

AN INTRODUCTION TO WRITING USING APA STYLE

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In addition to putting forth your own ideas, there are **two** related tasks that you need to do when writing a paper:

1. Credit the sources of the ideas that appear in your paper, whether you capture the ideas in your own words or use direct quotations, and
2. Create a reference list of all the sources used in your paper.



When you indicate that you have used someone else's work, you are creating a *citation*. There are two types of citations—those that appear in the body of your paper and those that appear in a reference list at the end of your paper.

PURPOSE OF THIS GUIDE

This guide will help you to do **three** things:

1. Cite references in the body of your paper.
2. Create reference citations.
3. Arrange these citations in a reference list.

There are several styles for referencing sources of information in a written document. The style that is described in the *Publication Manual of the American Psychological Association* (2001), known here as the *APA Manual*, is used as a guide in many of the social sciences. The fifth edition, published in 2001, is the most recent update of this manual.

If APA style is new to you, it can seem overwhelming. This guide is intended to help you navigate your way through the *APA Manual* and write successfully using APA style. Examples used throughout this guide will help you to gain an understanding of using APA style to create citations.

An Important Distinction

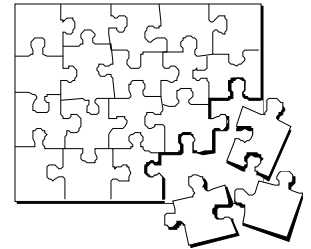
The *APA Manual* distinguishes between a *final copy* and one that is prepared for publication. Keep in mind that the manual is designed primarily as a publication style manual. Manuscripts prepared for publication are not final because they will go through an editing process during which changes are made. Once accepted for publication, a manuscript will be typeset and appear in a journal or book. However, along with theses and dissertations, **a class paper is considered a final copy** (see *APA Manual*, Chapter 6). This distinction is important when formatting your document. The format exceptions for papers, theses, and dissertations improve the appearance of the final documents and make them more readable.

Final copies are formatted in the following way:

- Use *hanging indents* for reference citations (see 5th edition, Chapter 4).
- *Italic* typeface may be substituted for underlining (as in titles of books and journals, or when italics are added for emphasis).
- *Double spacing* is used except where single spacing improves readability, as in long quotations (40 words and more), table titles and headings, and reference citations (but use a double space *between* citations).
- The right *margin* may be *justified* and hyphenated, whereas in manuscripts for publication the left margin is justified (it lines up evenly) and the right margin is uneven. You may use either left justification or full justification for a class paper. Left justification is generally considered easier on the eye to read. Full justification creates some unnatural spacing between words.
- Figures, tables, and footnotes appear in the text on the page where they are referenced, rather than at the end of the document. A table or a figure is placed after it is referenced in the text.

Other Format Considerations:

- For a paper, use one-inch margins on all sides (APA, 5th edition, p. 286). Binding (e.g., for a thesis and dissertation) requires a 1 ½-inch left margin.
- Indent paragraphs 5 spaces or ½ inch (APA, 5th edition, p. 289).
- Use one space after punctuation (APA, 5th edition, pp. 290-291), except when in an abbreviation (i.e., U.S.), where no space is used.
- Start the reference list on a new page with the heading “References” (APA, 5th edition, p. 299).



PUTTING THE APA PUZZLE TOGETHER

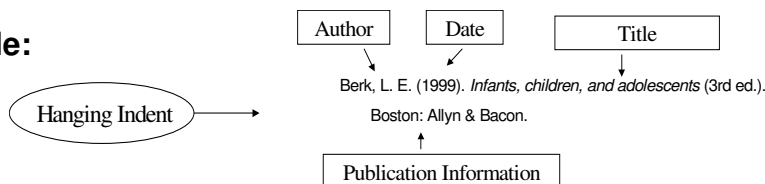
Think of an APA reference citation as a puzzle. There are **four** parts to this puzzle.

The four parts of the APA puzzle:

1. **Author** - *who* wrote it?
2. **Date** - *when* did they write it?
3. **Title** - *what* did they write?
4. **Publication information** - *where* can I find it?

Look for this information whenever you are reading. You won't find it listed in the above order on the publication, but this is the order you will use to create reference citations—that's why it's like a puzzle. The information is there, but it's up to you to put it together correctly. The remainder of this guide will help you to put these pieces of the puzzle together as prescribed by APA style. Following this format will help you to be consistent in how you reference your paper. Examples are provided to help you see how the pieces fit together.

Example:



PART 1: REFERENCE CITATIONS IN TEXT

Purposes of a Reference Citation

When you are writing a paper, you need to credit the sources of the ideas that appear in your paper. Citing an author's work in the text accomplishes **three** purposes:

1. It documents your work,
2. It briefly identifies the sources for readers, and
3. It enables readers to locate the source of information when referring to your reference list.



When to Use a Citation

Part of developing your ideas in a paper is to report what others have done or learned about the issue you are studying. There are **two** ways that you will use sources in your writing:

1. **Paraphrase and summarize** - When you mention other people's *ideas* or *theories* in your work, attribute the ideas to their source.
2. **Direct quotation** - When you use other people's *words*, you must give them credit. Either place them in quotation marks or use a block quotation, depending on the length of the quotation. You can usually use a brief string (two or three words) of your source's writing without using quotation marks. Use quotation marks, however, if one of the words is a technical term or shows a unique way of wording something that you would not have arrived at on your own.

Which Pieces of the Puzzle Do I Need Here?

APA style uses the **author-date** method of citation; that is, the last name of the author and the year of publication are inserted in the text at the appropriate point. These two pieces of the puzzle appear in the body of your paper. A third piece of information, page number (or numbers), is required for direct quotations. Providing the author and date provides enough information for the reader, who can then refer to your reference list to find the complete citation and locate the original work.

Some exceptions to using page numbers for direct quotations from electronic publications now exist. Many electronic sources do not provide page numbers, unless they are PDF reproductions of printed material. If paragraph numbers are visible, use them in place of page numbers. Use the ¶ symbol or the abbreviation "para." (APA, 5th edition, p. 120). If the document has headings, they may be used, along with the paragraph symbol and number. In some cases, when no page or paragraph numbers are visible, and headings are either not provided or too confusing or unwieldy to use, you may omit page numbers.

Parentheses are used to separate the author and/or date when this information is not part of the flow of your writing. The following examples show several ways to reference the work of others in your writing.

USING THE AUTHOR-DATE METHOD

There are **four** ways that the author's name and date may appear in your writing. You may use all four methods at some point in your writing. You can use these different methods to keep your writing interesting and to give emphasis to particular aspects of your sources. In the examples that follow, four

different ways of communicating the same basic information are given. Look for how the author and date appear in each example.

Note: No matter which way you choose to incorporate the information from the source, it doesn't change the way you create the citation for your reference list at the end of your paper.

1. **Both the author and year may appear in the text.** In this example, no parentheses are used. No further reference is needed in the text, but it will be included in the reference list (APA, 5th edition, pp. 207-208).

Example 1

Author

In his 1986 study, Steinberg expanded the idea of latchkey ecology to include the location and the degree of supervision of the after-school activities. He found that the further early adolescents were removed from supervision, the more likely they were to respond to peer pressure to engage in undesirable behavior.

2. **Just the author's name may appear in the text.** In this case, the year of publication appears in parentheses (APA, 5th edition, p. 207).

Example 2

Rather than a simple comparison of whether children are supervised or unsupervised, Steinberg (1986) expanded the idea of latchkey ecology to include the location and the degree of supervision of after-school activities. He found that

3. **You may paraphrase** to capture the ideas of an author without mentioning the name or date in the sentence. In this case, include both the author's name and the date as in parentheses (APA, 5th edition, p. 207).

Example 3

Factors such as the location of the after-school activities (i.e., at home, at a neighbor's house, or in the neighborhood) and the degree of supervision (whether an adult is present and whether the child's whereabouts are known and monitored) may account for differences among children (Steinberg, 1986).

4. **You may quote** the author directly. A direct quotation includes the page number in parentheses at the end of the quotation (APA, 5th edition, p. 117).

Example 4

It is important in an ecological analysis to consider not just whether children are in self-care situations, but under *what conditions* self-care may be problematic. As Steinberg (1986) pointed out, "not all self-care situations are alike, and, as a result, all children in self-care are not affected by the experience in identical ways" (p. 433).

Reference

Steinberg, L. (1986). Latchkey children and susceptibility to peer pressure: An ecological analysis. *Developmental Psychology, 22*, 433-439.

MORE ABOUT QUOTATIONS (APA, 5th edition, pp. 117-121)

- How you format the quote depends on its *length*.
- Quotes *under 40 words* are set off by quotation marks. The parentheses enclosing the citation are used after the quotation marks, and the parentheses are followed by a period, indicating the end of the sentence.

Example 5

According to Garbarino (1982), the systems in the community “enhance development when they make life easier for parents and undermine development when they make life harder for parents” (p. 43).

Example 6

While the need remains for additional research on latchkey children and school-age child care, the results to-date suggest that communities must be prepared to address the needs of school-age children and families. “Ultimately, good school-age child care must be understood as both a mediating influence that may prevent damage and as an investment in the well-being of children and their families” (Seligson & Coltin, 1991, p. 2).

- Quotes that are *40 words and over* (*block quote*) are indented from the left margin and single spaced versus the double-spaced text. Quotation marks are *not* used in a block quote. The page number is *after* the period that ends the sentence.

Example 7

As Seligson and Fink (1988) described:

Good programs are neither an extension of the school day nor custodial programs which merely keep children out of harm’s way. Rather, they provide children with a comfortable environment and a great deal of freedom to move and choose activities. (p. 2)

Modifying a Quotation

- **You can modify a quotation, but there are certain things you must do as a result . . .** There are *three* ways that you can take some *editorial license* with a direct quote to make it flow with the rest of your thoughts.
 1. **Add words** - Use **brackets** (*not* parentheses) to set apart any connecting words you add to the quote.
 2. **Omit words** - An omission of words or paragraphs from a quotation is called an *ellipsis*. Indicate any omissions with three *ellipsis dots* (three dots, each dot separated with a space, . . .). If the ellipsis indicates an omission between two sentences, use four dots—one dot is the period ending the sentence (APA, 5th edition, pp. 119-120).

Example 8

In their review of quality criteria for school-age child care programs, the staff of Project Home Safe (Albrecht, 1991) suggested revisions to accreditation standards of the National Academy of Early Childhood Programs. Because they recognized “that some of the programs . . . serve children who are older than age 8 . . . , revisions [were sought] that would address the needs of older school-agers” (p. viii).

3. **Emphasize words** - You may *emphasize* something in a direct quotation by adding italics, but you must take credit for adding the emphasis (APA, 5th edition, pp. 119-120). The words “italics added” appear in brackets to indicate that *you* have added the emphasis.

Example 9

In a classification called “informal after-school interest programs,” Zigler and Lang (1991) listed libraries, park and recreation departments, school districts, and other organizations as those that may provide programs for children. They distinguished these activities from child care programs in the following way:

Typically, activities are not offered daily and are optional. Parental permission and registration may be required . . . or they may be offered on a drop-in basis. . . . This form of after-school experience cannot be labeled child care. The purpose of such activities is recreation for children who share a common interest, *not to provide supervision for children during after-school hours* [italics added]. (p. 132)

Note: If something is italicized in the original quote, you would also italicize it. In this case, it is the author, not you, who has added the emphasis. You would not add the brackets and the words “italics added” because *you* did not add the emphasis.

A TEXT-ONLY CITATION: PERSONAL COMMUNICATION

Personal communications may be letters, memos, electronic communications (e-mail messages), telephone conversations, and so forth. Because they do not provide recoverable data (i.e., someone cannot go to the library or other readily available source to find them), personal communications are *not* included in the reference list. Cite personal communications in the **text only** (APA, 5th edition, p. 214).



Example 10

Riley (1991) described the efforts of communities in Wisconsin to collaborate to meet the needs of school-age children once child care needs were identified. In 1991-92 alone, local needs assessment projects led to the establishment of 32 new Wisconsin school-age child care programs serving 4,434 children (D. Riley, personal communication, October 16, 1992).

There are two sources cited above. While the complete reference for Riley (1991) would appear in the reference list, the letter from Riley dated October 16, 1992 appears as a text citation only, because it is a personal communication.

PART 2: PREPARING CITATIONS FOR A REFERENCE LIST

References cited in the text must appear in the reference list. Because one purpose of creating a reference list is to enable others to obtain and use the original sources, reference data must be complete and accurate. The general format and specific examples for references are given in the 5th edition in Chapter 4.

FOUR PARTS OF A REFERENCE CITATION

There are *four* basic parts to the reference citation. Each of these sections ends in a period and is followed by a space. Each entry in the reference citation contains the following elements:

- **Author:**

Put last name first, use initials for first and middle names, with each initial ending in a period. Multiple authors are separated by a comma, and an ampersand (&) is used between the two authors or between the last two names in the series. An editor's name may be used in the author's position.

- **Year of publication:** Put the year of publication in parentheses.

(2001, June).	Used for presentations at meetings and monthly publications (e.g., magazines, newsletters, newspapers)
(1994, February 28).	Daily and weekly publications
(in press).	Any work accepted for publication but not yet printed
(n.d.).	Work with no date available

- **Title:**

Capitalize only the first letter of the first word, the first letter of the first word in the subtitle (i.e., the word after a colon), and any proper names. Do not place quotation marks around titles.

The title portion of the citation may contain other identifying information which is put in parentheses—such as volume number or edition number of a book (e.g., 3rd ed.) or report number (e.g., Research Report #3).

- **Publication information:**

Varies, depending on whether the source is periodical (e.g., a journal) or non-periodical (e.g., a book); see specific examples.

In the following examples, only the part of the reference citation that requires additional explanation is discussed in more detail. The numbered example in the box shows how the complete citation would look. Note the placement of punctuation marks and capitalization in the example. **This guide presents the most commonly used examples. It is the writer's responsibility to consult the APA manual for other formats that not included here.**

FORMATTING REFERENCE CITATIONS

1. Use a *hanging indent* to format your reference citations. In a hanging indent, the first line is aligned with the left margin and subsequent lines are indented. Most word processing programs have a hanging indent function.
2. The authors decide the order of authorship. Therefore, do not change the order in which the authors are listed. While you will arrange your reference list alphabetically (see Part 3 of this guide), the authors of a particular article or book determine the order in which they appear in their publication. For example, for a book written by Lee Isaacson and Duane Brown, you would list the authors as “Isaacson, L., & Brown, D.” even though “B” comes before “I” in the alphabet.

PERIODICALS - items published on a regular or recurring basis (APA, 5th edition, pp. 239-247)

Journal Articles

Example 11

Steinberg, L. (1986). Latchkey children and susceptibility to peer pressure: An ecological analysis. *Developmental Psychology*, 22, 433-439.

Example 12

Todd, C. M., Albrecht, K. M., & Coleman, M. (1990). School-age child care: A continuum of options. *Journal of Home Economics*, 82(1), 46-52.

Note on Publication Information for Journal Articles:

The name of the journal is in italics with leading caps on all major words (do not capitalize words like *the* or *a* unless they are the first word in the title or subtitle).

Put the volume number in italics. Volume number is followed by the issue number (in parentheses) only when each issue starts with page 1 (as in Example #12). If you are not sure the pages in the journal are continuous or start with page one in the next issue, include the issue number.

Volume is followed by the page numbers.

Newspapers

Example 13

Hrynik, J. (1996, December 9). Kids learn about far-off continent in school project. *State News*, p. 7A.

Note on Author/Title for Newspaper Articles: If the article has no author, alphabetize articles with no author by the first significant word of the title. In the text citation, use a short title, in quotes, and the date (e.g., “Kids Learn,” 1996).

Note on Date for Newspaper Articles: The year appears first, followed by a comma. After the comma, include the month and day.

Note on Publication Information for Newspaper Articles: Use “p.” or “pp.” before the page number(s). Include the letter of section if applicable. Use a hyphen to show the page range. If pages are discontinuous, separate by a comma (e.g., pp. 1-4, 15).

Magazines

Example 14

Kantrowitz, B., & Wingert, P. (1989, April 17). How kids learn. *Newsweek*, 128, 50-56.

Note on Date for Magazine Articles: Include the complete date (monthly or weekly) in the order shown.

Note on Publication Information for Magazine Articles: Give the volume number.

NON-PERIODICALS

Books (APA, 5th edition, 248-255)

Entire Book

Example 15

Zigler, E. F., & Lang, M. E. (1991). *Child care choices: Balancing the needs of children, families, and society*. New York: Free Press.

Example 16

Bee, H. (1992). *The developing child* (6th ed.). New York: HarperCollins.

Note on Title for Books: In italics.

Note on Title for Books-with more than one edition: When there is more than one edition of the book, the edition number appears in parentheses after the title, as in Example #16. Some books might say “revised edition” instead of giving a number.

Note on Publication Information for Books: List place of publication (city and state). Use the two-letter postal code for the state (no periods). The state is not necessary when the city is well known: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, and San Francisco are considered “well known.” Follow the location with a colon and a space, then list the name of the publisher. It is *not* necessary to include “company” or “incorporated,” but *do* include the words “press” and “books”; see the following example, Example #17.

Chapter in an Edited Book

Example 17

Bronfenbrenner, U., Moen, P., & Garbarino, J. (1984). Child, family, and community. In R. D. Parke (Ed.), *Review of Child Development Research* (Vol. 7, pp. 283-328). Chicago: University of Chicago Press.

Note on Author for Chapter in Edited Book: Start the reference with the *chapter* author.

Note on Title for Chapter in Edited Book: It is sometimes confusing because there are *two* titles: the chapter title and the book title. Consider the chapter title as the title, therefore, use the *chapter* title first. However, the chapter title is *not* italicized.

Additional Information

Think of the remainder of the information as additional publication information (it tells you where to find the chapter). After the title of the chapter, the word “In” precedes the names of the book’s editor(s). Because the editor’s name is not in the author position, the name is not inverted. The initials and last name are given. Use the abbreviation Ed. or Eds. (for multiple editors) in parentheses after the surname to identify the editor. This is followed by a comma, and then the title of the book. The *book’s* title is italicized. The page numbers of the chapter appear in parentheses after the book’s title, followed by “p.” for a single page or “pp.” for more than one page and then the page number(s). If there is a volume number, that is, the book is part of a series (as in Example #17), that number is included in the parentheses with the page number (APA, 5th edition, pp. 229-230).

Publications with No Author Given:

Corporate author

Example 18

Children’s Defense Fund. (1987). *Opportunities for prevention: Building after-school and summer programs for young adolescents*. Washington, DC: Author.

Note on Corporate Author: Occasionally a work will have as its author an agency, association, or institution. When the author is an agency, association, or institution this is called a *corporate author*. Use the first significant word of the name (exclude *a* and *the*) for the corporate author. Use full official names, not abbreviations.

Note on Publication Information for Corporate Author: When the author is also the publisher, use the word “Author” after the place of publication. This signifies that the author is also the publisher.

No author

Example 19

Survey of Principals Finds Need for In-School Care. (1990). *Children Today*, 19(3), 2.

In some cases, there is no author listed. If there is *no author*, the title moves to the author position, and the entry is alphabetized by the first significant work of the title (exclude *a* and *the*). In the text a shortened title is used; this example would be cited as (“Survey of Principals,” 1990). This is different from “anonymous.”

ELECTRONIC MEDIA - ON-LINE SOURCES

Use of electronic media is growing as a source of up-to-date information. As with any published reference, the goals are to credit the source and enable the reader to find the material. You want to be particularly careful to use credible sources from electronic media just as you would with print media.

The APA website is the source of up-to-date information about citations for electronic media: <http://www.apastyle.org/elecref.html>. Writers are advised to check this source regularly for updates. Any updates posted at the above website supercede information in this guide.

The basic format is as follows:

Author. (Date). *Title*. Publication information (e.g., Journal title, volume or City, State: Publisher). Retrieved from URL

Note that there is **no period** at the end of the citation (after the URL).

E-mail communications from **individuals** are cited as personal communication (see p.6 of this guide, Example #10). Remember that personal communications are not cited in the reference list.



To direct readers to an entire Web site (but not a specific document on the site), it is sufficient to give the address of the site in the text (and it does not need to be included in the reference list).

Follow the **author-date** format described in the *APA Manual* for citations and quotations in text.

For **quotations**, give the page numbers (or paragraph numbers) if they are available. ¶ is the symbol for paragraph, or substitute “para.” if needed. This information is not always available, see p.3 of the guide.

Publication Available from a Web Site

Example 20

Quinn, J. (1999). Where need meets opportunity: Youth development programs for early teens. *The Future of Children*, 9(2), 96-116. Retrieved April 2, 2005, from http://www.futureofchildren.org/usr_doc/vol9no2Art9done.pdf

PART 3: CREATING A REFERENCE LIST

The reference list for your paper should contain only the works that you have cited in your paper; that is, the text and the reference list must agree with each other. A reference list is not the same as a *bibliography*, which may contain a list of all (or many) works on a subject. You may have heard those words referred to interchangeably, but the *APA Manual* differentiates between the two.

FORMATTING YOUR REFERENCE LIST

Format your reference list in the following way:

1. Start on a new page with the heading *References*.
2. Use a hanging indent.
3. Single space the entry itself.
4. Double space between the entries.
5. No matter how many times you have cited it in the body of your paper, each source appears only once in a reference list.



Two rules of thumb apply when constructing a reference list:

1. **Alphabetical** - The general rule is to arrange entries in *alphabetical order* by the last name of the author, or the last name of the first author when there are multiple authors.
2. **Chronological** - References to works with the same author(s) are presented *chronologically*, with the earliest publications first.

The following section illustrates specific examples of the alphabetical and chronological arrangement of the reference list format.

1. **When there is more than one work by the same author:** arrange by year of publication with the earliest year first.

Example 21: Bronfenbrenner's 1979 book comes before his 1986 article.

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. New York: Cambridge University Press.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*, 723-742.

2. **When the entry has more than one author:**

•Single author entries precede multiple author entries.

Example 22: "Garbarino" comes before "Garbarino & Kostelny."

Garbarino, J. (1992). The meaning of poverty in the world of children. *American Behavioral Scientist, 35*(3), 220-237.

Garbarino, J., & Kostelny, K. (1993). Neighborhood and community influences on parenting. In T. Luster & L. Okagaki (Eds.), *Parenting: An ecological perspective* (pp. 203-226). Hillsdale, NJ: Erlbaum.

•References with the same first author and different second or subsequent authors are arranged alphabetically by the last name of the second author or subsequent authors.

Example 23: Continuing from the two references in Example #22, the following reference for “Garbarino and Sherman” follows “Garbarino and Kostelny,” based on the *second* author’s name.

Garbarino, J. (1992). The meaning of poverty in the world of children. *American Behavioral Scientist*, 35(3), 220-237.

Garbarino, J., & Kostelny, K. (1993). Neighborhood and community influences on parenting. In T. Luster & L. Okagaki (Eds.), *Parenting: An ecological perspective* (pp. 203-226). Hillsdale, NJ: Erlbaum.

Garbarino, J., & Sherman, D. (1980). High-risk neighborhoods and high-risk families: The human ecology of child maltreatment. *Child Development*, 51, 188-198.

3. **When two works have the same author(s) and were written the same year:** When you have used two or more works by an author that were written in the same year, a letter is inserted after the year to distinguish them from each other (otherwise, when cited in text with only author and date, they would be the same and you do not know which source is being referred to). They are alphabetized by title, unless it is clear when they were written (e.g., one report written in February and another in August). When you designate a reference with a letter it is *specific to the paper*. If you were to write a paper that included one of these references and not the other, the year is all that is needed (see Examples #24 and #25 below).

Example 24

Galambos, N. L., & Maggs, J. L. (1991a). Children in self-care: Facts, figures, and fiction. In J. V. Lerner & N. L. Galambos (Eds.), *Employed mothers and their children* (pp. 131-157). New York: Garland.

Galambos, N. L., & Maggs, J. L. (1991b). Out of school care of young adolescents and self-reported behavior. *Developmental Psychology*, 27, 644-655.

PUTTING IT ALL TOGETHER: Example #25

For example, let’s say that we used sources from Examples #20, #21, and #24 to write a paper. Here’s how a completed reference list would look at the end of that paper.

References

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. New York: Cambridge University Press.

Galambos, N. L., & Maggs, J. L. (1991). Children in self-care: Facts, figures, and fiction. In J. V. Lerner & N. L. Galambos (Eds.), *Employed mothers and their children* (pp. 131-157). New York: Garland.

Quinn, J. (1999). Where need meets opportunity: Youth development programs for early teens. *The Future of Children*, 9(2), 96-116. Retrieved April 2, 2005, from http://www.futureofchildren.org/usr_doc/vol9no2Art9done.pdf