually identify as bisexual and could be offended if you classified her as lesbian. When doing a study, ask participants how they self-identify and refer to them accordingly.
4. When possible, avoid labeling people. Be especially sensitive to turning people into their condition: Instead of "a schizophrenic," write "person diagnosed with schizophrenia" or "schizophrenic person."
5. When using labels, make sure that they are specific, non-offensive, and current. Examples: Black or African American rather than Negro or Afro American; "adult with developmental disabilities" rather than "retarded person."
6. Be careful not to imply that one group is the standard against which other groups are judged. Examples: "culturally deprived" implies that a person's own culture is less valid than some "ideal"; the word "normal" connotes that others are "abnormal"; referring to "the general public" as a contrast to, say, people on welfare suggests that welfare recipients are not part of the general public.
7. Use emotionally neutral expressions. Instead of "AIDS victim," write "person with AIDS." Instead of "admitted homosexual," write "openly lesbian" (or gay, or bisexual) person. Instead of "confined to a wheelchair," write "uses a wheelchair."
8. Avoid historical and interpretative inaccuracies. If the historical reference uses a term that might be considered biased by today's standards, use the author's term; otherwise, changes may misrepresent the author's original ideas.

GENERAL FORMAT GUIDELINES

Required parts: Papers should include a title page, text, and a references page.

Title Page: This should include a running head and a page number as well as the title, your name, the course name and number, the name of the university, and the quarter (See page 43 of this booklet for an example) (p. 229)*

Running head (an abbreviated title): This should be a maximum of 50 characters (including spaces and punctuation). It should be placed flush left in all uppercase letters at the top of the title page and all subsequent pages (p. 229)*

Page numbers After the manuscript pages are arranged in the correct order, number them consecutively at the top right corner, beginning with the title page. Identify each page number on the same line with the running head (p.230)*

Reference List: The reference list should begin on a new page with the word References centered at the top. The reference entries should be alphabetized and double spaced (with no extra space between entries). Use a hanging indent: the first line of each entry set left flush and all subsequent lines indented. (See page 44 & 45 of this booklet for an example) (p. 37)*

Font: The preferred typeface for APA publications is Times Roman, with a 12-point font size (228)*

Line spacing: All lines of the paper should be double-spaced. Never use single spacing. There should be no extra space between paragraphs. (p. 229)*

Margins: Leave a 1" margin around your body text at the top, bottom, right, and left of every page (p. 229)*

Paragraph indentation: Indent the first line of every paragraph five spaces or ½ in. (p.229)*

Justification: The text of your paper should all be left justified, so that the left margin is even while the right margin is uneven (229)*

Headings: Headings divide your paper into sections and establish the importance of each topic. All topics of equal importance have the same level of heading throughout the paper. Do not label headings with numbers or letters. Do not underline headings. Use boldface for major headings and sub-sections within those sections. For the major sections of your paper, the headings should look like the following:

Centered, Boldface, Uppercase and Lowercase Heading

For the sub-sections within those major sections, the headings should look like the following:

Flush Left, Boldface, Uppercase and Lowercase Heading

If your paper is divided into more than two levels of organization, refer to the *APA Publication Manual* for guidance (pp. 62-63).

Seriation: To enumerate points in a series or to clarify the sequence or relation between elements, identify the elements by either a letter (within a paragraph or sentence), or by a number (at the start of each paragraph in a series or to identify the steps of a procedure) (pp.63-65).

Example: The three choices were (a) working with the other subject, (b) working with a . team, and (c) working alone.

Chapters: For longer works divided into chapters, begin each chapter on a new page.

Table of Contents: If the text is divided into parts, such as chapters and sections, a table of contents can be included. For shorter papers this is usually unnecessary. (APA does not have specific formatting guidelines for the table of contents; consult your instructors directly for their particular requirements.)

Footnotes: These are not used for citing references in APA style. However, they may be used to augment the content of the paper, in which case they are numbered consecutively throughout the paper. Footnotes should be single-spaced and placed at the bottom of the page on which the footnote number appears (pp. 37-38).

* Page numbers refer to pages in the *Publication Manual of the American Psychological Association*, 6th ed.
Please note: Some instructors modify APA Citation rules; usually they will alert you.

APA EDITORIAL STYLE

Italics

Italicize the following words:

1. Titles of books and periodicals
2. Genera, species, and varieties
3. Introduction of new, technical, or key terms and labels (after a term has been used once, you need not italicize it again)
4. A letter, word, or phrase cited as a linguistic example

Example: Some Latinos critiqued the use of the term *Hispanic* throughout the study.

5. Letters used as statistical symbols or algebraic variables
6. Foreign words that are not common in English (i.e., do not appear as main entries in *Webster's Collegiate Dictionary*)

For more information on the use of italics, see pages 104-106, 118, 176-177 in the *APA Publication Manual*.

Numbers

Use **words** (*one, seven, etc.*) to express the following:

1. Numbers below 10 (see exceptions below)
2. Any number that begins a sentence, title, or heading

Example: Twenty days ago...

3. Common fractions

Example: One tenth of...

4. Universally accepted usage

Example: The Ten Commandments

Use **numbers** (21, 137, 3½) in all other cases and in the following special cases:

Any number expressing a precise measurement (even if its value is below 10):
a 5-mg dose, more than 5% of the sample

For more information on numbers, see pages 111-114 in the *APA Publication Manual*.

Punctuation

Colons

Use a colon

1. Before a final phrase or clause that illustrates, extends, or amplifies preceding material; if the final clause is a complete sentence, it begins with a capital letter

Example: Every great movement experiences three stages: ridicule, discussion, adoption.

2. After an introduction to a quotation that is a complete sentence in its own right

Example: Dillard (1999) commented on the importance of time management: “How we spend our days is, of course, how we spend our lives” (p. 34).

3. In ratios and proportions

4. In reference list entries between place of publication and publisher

Semicolons

Use a semicolon

1. To separate two independent clauses that are not joined by a conjunction. Periods would also be correct in these instances, but you would choose semi-colons if you wanted to emphasize that the two clauses were closely related

Example: The client reported her therapist to the state regulating agency; the therapist was

. meticulous about client confidentiality from then on.

2. To separate the main elements of a list in which the individual parts of the list already contain commas

Example: The participants in the study came from Albany, New York; Orinda, California; and Seattle, Washington.

Commas

Use a comma

1. To separate items in a list

Example: The height, width, and depth are essential to determine if the bookcase will fit.

2. To set off a nonessential or nonrestrictive clause, that is, a clause that the sentence can do without

Example: The manager, who was a terrible writer, loved to critique other people's writing.

Here, the meaning of the sentence is still clear without the "who was" phrase; you would NOT use commas if leaving out the clause would change the meaning of the sentence

Example: Only clients who meet eligibility criteria will be admitted to the program.

If you left out the "who meet" clause, your sentence wouldn't convey your point

3. To separate two independent clauses joined by a conjunction

Example: Helen studied hard, and the teacher noticed.

4. To set off an informal introduction to a quotation

Example: Dillard (1999) wrote, "How we spend our days is, of course, how we spend our lives" (p. 34).

5. To separate groups of three digits in most numbers of 1,000 or more

Dashes

Use a dash to indicate a sudden interruption in the continuity of a sentence.

Example: I work 65 hours a week—not that I mind, of course—but it would be nice to see my family once in a while.

Use them sparingly. Overuse can weaken the flow of your writing. Type the dash as two hyphens with no space before or after.

Ellipsis Points

Ellipsis points are used to indicate that material has been omitted from the middle of a quotation.

1. To indicate an omission within one sentence of the quotation, use three periods with a space before and after each period.
2. To indicate an omission between two or more sentences in a quotation, use four periods.

Example: Ferguson (1980) acknowledged the irony:

At first the idea of creating new order by perturbation seems outrageous, like shaking up a box of random words and pouring out a sentence We know that stress often forces new solutions . . . that the creative process requires chaos before form emerges. (p.166)

Parentheses

Use parentheses

1. To set off structurally independent elements (like this, for example)
2. To set off reference citations in text
3. To introduce an abbreviation
4. To set off letters that identify items in a series
5. To group mathematical expressions
6. To enclose numbers that identify displayed formulas and equations

Spacing with Punctuation

Use one space after commas, colons, semicolons and periods.

Exception: Space twice after punctuation marks at the end of a sentence (APA, 2010, p.88).

Do not use a space before or after hyphens

Example: trial-by-trial

Spelling

Its and It's

Use *its* as the possessive form of *it*. to mean "of" or "belonging to."

Example: The dresser was very old. *Its* surface was scratched and pitted.

Use *it's* when using the shortened form of *it is*. In proofreading, see if you are able to substitute *it is* in place of *it's*. If so, the apostrophe is correct.

Example: The dresser is an antique. At that price, *it's* a bargain.

Their, There, and They're

Use *their* as the possessive for *they*.

Example: The professors found that *their* offices had been ransacked.

Use *they're* as the shortened form of *they are*.

Example: *They're* not very happy about it.

Use *there*:

1. To express something's location

Example: Look over *there*.

2. To express that something exists

Example: *There* are fifteen snakes inside.

Dictionaries

1. Use *Merriam-Webster's New Collegiate Dictionary, 2005*, as your standard APA reference.
2. If a word is not in the *Collegiate*, consult the more comprehensive *Webster's Third New International Dictionary*.
3. If the dictionary gives a choice, use the first spelling listed.
4. Always proofread your work for errors; your computer's spell-check program will not catch every misspelling.