

# APA Style Student Handbook\*

A guide for students in the proper use of the  
American Psychological Association (APA) style of citation and  
referencing



Produced by the Learning Enhancement Center & MCNY's Office of Student Services

*\*This guide is based on the 6<sup>th</sup> edition (2009) of the APA Style Manual*



# INTRODUCTION

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The most generally accepted guide for citation in the disciplines of Education and the Social Sciences is the Publication Manual of the American Psychological Association (APA). By using the appropriate APA style, students can avoid plagiarism and improve the quality of their research and writing efforts.

Citations document the source, or sources, for information found in a paper. Citations note the source of any and all quotations, facts, and ideas that did not originate with the author of the paper. Citations include a variety of important information, including the original author of a source, the title of a work, the publisher, and other facts related to the source. The use of proper citation allows readers to clearly differentiate between the ideas of a paper's author, and the ideas of other authors used for information. Failure to cite sources results in plagiarism.

Plagiarism is the act, willful or unintentional, of presenting quotations, facts, and ideas from other sources as one's own work. Plagiarism is a very serious offense in academia. Plagiarism can result in serious and severe disciplinary action for students, including expulsion. The simplest way for students to avoid even the suggestion that plagiarism has been committed is to credit EVERY source used in academic writing with the appropriate citation format.

The Student Handbook for APA style consists of six sections:

1. **'Document Guidelines'** provides specifications for document/page format
2. **'Citation In-Text Overview'** provides details on how the APA citation system works within the body of a paper
3. **'Reference List Guidelines'** gives style references for sources listed at the end of a research paper
4. **'Creating Annotated APA Bibliographies'** details guidelines for creating an annotated bibliography using APA style citation (sample provided)
5. **'Conducting Research'** is a short section with some helpful definitions and principles for students to follow while finding information to use in academic writing
6. **'APA Sample Paper'** provides an example of a paper fully formatted in APA style

Students should use this guide as a general set of tips and guidelines for creating APA references. When doing academic writing students should remember to always follow a simple rule:

**WHEN IN DOUBT, CITE A SOURCE**



# APA DOCUMENT GUIDELINES

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The American Psychological Association provides the following guidelines on how to format a paper to enhance clarity and readability:

**Typeface:** The preferred typeface for APA is Times New Roman, with 12-point font size.

**Line spacing:** Double-space between all text lines of the paper and after every line in the title, headings, quotations, references, and figure captions.

**Margins:** Uniform margins of 1 in. (2.54 cm) along all sides of the document are customary.

**Line length and alignment:** Do not justify lines. Instead use flush-left style.

**Paragraphs and indentation:** Indent the first line of every paragraph. Use the tab key to keep your indents consistent. The only exceptions to this requirement are in the abstract, block quotations, titles and headings, table titles, and figure captions.

**Headings:** While headings are not always required, if you do include them make sure they are centered. Capitalize the first word of the heading along with all other words except articles (the, a), short prepositions (in, on, etc.) and coordinating conjunctions (and, but, or etc.).

*\*Refer to the end of the manual for a sample APA paper with these document specifications*

# IN-TEXT CITATION

(CITING WITHIN THE BODY OF YOUR PAPER)

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## IN-TEXT CITATION OVERVIEW

The American Psychological Association recommends an author-date style of citations. The following is a brief summary of how the author-date system works:

1. Identify the source with the last name of the author(s) followed by the year of publication.
2. Each reference cited in text must appear in the reference list, and each entry in the reference list must be cited in text.

*NOTE: You must cite all borrowed ideas that you include in the body of your paper using either paraphrases and/or quotations. The only exception is common knowledge-general information that readers could find in any number of sources.*



## QUOTATIONS OVERVIEW

1. To show readers you are using the author's *exact* words, you must enclose them in quotation marks ("..."). Omitting these marks is plagiarism even if you have the material cited.
2. When quoting always provide the author, year and specific page citation or paragraph number.

*\*Remember that your paper is collaboration between you and your sources, so use quotations sparingly. Your paper should be balanced between outside sources and your own analysis.*

### ORIGINAL SOURCE

No animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo named Kanzi, who has the grammatical abilities of a 2.5-year-old child and a taste for movies about cavemen.  
—Linden, "Animals," 1986, p.57

### PROPERLY CITED QUOTATION IN-TEXT – (USING A SIGNAL PHRASE)

Signal phrase that includes author(s) and year

"Exact material in quotation marks"

According to Linden (1986), "No animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo named Kanzi, who has the grammatical abilities of a 2.5-year-old child and a taste for movies about cavemen" (p. 57).

↓  
Page number

### PROPERLY CITED QUOTATION IN-TEXT – (USING PARENTHESES)

"Exact material in quotation marks"

Researchers have discovered that "no animal has done more to renew interest in animal intelligence than a beguiling, bilingual bonobo named Kanzi, who has the grammatical abilities of a 2.5-year-old child and a taste for movies about cavemen" (Linden, 1986, p. 57).

↓  
Parenthetical information w/ author(s), year, page.



## QUOTATIONS DIRECTORY

1. **For quotations that are less than 40 words that appear mid-sentence, end the passage with quotation marks, cite the source in parenthesis immediately after the quotation marks, and continue the sentence.**

Ex: Interpreting these results, Robbins et al. (2003) suggested that the “therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent’s needs or concerns” (p. 541), contributing to an overall climate of negativity.

2. **For quotations that appear at the end of the sentence, close the quoted passage with quotation marks, cite the source in parenthesis immediately after the quotation marks, and end with a period.**

Ex: Confusing the issue is the overlapping nature of roles in palliative care, whereby “medical needs are met by those in the medical disciplines; non-medical needs may be addressed by anyone on the team” (Csikai & Chatin, 2006, p. 112).

3. **For quotations that contain obvious errors, use the word *sic* in brackets to note the error. You must leave the original quote as is.**

Ex: When “reel [*sic*] medication was used, patients reported adverse effects” (Fox, 1994, p. 277)

4. **For quotations longer than 40 words, use block quotation format. When citing, indent the entire section (5 spaces from the left margin of the text). Remember to use single spacing and DO NOT use quotation marks. Place the page number at the end of the quote and a period BEFORE the parentheses.**

Ex: According to Brill (1995):

Probably the most important factor about individuals is how they feel about themselves. One may be physically or intellectually handicapped or whole; old, young, or middle-aged; wealthy or poor; fat or thin; of any color or race. Whatever the case may be, if one likes oneself, one can usually succeed in life and relate well to other people. (p. 19)

## PARAPHRASING OVERVIEW

An excellent way to condense information and show your understanding of a text is by paraphrasing. When you paraphrase you are rewriting the original idea in your own words and in a different structure than the original. Paraphrasing should be used more often than quoting as it highlights your ability to comprehend and integrate the source material into your paper.

### ORIGINAL SOURCE

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.  
—Davis, *Eloquent Animals*, 1976, p. 26

### PROPERLY CITED PARAPHRASE IN-TEXT (USING A SIGNAL PHRASE)

Signal phrase that includes author(s) and year  
Idea rewritten using different language and structure from the original

Davis (1976) observed that both linguists and animal behaviorists were taken by surprise upon learning of an ape's ability to use sign language (p. 26).

Page number

### PROPERLY CITED PARAPHRASE IN-TEXT (USING PARENTHESES)

Idea rewritten using different language and structure from the original

Both linguists and animal behaviorists were taken by surprise upon learning of an ape's ability to use sign language (Davis, 1976, p. 26).

Parenthetical information with author(s), year, page.

## PARAPHRASING DIRECTORY

### 1. Author followed by date of publication in parenthesis

- a. Name author in your citation, and include the *year of publication* immediately after the name.

Ex: Brill (1995) uses a humanistic perspective on human services

*NOTE: If the same work is referred to later on within the same paragraph, you do not need to include the year when you mention the work for the second time, or thereafter.*

Ex: In a recent publication about human services, Brill (1995) found... Brill also found that...

*NOTE: if the work will be confused with other works (the same author but different works), include the publication year.*

### 2. Both author and year in parenthesis

- a. Since neither the author nor the title is mentioned within the text of the paper, the author and the year of publication must be identified in parentheses.

Ex: A humanistic perspective in the human services field can be used (Brill, 1995)

### 3. Author and date mentioned without parentheses

- a. In your citation, include the author and year without parenthesis if the year is mentioned within the structure of your sentence.

Ex: In 1995, Brill wrote a book concerning a humanistic approach to human services

### 4. Reference to a particular chapter only

- a. When the idea is located throughout the chapter and not just specific pages:

Ex: Human service professionals need to have a thorough understanding of what is required to develop and maintain effective communication (Brill, 1995, chap. 5)

### 5. Paraphrasing a specific concept

- a. When paraphrasing a specific concept or idea, you must include the *page number* if the information is not considered common knowledge.

Ex: Referent influence stems from the admiration bestowed on a person by others (Farquarson, 1995, p. 84)

### 6. A work with two authors

- a. Always cite both names every time the work is mentioned in your paper. When written as part of a sequence, the two authors' names are connected by the word "and." The year is put in parentheses after the names.

Ex: William and Rotter (1986) suggest a tutoring program to reduce test anxiety.

- b. When the authors' names are not mentioned in the text, they are connected in the citation by an ampersand ("&").

Ex: One study (William & Rotter, 1986) demonstrates the hidden biases often revealed in a teacher's language.

## 7. A work with three to five authors

- a. In a work with three to five authors, name all the authors on the first citation.

Ex: Hodges, Horner, Webb, and Miller (1994) researched test anxiety for five years.

- b. In subsequent references to the work with three to five authors, give only the first author's name, followed by et al. (not italicized and with a period after "al") and the year if it is the first citation of the reference within the paragraph.

Ex: Hodges et al. (1973) found ...

*NOTE: If there are two references with the same year and some of the same authors, list the surnames of the first authors and as many of the subsequent authors as needed to show the distinction between the two works.*

Ex: Hodges, Horner, Webb and Miller (1994) vs. Hodges, Carson, et al. (1994)

## 8. A work with six or more authors

- a. From the first citation of a work with six or more authors, cite only the surname of the first author followed by et al. (not italicized and with a period after "al") and the year for the first and subsequent publications. *In the reference list, however, provide the initials and last names of each author. Use the first author and as many of the subsequent authors as needed to show the distinction, even for journal articles. If there are six or more authors, use the phrase et al. from the first citation.*

Ex: Kneip, R.C., Delamate, A.M., Ismond, T., Milford, C., Salvia, L., & Schwartz, D. (1993). Self- and spouse ratings of anger and hostility as predictors of coronary heart disease. *Health Psychology, 12*, 301-307. is cited as (Kneip et al., 1993) in text, even if it is the first citation.

- b. If two references with six or more authors shorten to the same form, cite the surnames of the first authors and as many of the authors as needed to show the distinction between the two works.

Ex: Brown, Lee, Barrett, Cave, Tang and Jones (1992) and Brown, Lee, Barrett, Tang, Daly and Jones (1992) would be cited in text as Brown, Lee, Barrett, Cave, et al. (1992) and Brown, Lee, Barrett, Tang, et al. (1992)

## 9. Authors with the same last name

- a. If a reference list includes publications by two or more primary authors with the same last name, include the first author's initials in all text citations, even if the year of publication differs. Initials help the reader to avoid confusion within the text and to locate the entry in the list of the references.

Ex: R.D. Luce (1959) and P.A. Luce (1986) also found ...  
J. M. Goldberg and Neff (1961) and M.E. Goldberg and Wurtz (1972)

## 10. Groups as Authors

- a. In the first citation, the name of the Group should be spelled out completely, followed by a comma, with the year included. In later references, the name of the Group can be abbreviated if the organization is familiar and the abbreviation is readily understandable. The abbreviation should be included in the first text citation.

Ex: First citation: (National Institute of Mental Health [NIMH], 1999) ... Subsequent text citations: (NIMH, 1999)

## 11. A work with no author

- a. If using a government or agency document and no author is given, use the agency name as author.

Ex: United States Commission on Civil Rights (1983) identified....

*NOTE: If agency is both publisher and author, use "Author" in the place of publisher's name.*

- b. Replace the author's name with the first 2 or 3 words of the title with quotation marks as found in the reference list entry. Do not include the first *The*, *A*, or *An* of the titles. Use double quotation marks around the title of the article or chapter.

Ex: The government provides compensation to poverty-stricken families (*Study Finds*, 1982, p. 24)

- c. For periodicals, books, brochures, reference books, or reports, *italicize the title*.

Ex: Defined as a 'purine antimetabolite' azathioprine is often used to suppress the immune system (*Merriam-Webster's Collegiate Dictionary*, 1991, p. 121).

- d. When the author is designated as "Anonymous" cite in text the word *Anonymous* and then use a comma and date

Ex: Winged spirits danced upon the clouds (Anonymous, 2000)

**12. Two or more works with different authors are used to support the same idea**

- a. List sources in alphabetical order by the author's name with a semicolon between the sources. *Use:* (Author's last name, year; Author's last name, year)

Ex: Two studies (Herkowitz, 1974; Marconi & Hamblen, 1980) found that periodic safety instruction can dramatically reduce employee accidents.

**13. Citing a source within a source**

- a. In this example, *as cited in* informs the readers that the information was found in Marconi and Hamblen and that the original, i.e. Wong, was not consulted.

Ex: Supporting data appear in a study by Wong (as cited in Marconi & Hamblen, 1980).

**14. Daily newspaper article**

- a. When there are discontinuous pages, give all the page numbers, and separate the numbers with a comma.

Ex: Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*. Pp. A1, A4

- b. Use a short title for citations in text if there is no author.

Ex: (*New Drug*, 1993) is the citations in text for the article with the title "New drug appears to sharply cut risk of death from heart failure"

**15. Electronic or other Internet source (including web page)**

- a. The in-text citation includes the author and date (Author, date), as with any other APA Style citation.

- b. For a passing reference to a website in text, the URL is sufficient; no reference list entry is needed.

Ex: Gussie Fink-Nottle has set up a discussion forum for newt fanciers (<http://gfnfng.livejournal.com/>).

- c. For a web page with no author, cite the first few words of the title and the year. Use double quotation marks around the title or abbreviated title.

Ex: ("New Child Vaccine," 2001).

- d. If no date is mentioned, use "n.d." for no date.

**16. MCNY Purpose Handbooks**

- a. For author, use Metropolitan College. Ex: (Metropolitan College of New York, 2013, Spring)

# MODEL SIGNAL PHRASES

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Signal phrases help integrate quotations and paraphrases into your text, while helping readers understand whose views they are hearing – yours or those of your sources. In addition, a signal phrase shows readers where cited material begins and where it ends.

To avoid monotony, try to vary the language and placement of your signal phrases. The models in the chart below suggest a range of possibilities.

## Sample Signal Phrases

In the words of Terrace (2001), “...”

As Davis (2004) had noted, “...”

The Gardners (1998), Washoe’s trainers, pointed out that “...”

“...” wrote Eckholm (2012), “...”

Psychologist H.S. Terrace (2001) has offered an odd argument  
for this view: “...”

Terrace (2001) answered these objections with the following analysis: “...”

## Verbs in Signal Phrases

admitted

contended

reasoned

agreed

declared

refuted

argued

denied

rejected

asserted

emphasized

reported

believe

insisted

responded

claimed

noted

suggested

compared

observed

thought

# REFERENCE LIST GUIDELINES

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The reference list, which is a separate page and the final page of your document, is in alphabetical order by the author's last name. References cited in text must be included in the reference list while every work found in the reference list **must** have been cited in text. A reference list is sometimes called a bibliography.

The reference list provides readers with all the information necessary to consult your sources directly. Here are some guidelines for formatting your reference list:

## Capitalization

For books, and articles, capitalize **ONLY** the first word of titles and subtitles, and proper names. Use small letters for all other words. For the name of journals capitalize all significant words and underline. **DO NOT** underline or use quotation marks around the titles of articles.

## Abbreviations

Give the full name of publishers. **DO NOT** include 'Co.', 'Inc.', etc.

## Italicizing

Italicize all books titles, journal names, and volume numbers. For journals, include issue number (if available) in parentheses immediately after the volume number, but **do not** italicize it.

## Punctuation

Separate parts of a single reference entry (author, date, title and publication information) with a period and 1 space between each element, for example between author and date.

## Spacing and multiple line entries

Double space all listings in reference list.

If an entry takes more than one line, the second line of the entry is indented three spaces in from the margin and the remaining lines of the entry flush with the indented margin.

### EXAMPLE:

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Koehn, D. (1995). The ethics of handwriting analysis in pre-employment screening. The online

Journal of Ethics [Online], 1:1. Retrieved June 2, 1996 from

<http://condor.depaul.edu/ethics/hand.html>.



Remaining  
lines of entry  
are indented



## ORDERING THE REFERENCE LIST

1. Arrange entries in alphabetical order by the surname of the authors.
2. Alphabetize letter by letter (Ex: Brown, J.R. comes before Browning, A.R. even though “I” comes before “j”).
3. Alphabetize the prefixes M’, Mc, and Mac literally. Ignore the apostrophe. (Ex: MacArthur comes before McAllister and MacNeil comes before M’Carthy).
4. Alphabetize surnames that have articles and prepositions. Treat prefixes like de, la, du, von, etc. as part of the last name and alphabetize the prefix if you know that it is commonly part of the surname. (Ex: DeBase comes before De Vries).
5. If the prefix is not commonly used, treat the prefix as part of the middle name. (Ex: if Helmholtz is used instead of von Helmholtz write it as: Helmholtz, H.L.F. von).
6. One-author entries by the same author are arranged by year of publication, starting with the earliest date.
7. One-author entries come before multiple-author entries beginning with the same surname. (Kaufman, H.R. (1991) comes before Kaufman, J.R. & Cochran, D.F. (1987)).
8. References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author (Kaufman, J.R., Jones, K., & Cochran, D.F. (1992) comes before Kaufman, J.R., & Wong, D.F. (1989).
9. References by the same author (or the same multiple authors in the same order) with the same publication date are arranged alphabetically by the title (excluding ‘a’ or ‘the’) that follows the date. (Kaufman, J.R. (1999a) and Kaufman, J.R. (1999b).
10. If the references with the same authors published in the same year are identified as articles in a series, order the references in the series order, not alphabetically by title.



## References

- Boone, L.E., & Kurtz, D.L. (1993). *Contemporary business* (7<sup>th</sup> ed.). IL: Dryden Press.
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<http://www.columbia.edu/acis/bartleby/strunk/strunk/html#11>.
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- Yontef, G.M., & Simkin, J.S. (1989). Gestalt Therapy. In J. Corsini & D. Wedding (Eds.), *Current psychotherapies* (4<sup>th</sup> ed.). (323-361). Ithasca, IL: F.E. Peacock Publishers.

## REFERENCE LIST DIRECTORY

### **Books**

#### **Book with one author**

Use: Author's last name, Initial(s). (Year of publication). *Title of work (italicized)* (edition if given). Place of publication: Publisher's name.

Ex: Brill, N.I. (2002). *Working with people: The helping process* (5<sup>th</sup> ed). New York: Longman

*Note: The first letter of the subtitle, i.e. "T" in 'The Helping Process' is capitalized.*

#### **Book with two authors**

Use: Author's last name, Initial(s) & second author's last name, initial(s). (Year of publication). *Title of work (italicized)* (edition if given). Place of publication: Publisher's name.

Ex: Nesselroade, J.R., & Baltes, P.B. (1979) *Longitudinal research in the study of behavioral development*. New York: Academic Press.

*Note: Use an ampersand (&) to separate the authors' names.*

#### **Book with three or more authors**

Use: Author's last name, Initial(s), second author's last name, initial(s), & Last Author's last name, Initial(s). (Year of publication). *Title of work (italicized)* (edition if given). Place of publication: Publisher's name.

Ex: Taylore, B., Sanford, J.I., & Connelly, A. (1999). *The moral education of adolescents*. New York: Simon & Schuster.

*Note: The ampersand (&) comes before the last author in the series.*

#### **Book with editor(s)**

Use: Editor's last name, Initial(s). (Ed.) (Year of publication). *Title of work (italicized)*. Place of publication: Publisher's name.

Ex: Dohrenwend, B.S., & Dohrenwend, B.P. (Eds.) (1974). *Stressful life events: Their nature and effects*. New York: John Wiley.

*Note: Editor's names are listed the same way as authors. Use 'Eds.' for multiple editors and 'Ed.' for one.*

#### **Book with translator**

Use: Author's last name, Initial(s). (Year of publication). *Title of work (italicized)* (Translator's Initial, Last name, Trans). Place of publication: Publisher's name.

Ex: Trajan, P.D. (1972). *Psychology of Animals* (H. Simone, Trans.). Washington, DC: Halperin & Bros.

*Note: The name of the translator should appear in parentheses after the title, with a comma and the word 'Trans.,' closing parentheses and the period thereafter.*

**Book with no author or editor**

Use: *Title of work (italicized)* (edition). (Publication date) Place of publication: Publisher.

Ex: *Merriam Webster's collegiate dictionary* (7<sup>th</sup> ed.). Springfield, MA: G & C Merriam.

*Note: When no author or editor is named, list the work under its title, and alphabetize it by the first main word (excluding The, A, An)*

**Two or more works by the same author(s)**

Use: Author's Last name, Initial(s). (Year a). *Title of work (italics)* (edition). Place of publication: Publisher's name.

Ex: Garner, H. (1973a). *The arts and human development*. New York: John Wiley.

Ex: Garner, H. (1973b). *The quest for mind: Piaget, Levi-Strauss, and the structuralist movement*. New York: Knopf

**Book with more than one edition**

Use: Author's last name, Initial(s). (Publication date) *Title of work (italicized)* (edition). Place of publication: Publisher.

Ex: Bollinger, D.L. (1975) *Aspects of language* (2<sup>nd</sup> edition). New York: Harcourt Brace Jovanovich

*Note: There is no period between the title and the edition number. The edition number follows the title in parentheses, followed by a period*

**Book by a committee, commission, association, or other group**

Use: Name of Organization. (Publication date) *Title of work (italicized)* (edition). Place of publication: Author.

Ex: American Psychological Association. (1963). *Publication manual of the American Psychological Association* (3<sup>rd</sup> ed.). Washington, DC: Author

*Note: When the author of the book is also its publisher, substitute the word Author for the name of the publisher at the end of the citation.*

**Groups as Authors**

Use: Group or Corporate name. (Publication date).

Ex: Bollinger, D.L. (1975). *Aspects of language* (2<sup>nd</sup> edition). New York: Harcourt Brace Jovanovich

*Note: A group or corporate name is cited as the author and is followed by a period. The publication year is placed in parentheses and followed by a period.*

**Book in more than one volume**

Use: Author's last name, Initial(s). (Publication date) *Title of work (italicized)* (Volume numbers). Place of publication: Publisher.

Ex: Ford, J. (1975) *Paradigms and fairy tales: An introduction to the science of meanings* (Vols. 1-2). London: Routledge.

*Note: There is no period between the title and the edition number. The edition number follows the title in parentheses, followed by a period*

**An Article or chapter in an edited book**

Use: Author's last name, Initial(s). (Publication date). Title of article or chapter. In Editor's names (Eds.) *Title of work (italicized)* (pp. xx-xx). Place of publication: Publisher.

Ex: Boskoff, A. (1964). Recent theories of social change. In W.J. Cahaman & A. Boskoff (Eds.), *Sociology and history* (pp. 140-157). New York: Free Press of Glencoe.

### Periodicals (print journals, magazines, and newspapers)

#### **Article in a journal paginated by the volume (continuous pagination)**

Use: Author's last name, Initial(s). (Publication date). Title of article. *Title of journal*, *Volume*, first page used-last page used.

Ex: Webster, G.R. (1989). Partisanship in American presidential, senatorial, and gubernatorial elections in ten western states. *Political Geography Quarterly*, 8, 161-179

*Note: Most periodicals published quarterly or less frequently use continuous pagination for all the issues published in a single year. Typically, if the year's first issue ends with page 125, the second issue begins with page 126. The journal title and volume number are underlined and followed by commas, respectively. All the significant words in the title of the journal are capitalized. Page numbers do not use the abbreviation, 'pp.'*

#### **Article in a journal that pages issues separately**

Use: Author's last name, Initial(s). (Publication date). Title of article. *Title of journal*, *Volume* (Issue number). Page numbers.

Ex: Boyd, S. (1981). Nuclear Terror. *Adaption to Change*, 7(4), 20-23.

*Note: The Issue number is in parentheses after the volume number without any space. Don't underline the issue #*

#### **Article in a magazine**

Use: Author's last name, Initial(s). (Year, Month). Article Title. (*Magazine name*). Page numbers.

Ex: Van Gelder, L. (1986, December). Countdown to motherhood, *Ms.*, 27-39,74.

*Note: When the volume number is absent, give month of publication after the year, separating them with a comma. Give all page numbers even when article appears on discontinuous dates.*

#### **Article in a daily newspaper**

Give month and date along with year of publication. Use *The* in the Newspaper name if the Newspaper uses it in their name.

Use: Author's last name, Initial(s). (Date). Article Title. *Newspaper name*, Section, Page numbers.

Ex: Herbers, J. (1988, March 6) A different dixie: Few but sturdy threads tie new South to old. *The New York Times*, sec. 4 p.1.

For discontinuous pages, put all the page numbers in which the article appears separated by commas.

Use: Author's last name, Initial(s). (Date). Article Title. *Newspaper name*, Section, Page numbers.

Ex: Schwartz, J. (1993, September 30) Obesity affects economic, social status. *The New York Times*, sec. 4, pp. A1, A4

#### **Article in a daily newspaper with no author**

Use: Title of article. (Year, month and day). *Name of newspaper*, page number.

Ex: New drug appears to cut risk of death from heart failure. (2000, July 15). *Daily post*, p. B1

### Article in a weekly magazine

For articles with an Author, include the shown date of publication.

Use: Author's last name, Initial(s). (Date). Article Title. *Magazine name*, Page numbers.

Ex: Jaroff, L. (2009, July 3). Fury on the sun. *Time*, 46-55.

For an anonymous article, begin the reference with the title.

Use: Title of article. (Date). *Magazine name*, Page numbers.

Ex: Running up a global tab. (2008, July 10). *Time*, 47.

### Article in a monthly magazine

Use: Author's last name, Initial(s). (Year, Month). Article Title. *Magazine name*, Volume, Page numbers.

Ex: Hill, J.V. (1989, May). The design and procurement of training simulators. *Educational Technology*, 152, 26-27

### Journal or magazine article reprinted in a collection of essays by various authors

Use: Author's last name, Initial(s). (Publication date). Title of chapter. In Editor's name (Ed.). *Title of book* (page numbers). Place of publication: Publisher. (Reprinted from *Title of Journal*, publication date of journal, *volume number*, page numbers without pp. in front)

Ex: Motokawa, K. (1965). Retinal traces and visual perception of movement. In I. M. Spigel (Ed.). *Readings in the study of visually perceived movement* (pp. 288-303). New York: Harper. (Reprinted from the *Journal of Experimental Psychology*, 1953, 45, 369-377).

### Letter to the editor

Use: Author's last name, Initial(s). (Publication date). Title of letter [Letter to the editor]. *Title of publication*, p. Page number.

Ex: Capezze, D. (1989, July 13). Of course, oil spills can be prevented [Letter to the editor]. *The New York Times*, p. A22

*Note: Follow the editor's title (if one exists) by a bracketed notation identifying the piece as a letter.*

### Book review

Use: Author's last name, Initial(s). (Publication date). [Review of the book *Title*]. Title of publication, Volume number, Page number.

Ex: Belotti, M. (1988). [Review of the book *The paradox of poverty: A reappraisal of economic development policy*]. *Journal of Economic Literature*, 26, 1233-1234

*Note: If the review has a title, cite the title before the bracketed notation identifying the piece as a review. Also, Note that the name of the author of the work being reviewed does not appear in the citation.*

## Miscellaneous Sources

### Encyclopedia or Dictionary

Use: Author's last name, Initial(s). (Ed.) et al. (Publication date). *Title*. (Edition, Volumes). Place of publication: Publisher.

Ex: Sadie, S. (Ed.) et al. (1980) *The new Grove dictionary of music and musicians* (6<sup>th</sup> ed., Vols. 1-20). London: Macmillan.

*Note: For major reference works with a large editorial board, list the name of the lead editor followed by et al.*

### Reports

*Government reports: If a number has been assigned to the report by the source of publication, include that number in parentheses immediately after the title. Avoid using periods between the report title and the information in parentheses.*

Use: Author's last name, Initial(s). (Publication date). *Title*. (Report number). Place of publication: Publisher.

Ex: 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.

*University reports: Give University and the name of the department that produced the report.*

Use: Author's last name, Initial(s). (Publication date). *Title*. (Report number). Place of publication: Publisher. University, Department.

Ex: Broadhurst, R.G., & Maller, R.A. (1991). *Sex offending and recidivism* (Tech. Rep. No. 3) Nedlands, Western Australia: University of Western Australia, Crime Research Center.

### Lecture, unpublished

Use: Author's last name, Initial(s). (Lecture date). *Title*. Lecture/Paper presented at Location, City, State.

Ex: Zappen, J.P. (1989, March). *Scientific rhetoric in the nineteenth and early twentieth centuries*. Paper presented at the Conference on College Composition and Communication, Seattle, WA.

### An information service

Use: Author's last name, Initial(s). (date). *Title*. Place of publication: Publisher. (Document service No. of document).

Ex: Jolson, M.K. (1981). *Music education for preschoolers*. New York: Teacher's College Columbia University. (ERIC Document Reproduction Service No. ED 264 488).

*Note: Place the name of service and document number in parentheses after original publisher and a period. No period follows the number*

### Government/Agency Documents

Use: Author's last name, Initial(s). (Date). *Title* Place of publication: Author

Ex: United States Commission on Civil Rights. (1983). *Greater Baltimore commitment* Washington DC: Author

*Note: When there is no individual author, list the document under the name of the sponsoring agency. If agency is both publisher and author, use "Author" in the place of publisher's name.*

**Interviews**

Use: Author's last name, Initial(s). (interview date). [Interview with interviewee]. *Name of Publication*, p. Page number.

Ex: Brisick, W.C. (1988, July 1). [Interview with Ishmael Reed]. *Publisher's Weekly*, p. 42.

*Note: Published interviews are listed under interviewer's name. Provide publication information indicating the source in which the interview appeared. Immediately after the title, specify that the piece was an interview. Title is inserted after date. Personal interviews are not included in the list of references. If subject is already named, use (Personal communication, July 7, 1994); if the subject is not named use: (L. Kogod, personal communication, July 7, 1991).*

**Doctoral dissertation obtained from a university**

Use: Author's last name, Initial(s). (Date of publication). Title (Doctoral dissertation, University, Date). Publication, *Volume*, Page.

Ex: Johnson, T.P. (1989). *The social environment and health* (Doctoral dissertation, University of Kentucky, 1988). Dissertation Abstracts International, 49,3514A

*Note: Use this format if the manuscript copy of the dissertation was used as a source from the university. When the dates of the dissertation and of the publication of its abstract in Dissertation Abstracts International (DAI) differ, as they do here, the parenthetical text citation includes both: (Johnson, 1988/1989)*

**Proceedings of meetings and symposia**

Use: Author's last name, Initial(s). (Date). Title. Editor (Ed.), Title of meeting publication (pp. Page number). Place of publication: Publisher.

Ex: Deci, E.L. & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press.

*Note: Use this format for a citation for published proceedings, published contribution to a symposium, article or chapter in an edited book.*

**Videotape or other non-print source (slides, films, art, musical performance)**

Use: Author's last name, Initial(s). (Function of Author). (Date). Title [Medium type]. Place of publication: Publisher.

Ex: Messecar, R. (Author & Producer/Editor) & Hales, D. (Author). (1982). *Theater of the night: The science of sleep and dreams* [Film]. Pleasantville, NY: Human Relations Media.

*Note: Names of major contributors are followed by their function. Type of medium should appear in brackets after the title with no punctuation between the two.*



## Electronic Sources

Note: In 2007, the APA released several additions/modifications for documentation of electronic sources in the APA Style Guide to Electronic References. These changes are reflected in the entries below. **Please note** that there are no spaces used with brackets in APA.

### Article From an Online Periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number (issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

Ex: Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149. Retrieved from <http://www.alistapart.com/articles/writeliving>

### Online Scholarly Journal Article

Since online materials can potentially change URL's, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOI's are an attempt to provide stable, long-lasting links for online articles. They are unique to their documents and consist of a long alphanumeric code. Many-but not all-publishers will provide an article's DOI on the first page of the document. Note that some online bibliographies provide an article's DOI but may "hide" the code under a button which may read "Article" or may be an abbreviation of a vendor's name like "CrossRef" or "PubMed." This button will usually lead the user to the full article which will include the DOI. Find DOI's from print publications or ones that go to dead links with CrossRef.org's "DOI Resolver," which is displayed in a central location on their home page.

### Article From an Online Periodical with DOI Assigned

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. doi:0000000/000000000000

Ex: Brownlie, D. (2009). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283. doi:10.1108/03090560710821161

### Article From an Online Periodical with no DOI Assigned

Online scholarly journal articles without a DOI require a URL.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved from <http://www.someaddress.com/full/url/>

Ex: Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

If the article appears as a printed version as well, the URL is not required. Use "Electronic version" in brackets after the article's title.

Ex: Whitmeyer, J. M. (2000). Power through appointment [Electronic version]. *Social Science Research*, 29, 535-555.

### Article From a Database

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). This will allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number in parentheses at the end, but the APA manual says that this is not required. For articles that are easily located, do not provide database information. If the article is difficult to locate, then you can provide database information. Only use retrieval dates if the source could change, such as Wikis. For more about citing articles retrieved from electronic databases, see pages 187-192 of the Publication Manual.

Ex: Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3), 120-125.

**Newspaper Article**

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from <http://www.someaddress.com/full/url/>

Ex: Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from <http://www.nytimes.com>

**Electronic Books**

Electronic books may include books found on personal websites, databases, or even in audio form. Use the following format if the book you are using is only provided in a digital format or is difficult to find in print. If the work is not directly available online or must be purchased, use "Available from," rather than "Retrieved from," and point readers to where they can find it.

Ex: De Huff, E. W. *Taytay's tales: Traditional Pueblo Indian tales*. Retrieved from <http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html>

Ex: Davis, J. *Familiar birdsongs of the Northwest*. Available from <http://www.powells.com/cgi-bin/biblio?inkey=1-9780931686108-0>

**MCNY Purpose Handbooks**

Include the college as author, the date of the version used, the particular program of the handbook, as well as the retrieval date.

Ex: Metropolitan College of New York. (2013, Spring). *School for Human Services & Education: Human Services Purpose I Handbook*. Retrieved April 10, 2013 from Metropolitan College of New York, Library Web site: <http://www.mcny.edu/library/libph.php>

**Chapter/Section of a Web document or Online Book Chapter**

Author, A. A., & Author, B. B. (Date of publication). Title of article. In *Title of book or larger document* (chapter or section number). Retrieved from <http://www.someaddress.com/full/url/>

Ex: Engelshcall, R. S. (1997). Module mod\_rewrite: URL Rewriting Engine. In *Apache HTTP Server Version 1.3 Documentation* (Apache modules.) Retrieved from [http://httpd.apache.org/docs/1.3/mod/mod\\_rewrite.html](http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html)

Ex: Peckinpugh, J. (2003). Change in the Nineties. In J. S. Bough and G. B. DuBois (Eds.), *A century of growth in America*. Retrieved from GoldStar database.

*NOTE: Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.*

**Online Book Reviews**

Cite the information as you normally would for the work you are quoting. (The first example below is from a newspaper article; the second is from a scholarly journal.) In brackets, write "Review of the book" and give the title of the reviewed work. Provide the web address after the words "Retrieved from," if the review is freely available to anyone. If the review comes from a subscription service or database, write "Available from" and provide the information where the review can be purchased.

Ex: Zacharek, S. (2008, April 27). Natural women [Review of the book *Girls like us*]. *The New York Times*. Retrieved from <http://www.nytimes.com/2008/04/27/books/review/Zacharek-t.html?pagewanted=2>.

Ex: Castle, G. (2007). New millennial Joyce [Review of the books *Twenty-first Joyce*, *Joyce's critics: Transitions in reading and culture*, and *Joyce's messianism: Dante, negative existence, and the messianic self*]. *Modern Fiction Studies*, 50(1), 163-173. Available from Project MUSE Web site: [http://muse.jhu.edu/journals/modern\\_fiction\\_studies/toc/mfs52.1.html](http://muse.jhu.edu/journals/modern_fiction_studies/toc/mfs52.1.html)

**Dissertation/Thesis from a Database**

Ex: Biswas, S. (2008). *Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's disease*. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

### Online Encyclopedias and Dictionaries

Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry. When listing the URL, give only the home or index root as opposed to the URL for the entry.

Ex: Feminism. (n.d.) In *Encyclopædia Britannica online*. Retrieved from <http://www.britannica.com>

### Online Bibliographies and Annotated Bibliographies

Ex: Jürgens, R. (2005). *HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography*. Retrieved from [http://www.hc-sc.gc.ca/ahc-asc/alt\\_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral\\_e.pdf](http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf)

### Data Sets

Point readers to raw data by providing a Web address (use "Retrieved from") or a general place that houses data sets on the site (use "Available from").

Ex: United States Department of Housing and Urban Development. *Indiana income limits* [Data file]. Retrieved from [http://www.huduser.org/Datasets/IL/IL08/in\\_fy2008.pdf](http://www.huduser.org/Datasets/IL/IL08/in_fy2008.pdf)

### Qualitative Data and Online Interviews

If an interview is not retrievable in audio or print form, cite the interview only in the text (not in the reference list) and provide the month, day, and year in the text. If an audio file or transcript is available online, use the following model, specifying the medium in brackets (e.g. [Interview transcript, Interview audio file]):

Ex: Butler, C. (Interviewer) & Stevenson, R. (Interviewee). (1999). *Oral History 2* [Interview transcript]. Retrieved from Johnson Space Center Oral Histories Project Web site: [http://www11.jsc.nasa.gov/history/oral\\_histories/oral\\_histories.htm](http://www11.jsc.nasa.gov/history/oral_histories/oral_histories.htm)

### Online Lecture Notes and Presentation Slides

When citing online lecture notes, be sure to provide the file format in brackets after the lecture title (e.g. PowerPoint slides, Word document).

Ex: Hallam, A. *Duality in consumer theory* [PDF document]. Retrieved from Lecture Notes Online Web site: <http://www.econ.iastate.edu/classes/econ501/Hallam/index.html>

Ex: Roberts, K. F. (1998). *Federal regulations of chemicals in the environment* [PowerPoint slides]. Retrieved from <http://siri.uvm.edu/ppt/40henv/index.html>

### Nonperiodical Web Document, Web Page, or Report

List as much of the following information as possible (you sometimes have to hunt around to find the information).

Author, A. (date). Title of document. Retrieved from <http://xxxxxxx>

Ex: American Cancer Society (2012) What is breast cancer? Retrieved from <http://www.cancer.org/Cancer/BreastCancer/DetailedGuide/breast-cancer-what-is-breast-cancer>

*Note: If there isn't a date available for the document use (n.d.) for no date.*

*Note: The author is the person or entity/organization/company taking ownership for the website.*

### Multiple pages from an organization's Web site

Use the exact URL for each page. Because each in-text entry will have the same author/organization and year, add a lowercase letter to the year to distinguish citations for each page. Letters are assigned in the order that the citations are used in the text.

The examples below are different pages from North Carolina (NC) Division of Social Services Web site that would all be cited as (NC Division of Social Services, 2010). A lowercase letter is added to in-text citation and the corresponding reference entry. If abbreviating the source, define the abbreviation only once and then apply to all:

(North Carolina Division of Social Services [NCDSS], 2010a)  
North Carolina Division of Social Services. (2010a). Role & responsibilities of CSE agency. Retrieved from  
<http://www.ncdhhs.gov/dss/cse/geninfo.htm#role>

(NCDSS, 2010b)  
North Carolina Division of Social Services. (2010b). Work First. Retrieved from  
<http://www.ncdhhs.gov/dss/workfirst/index.htm>

### **E-mail**

E-mails are not included in the list of references, though you parenthetically cite them in your main text: (E. Robbins, personal communication, January 4, 2001).

### **Online Forum or Discussion Board Posting**

Include the title of the message, and the URL of the newsgroup or discussion board. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name. Place identifiers like post or message numbers, if available, in brackets. If available, provide the URL where the message is archived (e.g. "Message posted to ..., archived at ...").

Ex: Frook, B. D. (1999, July 23). New inventions in the cyber world of toylandia [Msg 25]. Message posted to  
<http://groups.earthlink.com/forum/messages/00025.html>

### **Blog (Weblog) and Video Blog Post**

Include the title of the message and the URL. Please note that titles for items in online communities (e.g. blogs, newsgroups, forums) are not italicized. If the author's name is not available, provide the screen name.

Ex: Dean, J. (2008, May 7). When the self emerges: Is that me in the mirror? Message posted to  
<http://www.spring.org.uk/the1sttransport>.

Ex: (2004, September 26). Psychology Video Blog #3 [Video File]. Video posted to  
<http://www.youtube.com/watch?v=lqM90eQi5-M>

### **Wikis**

Please note that the *APA Style Guide to Electronic References* warns writers that wikis (like Wikipedia, for example) are collaborative projects which cannot guarantee the verifiability or expertise of their entries.

Ex: OLPC Peru/Arahuay. (n.d.). Retrieved from the OLPC Wiki: [http://wiki.laptop.org/go/OLPC\\_Peru/Arahuay](http://wiki.laptop.org/go/OLPC_Peru/Arahuay)

### **Audio Podcast**

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Ex: Bell, T. & Phillips, T. (2008, May 6). A solar flare. *Science @ NASA Podcast*. Podcast retrieved from  
<http://science.nasa.gov/podcast.htm>

### **Video Podcasts**

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Ex: Scott, D. (Producer). (2007, January 5). The community college classroom [Episode 7]. *Adventures in Education*. Podcast retrieved from <http://www.adveeducation.com>

# Creating APA Annotated Bibliographies, 6th Ed.

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Annotated bibliographies are not specifically addressed in the APA 6th ed. manual. Most institutions have taken the example of an annotated bibliography found in the APA 5th ed. manual as the basis for the following set of guidelines. It is a good idea to take careful note of any directions given in your assignment, and to check with your professor if you have specific questions.

## *Guidelines*

The following is a summary of things to know when creating an APA annotated bibliography:

- The annotated bibliography consists of two elements
  - Citation in current APA format
  - Annotation
- The annotation will follow the citation on the next line. There is not an extra space—double spacing is used throughout.
- An annotation is different from an abstract. It should have several sentences summarizing the main points or ideas found in the item. It should then include your own statement evaluating the quality of the item and/or relating the item to your own research topic.
- The annotation should be indented an additional two spaces. To do this, highlight the annotation text, and pull the indent markers in the top ruler over until the text is positioned properly.
- For a longer annotated bibliography, it is appropriate to divide into sections or topics, and to title those sections as seems fitting.

*Note: The following annotations are for illustrative purposes only and have no relationship to the content of the sources.*

## Annotated Bibliography

**AICPA sets ethical standards for outsourcing. (2005). *Journal of Accountancy*, 199(1), 8. Retrieved from <http://www.journalofaccountancy.com/>**

This article discusses the new standards for outsourcing developed by the AICPA ethics committee.

The standards are summarized, and a brief discussion is included of the implications going forward for business and international trade. The authors indicate that changes to the business community will be relatively minor. This is a helpful source for getting an overview of the current ethics standards in outsourcing.

**American Management Association. (2010). *The AMA handbook of business writing*. New York, NY: Lateral Publishing.**

The American Management Association has created its own guide for business writing. Designed as a supplemental text to more thorough style guides such as APA, this guide covers topics relating specifically to business, such as citing financials, formatting of company reports, and professional approaches to information integrity in the workplace. This is an indispensable work for anyone doing professional business writing.

**Barthelemy, J., & Geyer, D. (2005). An empirical investigation of IT outsourcing versus outsourcing in France and Germany. *Information & Management*, 42, 533-542. doi:10.1016/j.im.2004.02.005**

The authors present an investigation of IT outsourcing based on the combined results of a survey administered to IT firms as well as statistical measures from domestic and French or German firms. Their data covers a wide range of IT business unit types. However, the lack of longitudinal data weakens their conclusion that the slower pace of French and German IT outsourcing has had a positive effect on business in those countries long-term.



# CONDUCTING RESEARCH

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## AVOID PLAGIARISM

Plagiarism is a serious academic crime and easy to commit if students do not practice care during research. It is important to note any and all information that comes from other sources. Take careful note of all information encountered, including the source of the information. If the information is read, heard, or seen and comes from outside of the student, it requires a citation. Accurate citations help create clear distinctions between the idea of the student and the ideas of the sources used for research.

Students should remember to cite a source any time an idea is stated in a paper that the student themselves did not originate. Always give sources for quotations, and be sure to quote any string of three or more words that comes from a given source. Students should leave no question in the minds of anyone reading their papers about where ideas originated. Accurate citations help create clear distinctions between the ideas of the student and the ideas of the sources used for research.

Remember, all academic papers should be collaboration between student ideas and inquiries from expert sources. Students should strive for a good balance between original and found content. Take careful notes, always cite sources, and avoid accidentally plagiarizing anyone's work. Remember to always follow a simple rule...

### Primary and secondary sources

When conducting research to gather information to write a paper, two types of sources are used. These sources are called primary and secondary sources.

Primary sources are firsthand accounts of information. Primary sources may include historical documents, like letters, speeches, eyewitness reports, reports on experiments or surveys, personal interviews, or personal observations. Whenever possible, students should draw their own conclusions from primary sources.

Secondary sources are reports and analytical information drawn from other sources. Secondary sources are usually drawn from primary sources. Secondary sources may include articles in scholarly journals, a historian's account of a battle, reference books and periodicals. Secondary sources provide summaries and interpretations that direct, support and extend a student's thinking. Secondary sources also help students to construct academic approaches and hypotheses.

Reference books are a type of secondary source. Reference book materials cover broad fields of knowledge and typically provide broad overviews. Examples of reference books include encyclopedias, atlases, dictionaries, directories, and bibliographies of specialized subject areas. Some examples of specialized subject area reference books include the Dictionary of Economics, the Encyclopedia of management, the Encyclopedia of Educational Research, the Encyclopedia of Psychology and the International Encyclopedia of the Social Sciences.

General encyclopedias are limited. They provide only general information. Specialized encyclopedias cover a broad field or subject and give more detailed information. When using reference books, consult only the most recent edition of the book. The use of reference books often directs students to other books and articles on the subject researched.

Periodicals include journals, magazines and newspapers. The difference between journals and magazines lies in content, readership, and frequency of issue and page numbering. Magazines like *Newsweek* and *Psychology Today* are non-specialist publications intended for a diverse audience. Journals often appear quarterly and contain specialized information intended for readers in a particular field. Some journals number issues separately, others do not. Instead the issue for an entire year makes up an annual volume.

### **Always evaluate sources**

Whether a student is working with a Primary or Secondary source, those sources must always be carefully evaluated. As information from articles and books are collected, it is important to constantly evaluate the usefulness and relevance of every source. By scanning the introductions of primary and secondary sources, examining the table of contents and indexes of books, magazines, or journals, or by looking for quick references and evaluations, students can quickly determine if a source is relevant to the research at hand.

### **Researching on the web**

The internet is a widely used resource for gathering information. Before using any findings from the web in a paper, students should carefully evaluate that information. Students should do further investigation before assuming its content is valid.

### **Tips on reading and taking notes**

When examining material while conducting research, it's best to have specific questions related to the research topic in mind while evaluating the relevance of material. Reading research materials with specific questions increases the chances that relevant and helpful facts related to the research topic will be found. Having specific questions keeps the research time focused. Use the table of contents, index, or headings of found material to help find information related to the research topic. Concentrate on headings and main ideas. Skip material unrelated to specific questions of the research topic.

Take notes while reading any relevant material. Date the notes, and write full bibliographic information of any relevant sources next to the date. While taking notes, create numbered lists to give the information found a convenient, easy to reference structure. Notes should be taken in an outline form to give additional structure to found material. Students should try to break down found material into related sections and subsections, in order to make information easier to reference and understand.

### **Summarize and paraphrase**

Summarizing condenses complicated ideas, arguments and text into a sentence or more. Summaries are typically written by students that need to take another author's words and simplify them. Summarizing puts everything "into a nutshell."

Paraphrasing, on the other hand, follows the author's original presentation more closely. Paraphrasing rephrases an author's words into a copy that is close to, but not exactly the same as, the author's original words. Paraphrasing is an attempt to restate an author's words, typically in a simpler fashion.

Summarizing and Paraphrasing are good tools for condensing complicated ideas. Students should strive to use both techniques when conducting research. Both techniques require proper citation.

### **Automatically generated citation services**

While automated citation services can save time, students should not completely rely on them to generate citations. Generated citations **can** contain errors, especially when students enter information incorrectly. Students who choose to utilize these services must review all citations before submitting papers for review.





#### USEFUL WEBSITES

- <http://owl.english.purdue.edu/owl/>
- <http://www.apastyle.org/?apaSessionKey=8CE9BCFB71AE494C46899D6F41CFFBDB>
- <http://www.citationmachine.net>

*[SAMPLE APA PAPER ON NEXT PAGE]*

Running head: LEADERSHIP: A THEORETICAL APPROACH

In the header of the page:

Running head-- a shortened version of the title consisting of a max. of 50 characters

Flush left in all uppercase letters

The words—Running head should be followed by a colon. The shortened version of the title should follow the colon.

The page number goes flush right

1

One inch margins on top, bottom, and sides of all pages.

Times New Roman black 12-point font for all text.

Double space entire paper.

No extra lines after titles, headings, between sections, after reference list entries, etc. Hit enter once at the end of a paragraph.

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Leadership: A Theoretical Approach

Nancey Wyant

Hodges University

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## Table of Contents

Abstract .....	3
Definitions of Leadership .....	5
Transactional Leadership .....	7
Transformational Leadership .....	7
Summary .....	8
References .....	10

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All papers five pages or longer are required to have a table of contents. The table of contents should include each heading and subheading in the paper along with the page number indicating where the section starts.

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## LEADERSHIP: A THEORETICAL APPROACH

3

### Abstract

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Leadership has been a topic of discussion for many years, but systematic study of leadership did not begin until well into the twentieth century. The focus of this research has been determining leadership effectiveness by attempting to discover what traits, abilities, behaviors, types of power, or situational aspects effect how a leader is able to lead. This paper will look at these various theories of leadership addressed by researchers in an attempt to better understand what makes a good or effective leader.

An abstract is a short summary of the entire paper in no more than 120 words. It must be: Blocked paragraph, first line NOT indented. Exact, only including information in the paper. Independent, all abbreviations and acronyms must be explained. Paraphrased, not quoted. Brief and precise, strive for maximum information in each sentence, including most important ideas and results. Clear and comprehensible, use active voice, action verbs, and present tense.

## Leadership: A Theoretical Approach

Repeat the full title of the paper, centered, before starting the body of your paper.

Leadership has been a topic of human concern for hundreds, perhaps thousands, of years. It has excited interest among scholars and laypeople alike. It has probably been the subject of debate since the first two people came together for the purpose of completing a task. The term symbolizes images of powerful, dynamic, exciting men and women whose exploits and deeds formed the basis of many legends and myths throughout time and history. From the days of the famous Egyptian ruler, Cleopatra, to those of the infamous German dictator, Adolph Hitler, the subject of leadership has been something of an enigma. While some leaders have been credited with important world events, others have been ridiculed and blamed. According to Yukl (2002), "The widespread fascination with leadership may be because it is such a mysterious process, as well as one that touches everyone's life" (p. 1).

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Questions about leadership have long been a subject of speculation, but the systematic study of leadership did not begin until the 1930s. Since that time, leadership has been one of the most frequently studied phenomena in the social sciences ("Leadership," 1999, p. 490). The focus of much of the research has been on the determinants of leadership effectiveness as researchers have attempted to "discover what traits, abilities, behaviors, sources of power, or aspects of the situation determine how well a leader is able to influence followers and accomplish group objectives" (Yukl, 2002, p. 2). The reasons why some people emerge as leaders and the determinants of the way a leader acts are other important questions that have been researched, but the paramount concern, however, has been "leadership effectiveness" (Yukl, 2002, p. 2). Bass (1990) reviewed more than 3,000 studies on leadership and claimed the precise nature of leadership and its relationship to key criterion variables such as subordinate satisfaction, commitment, and performance is still uncertain. According to Bass (1990),

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Nothing is supposed to be as practical as a good theory, but nothing seems more impractical than a bad one; a theory may be good for one purpose and bad for another, for theory is supposed to be a way of trying to understand the facts. Unfortunately, leadership theories sometimes obscure the facts. Much effort then has to be expended in coping with obscurity. (p. 37)

Some progress has been made in probing the mysteries surrounding leadership, but many questions remain unanswered. Obviously, there is a lot of ground to cover.

### **Definitions of Leadership**

Researchers seem to disagree on the definition of leadership. Most of the disagreement stems from the fact that leadership is a complex phenomenon involving the leader, the followers, the situation, and the goals or objectives that are to be obtained. Some leadership researchers

have focused on the personality, physical traits, or behaviors of the leader while others have studied how aspects of the situation affect the leader's behavior. Some have even suggested that there is no such thing as leadership—the situation may have a much greater impact on whether the organization succeeds or fails than does any individual, including the leader (Meindl & Erlich, 1987). Thus, leadership researchers have defined leadership in many different ways:

- Leadership is “the behavior of an individual . . . directing the activities of a group toward a shared goal” (Hemphill & Coons, 1957, p. 57).
- “Leadership is exercised when persons . . . mobilize . . . institutional, political, psychological, and other resources to arouse, engage, and satisfy the motives of followers” (Burns, 1978, p. 18).
- Leadership is “the process of influencing the activities of an organized group toward goal achievement” (Rauch & Behling, 1984, p. 46).

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• Leadership “is the ability to step outside the culture . . . to start evolutionary change processes that are more adaptive” (Schein, 1992, p. 2).

• Leadership is “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization . . .” (House et al., 1999, p. 184).

Stogdill (1974) concluded that “there are almost as many definitions of leadership as there are persons who have attempted to define the concept” (p. 259). Although there are many and varied definitions of leadership, most reflect the assumption that it involves a process whereby a person intentionally influences others to voluntarily behave in such a way as to accomplish a goal or an objective and directs the organization in a way to make it more efficient and effective. Thus, three important points to consider are (1) leadership is a social influence process, and in order for it to occur, there must be a leader and a follower; (2) the action or behavior performed by the follower is voluntary as opposed to behavior that is performed due to formal authority or coercion; and (3) the result of leadership is follower behavior that is objective- or goal-oriented in an organizational environment. In simple terms, it is a process of influencing others toward achieving group goals.

Although there are differences and disagreement among researchers about the identification of leaders and leadership processes, much of the literature does indicate, however, that leadership has always been considered a prerequisite for organizational success. “Because no one yet has been able to demonstrate through research or logical argument that leadership ability is a handicap to a manager, we can state that all managers should ideally be leaders” (Robbins, 1994, p. 495). Nadler and Tushman (1990) provide further support by stating, “Given

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issues such as the increased capability afforded by enhanced communication technology and the rise of international business, leadership is more important now than ever before” (p. 77).

### **Transactional Leadership**

Transactional leadership occurs when leaders and followers are in some type of exchange relationship which satisfies needs for one or both parties. The exchange could be economic, political, or psychological in nature; and examples might include exchanging money for work, votes for political favors, and loyalty for consideration. Transactional leaders help organizations achieve their current objectives more efficiently by linking job performance to valued rewards or by ensuring that employees have the needed resources to get the job done (Avolio & Bass, 1988). Transactional leadership is very common but tends to be transitory in that there may be no enduring purpose to hold parties together once a transaction is made. Burns (1978) noted that while this type of leadership could be quite effective, it did not result in organizational or societal change and, instead, tended to perpetuate and legitimize the status quo. Thus, transactional leaders view management as a series of transactions in which they use their legitimate, reward, and coercive powers to give commands and exchange rewards for services rendered.

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### **Transformational Leadership**

The transformational process is currently the most popular leadership perspective (McShane & Von Glinow, 2005), and it moves beyond the more traditional transactional approach to leadership. Transformational leadership is related to charisma in that these leaders motivate people to transcend their personal interests for the sake of the larger community (Bass, 1985). It also produces levels of subordinate effort and performance that go beyond what would occur with a transactional approach alone (Robbins, 1994). Moreover, transformational leadership is more than charisma. While the purely charismatic leader may want followers to

adopt his or her world view and go no further, the transactional leader “will attempt to instill in followers the ability to question not only established views but eventually those established by the leader” (Avolio & Bass, 1990, p. 23).

According to Bennis and Nanus (1985) four skills are required in order for the transformational leader to be successful—(1) a strategic vision or a goal that elicits people’s attention; (2) an ability to successfully communicate that vision through words, manner, or symbolism; (3) the capacity to build trust by being consistent, dependable, and persistent; and (4) the capability of positive self-regard by striving for success (p. 27). The use of these skills builds

follower commitment and energizes them to adopt the leader’s vision as their own. They also perform their jobs better, engage in more organizational citizenship behaviors, and make better or more creative decisions (McShane & VonGlinow, 2005). Thus, transformational leadership “is closer to the prototype of leadership that people have in mind when they describe their ideal leader and is more likely to provide a role model with which subordinates want to identify” (Bass, 1990, p. 54).

### Summary

It is clear that leadership is a complicated phenomenon that is the subject of much debate and research over time. Perhaps “the importance of leadership is best expressed by Napoleon who quipped he would rather have an army of rabbits lead by a lion than an army of lions lead by a rabbit” (Bass, 1990, p. 6). There is evidence that the emergence and continued success of a leader is a complex function of his or her characteristics, the characteristics of his or her followers, and the characteristics of the situation. Some of the more important personal qualities of a leader seem to be high intelligence, need for power, energy level, charisma, and concern for his or her followers. Some autocratic leaders make all the decisions for their followers, whereas

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others take a supportive approach, working actively with followers to ensure that all group members have a chance to contribute to a task. According to the transactional model of leadership, the effectiveness of these different behaviors and decision styles is contingent on attributes of the followers and of the situation.

As a discipline, leadership faces new challenges. Leaders of the future will continue to face the obstacles of significantly changing organizations and environments. Some of these changes include the transformation of the American economy from one based upon industrialization to one based upon knowledge and the challenge of other economies—in particular, the Chinese and the others of the Pacific Rim. The accelerating trend toward positioning organizations to be more competitive in a global environment will be a primary contributor to the need for organizational leadership in the future. Another challenge is the new role of leaders, managers, and management itself as more women, Hispanics, African Americans, other minorities, and workers with different expectations enter the workforce.

Future leaders who think intelligently and creatively, empower and treat employees as their organizations' most important resources, and adapt to the changing conditions of an increasingly fluid environment will ensure their survival and success. As a result, the issue of leadership will no doubt receive more attention from researchers. It is certain that more research is needed to develop insights about how to be a successful leader.

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