

APA STYLE – TIPS AND EXAMPLES

You do not have to do the whole paper (headings, etc) in APA style, just the way you cite, quote, and reference other people's ideas and work.

For the most current information on APA style, see their Website:

<http://www.apastyle.org/>. There are also a 5 copies of the APA Manual (5th edition) in room 205. You can use these as a reference, but please leave them in the room. I don't want them disappearing. Otherwise, use the examples below to help you cite, quote, and reference other people's ideas and work.

Quotation of Sources

If you quote another author's work word for word, this is a quotation.

- A short quotation, fewer than 40 words, should be incorporated into the text and enclosed in double quotation marks.
 - In the text, if you have a quote within a quote, the inner quote belongs in single quotation marks.
- A quotation of 40 or more words must be displayed in a freestanding block of double-spaced typewritten lines without quotation marks. Start the block quote on a new line and indent the block about ½ inch or 5 spaces. If there are additional paragraphs within the block quotation, indent the first line another ½ inch.
 - In a block quote, if you have a quote within a quote, the inner quote belongs in double quotation marks.
- For all quotations, you must provide the author, year, and specific page (or paragraph) in the text and include a complete reference in the reference list. How you do this varies for a block quote and a quote within the text. Pay attention to the punctuation, etc below in the examples.
- To omit material from the original source when quoting someone, use three spaced ellipsis points (...). Use four points to indicate omission between sentences—the first point is the period at the end of the first quoted sentence and the three spaced ellipsis points follow.
- To insert material in a quotation by some other person than the author, use brackets [], not parentheses.
- For more information on quotations, see pp. 117-122 of the 5th edition of the *Publication Manual of the American Psychological Association* (2001).

Quotation Examples:

Smith (1999) found that “students who sleep less than six hours per night have lower GPAs than students who sleep more” (p. 19).

She wrote, “Students who drink more than six alcoholic beverages in one sitting, often have a hangover” (Jones, 2001, p. 14).

Roueche and Roueche (1999) stated:

“If you think the cost of education is high--try ignorance” (Bok, 1979, p. 28). The actual cost of effective remedial education is small compared with the cost of maintaining a society with large numbers of uneducated, unemployed, unemployable, and discontented citizens. Remedial programs can alleviate these ills and offer opportunities for citizens to become taxpayers, workers, and—ultimately—consumers. Critics of remedial programs need data to compare the cost of education and training with the actual cost of alternatives--for example, inmate incarceration. (p. 15)

Schmandt-Besserat (1987) wrote, “The numerical skills of children develop so early...that it is easy to imagine an internal clock of mathematical maturity guiding their growth” (p. 45).

Saxon and Boylan (1999, para. 36) believed, “Remedial courses seldom cost institutions more than they received in revenues...[and] typically generate more revenue than is spent in their delivery.”

Reference Citations in the Text

Even if you do not quote another person’s work word for word, but you use his or her work or ideas, then you must reference his or her work/ideas by author and date. You must also include a complete reference in the reference list so that the reader can locate the source of the information.

- For more information on reference citations in text, see pp. 207-214 of the 5th edition of the *Publication Manual of the American Psychological Association* (2001).

Reference Citation Examples:

One work by one author:

Martin’s (2000) comparison of Babylonian and Egyptian mathematics...

One work by two authors:

The project increased student retention (Walker & Smith, 2001).

Walker and Smith (2001) found that freshmen retention was the number one concern of many college administrators.

One work by three, four, or five authors:

Anderson, Sato, Watson, and Sherve (1997) found a strong negative correlation between GPA and the average number of alcoholic beverages consumed per week by college students.

- Three, four, or five authors, first citation in text

Anderson et al. (1997) found a strong positive correlation between GPA and the average number of hours spent studying each week by college students.

- Three, four, or five authors, subsequent citations in text

Groups as authors and two or more works within the same parentheses:

Developmental mathematics courses have the lowest passing and completion rates of all subjects (Adelman, 1999; Boylan & Bonham, 1992; National Center for Education Statistics [NCES], 1991, 1996).

- Order the citations of two or more works alphabetically, like they would appear in the reference list.
- Note that groups, like the National Center for Education, can be authors.
- Also, note that you can abbreviate second and subsequent citations as long as you write it out the first time, followed in brackets by the abbreviation that will be used.

Six or more authors:

If a work has six or more authors, cite only the surname of the first author followed by et al. and the year. In the reference list, include the surname and initials of the first six authors and shorten any remaining authors to et al.

Reference List

- The reference list belongs at the end of the document in the References section. It provides the information necessary to identify and retrieve each source. All references cited in the text must appear in the reference list, and each entry in the reference list must be cited in the text. The references in the text and references list must agree in spelling and year.
- References are listed alphabetically in the References section (even though my examples are not).
- The reference list, like all parts of the text, is double-spaced (even though my examples are not).
- All entries should have a hanging indent. See the examples below.
- Several works by the same author should be ordered by year of publication, starting with the oldest to the most recent.
- Several works by the same first author and different second or third authors should be ordered alphabetically by the surname of the second author or third author (if the second author is the same), and so on.

- If the author(s) and publication date are the same, order these references alphabetically by the title that follows the date. Also, place lowercase letters—a, b, c, and so on—immediately after the year within the parentheses.
 - Smith, R. S. (2000a). *Students...*
 - Smith, R. S. (2000b). *Teachers...*
- If a reference does not have a publication date, use n.d. as the date.
 - Smith, A. D. (n.d.). *Real...*
- If a work does not have an author or has an agency, institution, association, or group as its author, then alphabetize group authors by the first significant work of the name. Full official names, not abbreviations, should be used.
- For more information on references, see pp. 215-281 of the 5th edition of the *Publication Manual of the American Psychological Association* (2001). Examples are on pp. 239-281. The subcategories and their pages are below:
 - Periodicals start on p. 239
 - Books, brochures, and book chapters start on p. 248
 - Technical and research reports start on p. 255
 - Proceedings of meetings and symposia start on p. 259
 - Doctoral dissertations and master's theses start on p. 260
 - Unpublished work and publications of limited circulation start on p. 263
 - Reviews start on p. 264
 - Audiovisual media start on p. 266
 - Electronic media (Internet/Web) start on p. 268
 - Other electronic sources start on p. 278

Reference Examples:

Journals/Periodicals:

- Give the authors, date of publication, article title, journal title, volume, number, page numbers.
- **Notice the punctuation, capitalization, use of italics, etc.**

Chaffee, J. (1992). Critical thinking skills: The cornerstone of developmental education. *Journal of Developmental Education*, 15(3), 2-8, 39.

Boylan, H. R., Bliss, L. B., & Bonham, B. S. (1993). The performance of minority students in developmental education. *Research in Developmental Education*, 10(2), 1-4.

Boylan, H. R. (1999a). Exploring alternatives to remediation. *Journal of Developmental Education*, 22(3), 2-4, 6, 8, 10. Retrieved August 15, 2001, from National Center for Developmental Education Web site: <http://www.ncde.appstate.edu/reserve%20reading/V22-3alternatives%20to%20remediation.htm>

Boylan, H. R. (1999b). Harvard symposium 2000: Developmental education: Demographics, outcomes, and activities. *Journal of Developmental Education*, 23(2), 2-4, 6, 8. Retrieved December 13, 2001, from National Center for Developmental Education Web site: <http://www.ncde.appstate.edu/reserve%20reading/V23-2boylan%20demographics.htm>

Adelman, C. (1996, October 4). The truth about remedial work: It's more complex than windy rhetoric and simple solutions suggest [Electronic version]. *The Chronicle of Higher Education*, 43(6), A56.

Technical Reports:

- Give the authors, publication date, report title (and no.), publication info—place and publisher
- **Notice the punctuation, capitalization, use of italics, etc.**

Adelman, C. (1995). *The new college course map and transcript files: Changes in course-taking and achievement, 1972-1993* (Publication No. NCES PE 95-800). Washington, DC: National Center for Education Statistics.

Breneman, D. W., & Haarlow, W. N. (1998). *Remediation in higher education: A symposium featuring remedial education: Costs and consequences*. Washington DC: Thomas B. Fordham Foundation. (ERIC Document Reproduction Service No. ED 422 770)

National Center for Education Statistics. (2001). *Projections of education statistics to 2011* (Publication No. NCES 2001-083). Washington DC: Author. Retrieved January 5, 2002, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001083>

Books or parts of books:

- Give the authors or editors, date of publication, title, publication info—place and publisher
- **Notice the punctuation, capitalization, use of italics, etc.**

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

Higbee, J. L., & Dwinell, P. L. (Eds.). (1998). *Developmental education: Preparing successful college students*. Columbia, SC: National Research Center for the First Year Experience and Students in Transition.

Arendale, D. (1994, Winter). Understanding the Supplemental Instruction model. In D. Arendale & D. C. Martin (Eds.), *New Directions in Teaching and Learning*, No. 60: *Supplemental Instruction: Increasing student achievement and retention* (pp. 11-21). San Francisco: Jossey-Bass.

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Electronic sources:

- I have provided some electronic sources within the examples above.
- Direct readers as close as possible to the info being cited—whenever possible, reference specific documents rather than home pages or menu pages.
- Provide addresses that work.
- At a minimum, a reference to an electronic/Web source should provide:
 - a document title or description,
 - a date (publication date or update or date of retrieval),
 - an address (in Internet terms—see the examples), and
 - whenever possible, identify the authors
- **Notice the punctuation, capitalization, use of italics, etc.**

North Dakota State Board of Higher Education. (2001). *North Dakota State Board of Higher Education policy manual*. Retrieved January 12, 2002, from North Dakota University System, Policies and Procedures Web site: http://www.ndus.nodak.edu/policies_procedures/sbhe_policies/default.asp

Tinto, V. (1998, January). *Learning communities and the reconstruction of remediation in higher education*. Paper presented at the Conference on Replacing Remediation in Higher Education, Stanford University, Palo Alto, CA. Retrieved January 4, 2002, from <http://soeweb.syr.edu/hed/tinto/ncpi.htm>

Leonhard Euler. (1998). Retrieved January 19, 2005, from University of St. Andrews, School of Mathematics and Statistics, MacTutor History of Mathematics Web site: <http://turnbull.mcs.st-and.ac.uk/~history/Mathematicians/Euler.html>

****REMEMBER, ALL REFERENCES ARE DOUBLE-SPACED AND IN ALPHABETICAL ORDER, UNLIKE THE EXAMPLES ABOVE!!****