

# CHAPTER 8: APA STYLE TUTORIAL

## ***Communication Essentials for College* by Jen Booth, Emily Cramer & Amanda Quibell**

- 8.1 – Why Do We Cite?
- 8.2 – Exploring Source Types
- 8.3 – Source Type: Journal Article Cues
- 8.4 – Source Type: Trade Publication Cues
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- 8.9 – What is a Reference List Citation?
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(<https://ecampusontario.pressbooks.pub/gccomm/>) to access the complete book,  
interactive activities and ancillary resources.

## 8.1 - WHY DO WE CITE?

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### Learning Objective

After completing this chapter, you will be able to:

- Identify why using citations is important.

It's important to understand why citations are a fundamental part of any research assignment, aside from being a requirement. A citation is a reference to a source that contains key pieces of information about that source in order to find them.

**The following are 3 key reasons why citing is important.**

### Reason 1: For Scholarly Communication

By reading, analyzing, and including scholarly sources in your assignments, you are contributing to and participating in scholarly communication!

You grow in your understanding of a field of study by learning from its subject experts.

### Reason 2: To Give Credit and Show Professionalism

This is key for showing professionalism and evidence in your paper.

You will mainly use scholarly and professional sources as evidence to support your research and give credit to their findings. Citations allow others (and you!) to find the sources used in your paper to learn more about them.

## Reason 3: To Avoid Plagiarism

Watch this short video to learn about plagiarism and how to avoid it.

Watch What is APA? on YouTube (3 mins) (<https://youtu.be/1oj3ngPYBRU>)

### Key Takeaways

The main reasons why we cite are to:

1. Participate in scholarly communication,
2. Give credit to our sources,
3. Avoid plagiarism.

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## Attributions & References

This chapter (images, text & video) is adapted from “Why do we cite? (<https://openeducationalberta.ca/introapatutorial7/chapter/chapter-1/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License

## 8.2 - EXPLORING SOURCE TYPES

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### Learning Objective

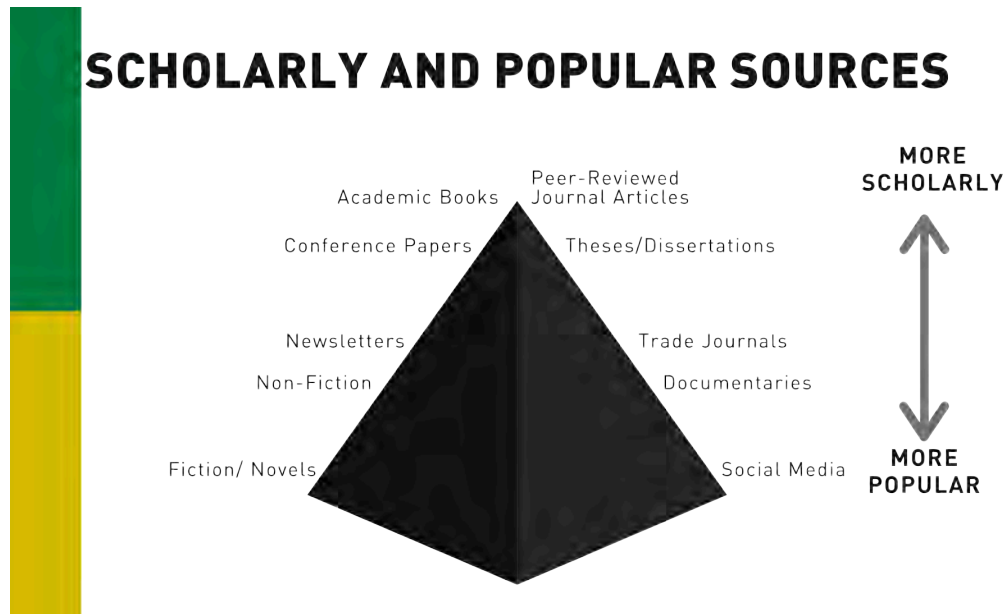
After completing this chapter, you will be able to:

- Recognize cues within sources to identify their source type.

To identify the correct APA citation elements needed for your reference list citation, you first need to know what type of source you have. Looking at a source's visual cues and descriptions from a library catalogue or database can help you figure this out.

Now that so many sources are online, it can be a bit confusing figuring out a source's type. To help, we will go through some examples of source types and cues to look for together.

## SCHOLARLY AND POPULAR SOURCES



In the pyramid, examples are displayed on either side of the pyramid and an arrow on the right hand side is labelled more popular at the base of the pyramid and more scholarly at the top. Peer-reviewed journal articles, academic books, conference papers, and theses and dissertations are at the top; trade journals, newsletters, non-fiction, documentaries, fiction/novels and social media are at the bottom or widest part of the pyramid.

### Attribution & References

This chapter is adapted from “Exploring Source Types (<https://openeducationalberta.ca/introapatutorial7/chapter/exploring-source-types/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License. / Adaptations include adjustment of alternate text and CC license updates.


## 8.3 - SOURCE TYPE: JOURNAL ARTICLE CUES

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### Learning Objective

After completing this chapter, you will be able to:

- Recognize cues within scholarly journal articles, such as name of journal, volume & issue number, author names, and abstracts.

In the following source type examples, examine the different sources and click on the  symbol to learn about each cue that helps identify a source's type.

First, we will examine a scholarly journal article.

### Explore: A scholarly journal article found in the Library database

**Explore: A scholarly journal article found in the Library database (Text version)**



A scholarly article found in library database search results.

The record in the library database search results displays the following information:

**Name of the article:** “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education. Click on the title of the article to view more information about the resource, a brief description of the work, and options to access, save or email the article.

**Expert Authors:** Nancy van Groll and Heather Fraser

**Journal information:** Journal of childhood studies (Prospect Bay), 2022, p.47-53. Peer reviewed. Open Access.

**Access options:** Click Get PDF to access the whole article in PDF format. Click Available Online for other access options.


**Activity Source: “Source Type: Journal Article Cues”** In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, used under CC BY-NC-SA 4.0 . / Screenshot of peer-reviewed journal article updated. Article displayed: Van Groll, & Fraser, H. (2022). “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education. *Journal of Childhood Studies (Prospect Bay)*, 47–53. <https://doi.org/10.18357/jcs202219894> , licensed under CC BY-NC. Screenshot of Primo database is used under Fair Dealing.

## Explore: First page of a scholarly journal article

**Explore: First page of a scholarly journal article (text version)**




## “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education

Nancy van Groll and Heather Fraser 

Nancy van Groll is an instructor in the School of Education and Childhood Studies and a pedagogist at ECEBC (Early Childhood Educators of British Columbia) living, working, and learning on the unceded Coast Salish territories of the seilwitulh (Tseil-Waututh), sl̓w̓xw̓7mesh (Squamish), and x̓m̓əθk̓əy̓əm (Musqueam) Nations. In her writing, research, teaching, and advocacy, Nancy pays attention to lively relations and activates slow, situated, and spiralling pedagogical projects with(in) 21<sup>st</sup>-century contexts. Email: nancyvangroll@capilano.ca

Heather Fraser is a forest educator and the owner of Saplings Outdoor Programs, located on the traditional territories of Coast Salish peoples, including seilwitulh (Tseil-Waututh), sl̓w̓xw̓7mesh (Squamish), and x̓m̓əθk̓əy̓əm (Musqueam) Nations. Her passionate advocacy focuses on working with young children in outdoor contexts as they develop responsive relationships with place.

 *The frictions of living and learning in times of climate precarity, global unrest, and uncertainty require educators to consider the ways we can collectively engage in speculative pedagogies that respond to the complex, coinherited common world(s) we inhabit. This conceptual and practice-based paper considers the way early childhood education is implicated in ongoing settler colonialism. It aims to notice, generate, and stay with the trouble of stories that disrupt and unsettle the extractive and colonial dialogues about the forest as a resource and pedagogical tool.*

**Key words:** forest pedagogies; climate precarity; early childhood education; settler colonialism

Human relationships with old-growth forests saw an increase in public attention and concern in 2021, with news cycles dominated by an extremely active forest fire season in western North America (CBC News, 2021), historic old-growth logging protests (McKeen, 2021) and a landmark call to action by the Intergovernmental Panel on Climate Change (IPCC; 2021). In these times of climate precarity and uncertainty, educators, instructors, pedagogists, and researchers who work, think, and engage with young children in settler colonial contexts are compelled to engage in speculative pedagogical processes that respond to the complex worlds that are coinherited, coconstructed, and coinhabited by human and more-than-human communities. In this conceptual and practice-based paper we consider the ways early childhood education is implicated in and reproduces ongoing

systems of settler colonialism. We aim to notice, generate, and “stay with the trouble” (Haraway, 2016) of stories that disrupt and unsettle colonial dialogues that often reverberate within forest pedagogies. According to Donna Haraway (2016), troubles are tensions, complexities, or knots that challenge us to “stir up potent response” (p. 1) in our pedagogical practice. We see troubles as generative entry points for resisting taken-for-granted practices in early childhood education and for speculating about how we might be able to activate new ways of living well together (Government of British Columbia, 2019). Throughout this piece, we respond to a series of everyday moments that occurred in a forest-based early learning program (forest school) that operates out of a municipal park on unceded Coast Salish territory (land colonially known as coastal British Columbia (BC), Canada). The narrative below illustrates the complicated and, at times, troubling relations between children, educators, and place. As we think carefully with these happenings, we take up David Greenwood’s (2016) invitation to pay attention to the paradoxical nature of place as both a concept and a relationship. We see place as meeting ground and contact zone (the collision of conflicting values, discourses, logics, and practices) that locates us within the past, present, and future of settler colonial contexts (Greenwood, 2016).

**Image Source:** “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education by Nancy van Groll and Heather Fraser, CC BY-NC 4.0

**Name of the Journal:** Journal of Childhood Studies

**Expert Authors:** Nancy van Groll and Heather Fraser

**Abstract:** The frictions of living and learning in times of climate precarity, global unrest, and uncertainty require educators to consider the ways we can collectively engage in speculative pedagogies that respond to the complex, coinherited common world(s) we inhabit. >This conceptual and practice-based paper considers the way early childhood education is implicated in ongoing settler colonialism. It aims to notice, generate, and stay with the trouble of stories that disrupt and unsettle the extractive and colonial dialogues about the forest as a resource and pedagogical tool

**Volume and Issue Number:** Vol. 47 No. 3

**Activity Source:** “Source Type: Journal Article Cues” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, used under CC BY-NC-SA 4.0 . / Screenshot of peer-reviewed journal article updated. **Article displayed:** Van Groll, & Fraser, H. (2022). “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education. *Journal of Childhood Studies (Prospect Bay)*, 47–53. <https://doi.org/10.18357/jcs202219894> , licensed under CC BY-NC.

## Source Type: Journal Article Cues

### Name of the journal

Journal articles are collected and published in scholarly journals. Often (but not always), the word “journal” in the scholarly journal’s name is a good indicator. Look for the name of the journal in the document header (top left or right corner of each page in the article), or document footer.

## Volume & Issue number

Volume and issue numbers are most commonly used with journal articles and scholarly journals. Look for these following the name of the journal and the date/year of publication, typically in the header or footer of the document. They may be written as: Volume 35, No. 3 or 35(3). The page numbers of the article are often located near the Volume and issue number.

## Expert authors

Articles are written by experts in their field who often have high levels of education and professional experience. Their experience may be included in the article. In journal articles, the author's names are often listed immediately under the article title.

## Abstract

Abstracts are usually found in journal articles and provide a summary of an article's research findings. Often this summary of the article will be found in the top half of the first page of the article. Some journals use a shaded box to make the abstract stand out from the rest of the text, and abstracts are usually labeled accordingly.

## More information found in the library database entry

If you're looking at journal articles in a library database, you can often find a marker that indicates that the material has been peer reviewed. It may be specifically stated, or you may also see the "source type" indicating a scholarly journal.

- **Peer reviewed:** Scholarly journal articles are peer-reviewed by subject experts. Peer-review indicators may be found in database or library catalogue descriptions or on the journal article (*article received, article accepted*).
  - **Source type:** Library catalogue and database descriptions often identify the source type of a work.
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## Attributions & References

- “Source Type: Journal Article Cues (<https://openeducationalberta.ca/introapatutorial7/chapter/journal-article-cues/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library , used under a CC BY-NC-SA 4.0 International License. / Adaptations include updates for accessibility and changed the journal example used to a CC licensed journal.
- Van Groll, & Fraser, H. (2022). “Watch Out for Their Home!”: Disrupting Extractive Forest Pedagogies in Early Childhood Education. *Journal of Childhood Studies (Prospect Bay)*, 47–53. <https://doi.org/10.18357/jcs202219894> , licensed under CC BY-NC

# 8.4 - SOURCE TYPE: TRADE PUBLICATION CUES

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## Learning Objective

After completing the activities in this chapter, you will be able to:

- identify a trade publication based on cues associated with this source type.

Examine the source and click on the  symbol to learn about each cue that helps to identify a trade publication.



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1112#h5p-18>*



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1112#h5p-19>*



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1112#h5p-20>*

## Source Type: Trade Publication Cues

### Graphics & Ads

Trade publications are generally more like popular magazines than scholarly journals

due to their use of graphics. Graphics are present on the cover, in articles illustrating their topic, and as advertisements geared towards the journal's audience.

## Specific focus

Trade journals and magazines are created for specific professional fields and contain articles that are generally written by professionals in that field.

## Discovering Trade Journals

Trade publications can be found in library databases and websites. This example (Teach) was found on the journal's website, but it is also found in multiple library databases.

## Professional Authors

Articles may have short descriptions of the author's credentials or no description is provided. These credentials may emphasize their professional experience rather than their academic experience. Authors are typically listed right after the title of the article. Occasionally, you might find the author's name at the end of an article or footer of the page (similar to a magazine).

## Short Articles & References

Trade publication articles are usually short, with few or no references cited, and focus on a specific topic within the profession (news, products, trends, professional practices, etc.). Authors are often experts in their field, but their articles are not peer-reviewed (i.e. scholarly). Articles may appear in a similar lay out to magazine articles, use more pictures and visual layouts than scholarly journal articles.

## Language used

Trade publications use simple language and specific terminology used within their specific field.

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## Attribution & References

- This chapter is adapted from “Source Type: Trade Publication Cues (<https://openeducationalberta.ca/introapatutorial7/chapter/journal-article-cues/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License
- Stone, A. (2020, January/February). The end of discipline in the classroom. *Teach*, 26-29. [https://issuu.com/teachmag/docs/teach\\_janfeb2020](https://issuu.com/teachmag/docs/teach_janfeb2020) . [Screenshots of trade publication article are used under Fair Dealing.]

## 8.5 - SOURCE TYPE: WEBPAGE CUES

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### Learning Objective

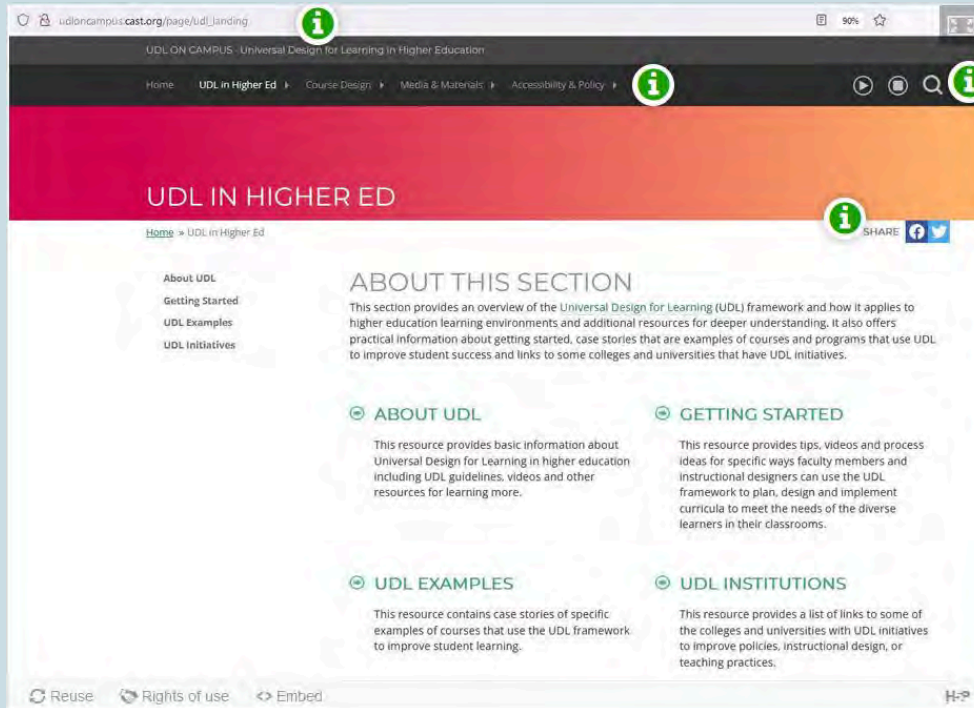
After completing the activities in this chapter, you'll be able to

- identify the source cues associated with webpages

Examine the source and click on the  symbol to learn about each cue that helps to identify a webpage.



## Explore: Identifying features of a webpage



Websites can be identified by visual markers such as a URL, search option, social media and website title.

**Image source:** Adapted from "UDL On Campus: UDL in Higher Ed by CAST, licensed under CC BY-SA 4.0

### Explore: Identifying features of a webpage (Text version)

**Title of webpage:** UDL in Higher Ed

**Web Address (URL):** [http://udloncampus.cast.org/page/udl\\_landing](http://udloncampus.cast.org/page/udl_landing)

**Search Option:** located at top of page after the navigation.

**Social Media Links:** this website links to facebook and twitter

**Activity source:** "Explore: Identifying features of a webpage" is adapted from "Source Type: Webpage Cues (<https://openeducationalberta.ca/introapatutorial7/chapter/website-cues/>)" In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License. / Modified to include updated screenshot of CC licensed page from same website.

## Source Type: Webpage Cues

### Web Address (URL)

This has a web address, so we know that it is a source found online.

### Tab-Style Navigation

Websites often use tabs to organize information within the website. Tabs are generally shown within a distinct colour band along the top of the page and may have drop-down menus.

### Search Box

Websites provide a search box to find specific topics or keywords on their webpages. This is often located in the top right corner of the screen.

### Social Media Links

Many websites and webpages include links to their social media accounts and options for sharing on your social media. Look for these to the left or right side of the webpage on your screen.

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## Attribution & References

- This chapter is adapted from “Source Type: Webpage Cues (<https://openeducationalberta.ca/introapatutorial7/chapter/website-cues/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License

## 8.6 - SOURCE TYPE: BOOK & EBOOK CUES

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### Learning Objective

After completing the activities in this chapter, you'll be able

- identify an eBook or book, based on the source cues.

Books and eBooks may be found through your college library's search feature and through web searches. Some books are available in multiple formats (online and in print) and some may be exclusively printed or online. The citation format for a book depends on its format and where you found it.

Examine the source and click on the  symbol to learn about each cue that helps to identify a Book or eBook.

## Explore: Book & eBook cues



Cover and title page image shows the book title, authors, and publication information. **Image source:** “Made with Creative Commons by Paul Stacey and Sarah Hinchliff Pearson, licensed under CC BY-SA 4.0

### Explore: Book & eBook Cues

**Title of book:** Made With Creative Commons

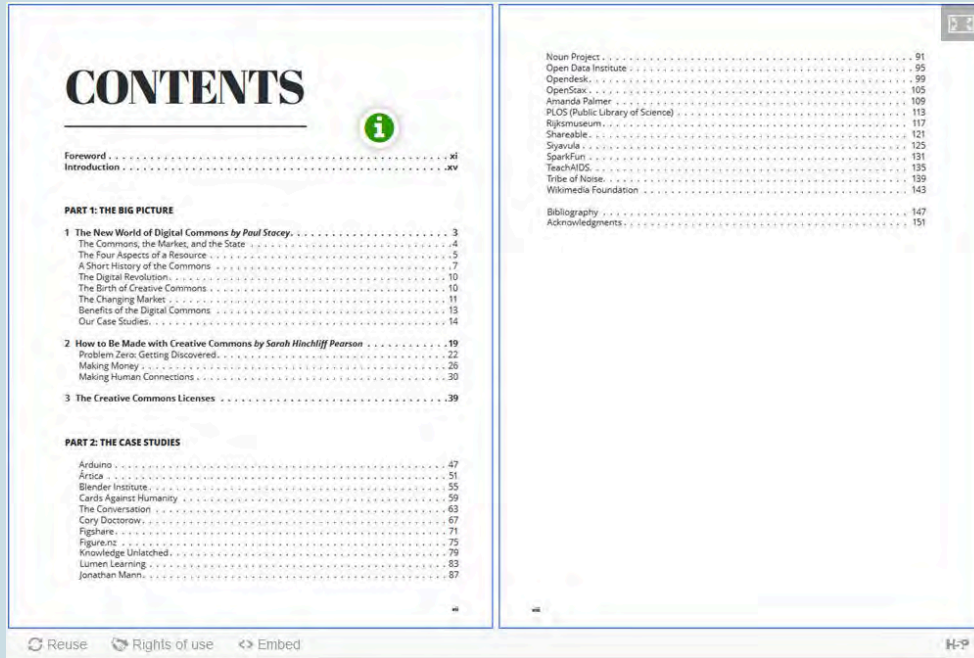
**Authors:** Paul Stacey & Sarah Hinchliff Pearson

**Edition:** This book is a first edition, so it doesn't have an edition number.

**Publisher:** Ctrl-Alt-Delete

**Activity source:** “Explore: Book & eBook Cues” is adapted from “Source Type: Book & eBook Cues (<https://openeducationalberta.ca/introapatutorial7/chapter/book-ebook-cues/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License. / Adapted to use a CC licensed book.

## Explore: Book & eBook Table of Contents/Index



The screenshot displays two pages of a book's table of contents. The left page is titled 'CONTENTS' and features a green information icon. It lists the following sections and page numbers:

- Foreword ..... xi
- Introduction ..... xv
- PART 1: THE BIG PICTURE**
- 1 The New World of Digital Commons by Paul Stacey ..... 3
  - The Commons, the Market, and the State ..... 4
  - The Four Aspects of a Resource ..... 5
  - A Short History of the Commons ..... 7
  - The Digital Revolution ..... 10
  - The Birth of Creative Commons ..... 10
  - The Changing Market ..... 11
  - Benefits of the Digital Commons ..... 13
  - Our Case Studies ..... 14
- 2 How to Be Made with Creative Commons by Sarah Hincliff Pearson ..... 19
  - Problem Zero: Getting Discovered ..... 22
  - Making Money ..... 26
  - Making Human Connections ..... 30
- 3 The Creative Commons Licenses ..... 39
- PART 2: THE CASE STUDIES**
- Arduino ..... 47
- Árca ..... 51
- Blender Institute ..... 55
- Cards Against Humanity ..... 59
- The Conversation ..... 63
- Cory Doctorow ..... 67
- Figshare ..... 71
- FigureIt! ..... 75
- Knowledge Unraveled ..... 79
- Lumen Learning ..... 83
- Jonsthen Mann ..... 87

The right page continues the table of contents with the following sections and page numbers:

- Noun Project ..... 91
- Open Data Institute ..... 95
- OpenStax ..... 99
- OpenStax ..... 105
- Amanda Palmer ..... 109
- PLOS (Public Library of Science) ..... 113
- Rightsmuseums ..... 117
- Shareable ..... 121
- Siyavula ..... 125
- SparkFun ..... 131
- TeachAIDS ..... 135
- Tribe of Noise ..... 139
- Wikimedia Foundation ..... 143
- Bibliography ..... 147
- Acknowledgments ..... 151

At the bottom of the left page, there are icons for 'Reuse', 'Rights of use', and 'Embed'. At the bottom of the right page, there is an 'H-P' logo.

Screenshot of a book's table of contents shows the book sections, front matter and back matter.

**Image source:**

“Made with Creative Commons by Paul Stacey and Sarah Hincliff Pearson, licensed under CC BY-SA 4.0

### Explore: Book & eBook Table of Contents/Index (Text version)

The table of contents serves as an index for this book. The book is organized into two parts (Part 1: The Big Picture and Part 2: The Case Studies), and each individual section is identified with a starting page number. The beginning of the book has a foreward and introduction, while the end of the book has a bibliography and acknowledgements section.

**Activity source:** “Explore: Book & eBook Tables of Contents/Index” is adapted from “Source Type: Book & eBook Cues (<https://openeducationalberta.ca/introapatutorial7/chapter/book-ebook-cues/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License. / Adapted to use a CC licensed book.

## Book & eBook Cues

### Authors & Editors

Books and eBooks can have authors, editors, or both. There may be one individual responsible for a work or multiple individuals. Authors and editors names are prominently displayed on the front cover of books, or the first page of an eBook document. Their names are often repeated throughout the book in the header or footer of the print book/or eBook file.

### Edition Statement

If a work has an edition, it is likely a book. Edition statements are usually found on the cover or title page. If the book is a first edition, there is usually no edition statement.

### Publisher

Books have a publisher responsible for their creation and distribution. Publisher information may be found on the cover, title page, or copyright page.

### Table of Contents

Books have a publisher responsible for their creation and distribution. Publisher information may be found on the cover, title page, or copyright page.

### Index & Appendices

Books have an index to help find the topic you're interested in. Appendices may also be included where supplementary material helps support the content.

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## Attribution & References

- This chapter is adapted from "Source Type: Book & eBook Cues (<https://openeducationalberta.ca/introapatutorial7/chapter/book-ebook-cues/>)" In

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## 8.8 - TWO TYPES OF CITATION

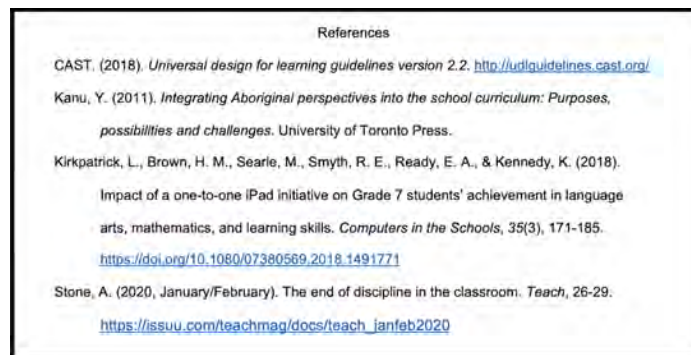
### Learning Objective

After completing this chapter, you will be able to:

- Create and format reference list citations in APA style.

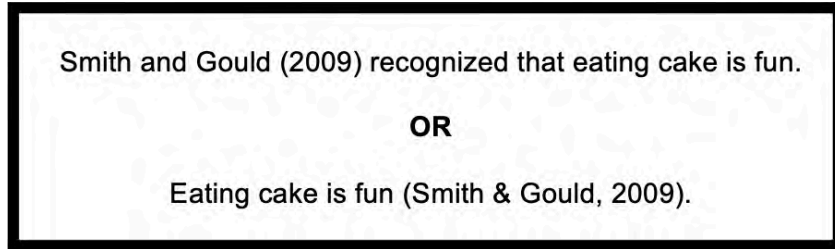
In APA Style, there are two parts to every citation: an in-text citation and a reference list citation.

Reference list citations are longer citations that provide enough information needed to describe and find your source again, physically or online.



The reference list page shows four reference examples from the previous source type section in alphabetical order.

In-text citations are the shortened form of a reference list citation where a source is credited in your paper. It has enough information to locate its matching reference citation.



The narrative example reads “Smith and Gould (2009) recognized that eating cake is fun. The parenthetical example reads “Eating cake is fun (Smith & Gould, 2009).”

We will discuss both of these separately first and then together later. First, we will discuss reference list citations.

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## Attribution & References

- This chapter is adapted from “Two Types of Citation (<https://openeducationalberta.ca/introapatutorial7/chapter/two-types-of-citation/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License / Minor updates for accessibility.
- “[Smith and Gould In-text Citation Example]” In *Intro to APA tutorials* by NorQuest College Library is adapted by Sarah Adams under CC BY-NC-SA 4.0 International / Border added and refocused.

# 8.9 - WHAT IS A REFERENCE LIST CITATION?

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## Learning Objective

- Identify the key elements of a reference list

Let's begin by discussing what a reference list is. A reference list is an alphabetized list located on a separate page at the end of your paper that lists all the reference citations for the sources used in your paper to support your research.

Each reference citation includes key elements referred to as the **Four W's**:

**The 4 W's:**

- **WHO:** The author(s) or creator(s) of the work
- **WHEN:** The date of publication of the work (year, month & day if needed)
- **WHAT:** The title of the article, webpage, or other work
- **WHERE:** The source location of the work (journal or newspaper name, book name, website name, etc)

Asking these 4 questions helps identify the key elements needed for a reference list citation. See media attributions at end of page for image licensing information.

**Watch APA references on YouTube (10 mins)** (<https://www.youtube.com/watch?v=bIgCu1O4UE0>)

You're not expected to memorize APA guidelines. Instead, use available resources (APA Quickguide and this tutorial) to help guide you. Over time you will become more comfortable with creating citations yourself.

Using APA resources to help create a reference citation is like using a recipe. The ingredients are the key pieces of information about a source (4Ws). If you're missing an ingredient, leave it out or substitute it.

Following a recipe's directions is like following a citation example. If you follow the directions and add the ingredients at the right point, then your recipe (i.e. your citation) will turn out!

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## Attribution & References

This chapter is adapted from "What is a Reference List Citation?" (<https://openeducationalberta.ca/introapatutorial7/chapter/what-is-a-reference-list/>)" In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License / Minor updates for accessibility, CC license notes.

# 8.10 - CREATING REFERENCE LIST CITATIONS

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## Learning Objective

- Apply the 4 W's for reference citations
- Identify the correct punctuation and font emphasis for the reference citations of different source types

Next, we will use the 4 W's to look at each reference citation for the works evaluated during the "Exploring Source Types" section. Pay close attention to the punctuation and font emphasis (italics) used for each source type.

### The 4 W's:

- **WHO:** The author(s) or creator(s) of the work
- **WHEN:** The date of publication of the work (year, month & day if needed)
- **WHAT:** The title of the article, webpage, or other work
- **WHERE:** The source location of the work (journal or newspaper name, book name, website name, etc)

## The 4W's



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1140#h5p-27>

### The 4W's (Text version)

Who: Author

- The first part of a reference citation is the author who may be one or more individuals, or a group (organization or government agency).
- To write the work's citation include each author's family name and initials **or** name of the group.

When: Date

- The second part is the date of the work in parentheses. Most works only include the year of publication, but some works are published more frequently.
- APA uses Year-First formatting, followed by Month, Day.

What: Title

- The third part is the title of the work in sentence-case. For books, this may also include an edition statement.
- For stand alone works that are not a part of another source, the title is *italicized*.
- For works that are a part of another source, the source is *italicized* and **not** the work.

Where: Source Location

- The final part is the source location. The information included here has the most variety because it's based on the source type of the work you are citing.

Check your Library to access your school's APA guide. Here's an example: Georgian College's APA Guide is a great resource to have on hand for creating reference citations.

**Activity Source:** "Creating Reference List Citations" In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License

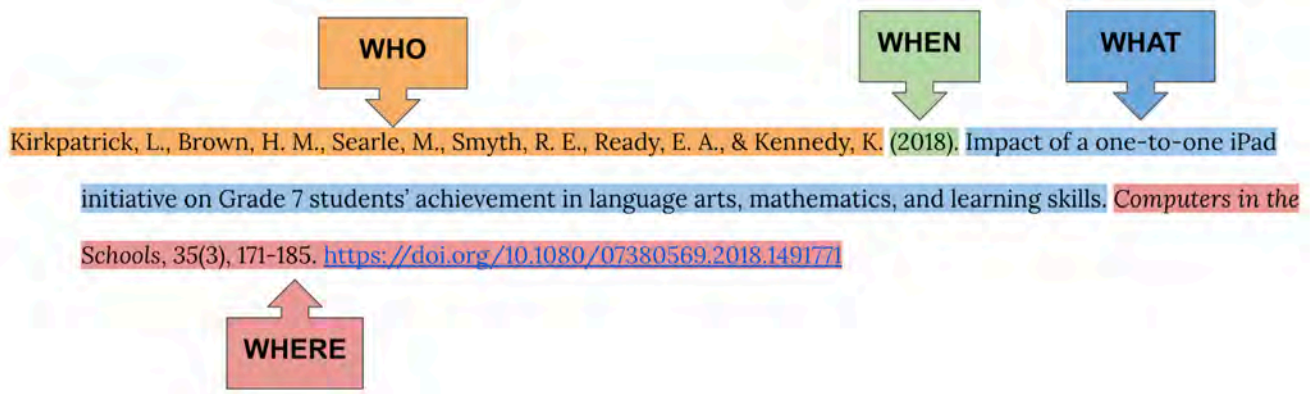


Figure 1. APA reference citation for a journal article with a DOI. **Citation:** Kirkpatrick, L., Brown, H. M., Searle, M., Smyth, R.E., Ready, E.A., & Kennedy, K. (2018). Impact of a one-to-one iPad initiative on Grade 7 students' achievement in language arts, mathematics, and learning skills. *Computers in the Schools*, 35(3), 171-185. <http://doi.org/10.1080/07380569.2018.1491771>

### Figure 1 (Text Version)

- **WHO/Author(s):** Kirkpatrick, L., Brown, H. M., Searle, M., Smyth, R. E., Ready, E. A., & Kennedy, K.
- **WHEN/Publication date:** (2018).
- **WHAT/Article title:** Impact of a one-to-one iPad initiative on Grade 7 students' achievement in language arts, mathematics, and learning skills.
- **WHERE/Journal name, volume/issue, page numbers & DOI:** *Computers in the Schools*, 35(3), 171-185. <https://doi.org/10.1080/07380569.2018.1491771>.

The example above is a typical reference citation for a journal article with a DOI.

- **Author:** is the Family name, Initials. for each author, with a comma in between, and ampersand before the last author.
    - Authors are always ordered as they appear on the work.
  - **Date:** is the publication date (Year) of the article.
  - **Title:** is in sentence-case, as are all titles of works cited in APA Style.
  - **Source location:** is the *Scholarly Journal Title* (in Title-Case and italics), *Volume* and Issue number, the article's page range, and hyperlinked DOI.
    - The article is part of a larger source (the scholarly journal), so the source is *italicized* and **not** the article.
-

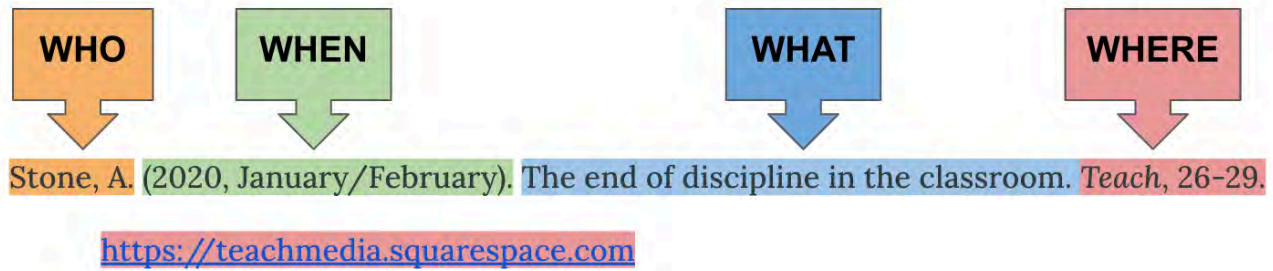


Figure 2. APA reference citation for a trade publication article. **Citation:** Stone, A. (2020, January/February). The end of discipline in the classroom. *Teach*, 26-29. <https://teachmedia.squarespace.com>

### Figure 2 (Text version)

- **Who/Author(s):** Stone, A.
- **When/Publication date:** (2020, January/February)
- **What/Article title:** The end of discipline in the classroom.
- **Where/Trade journal name, volume/issue, page numbers & URL:** *Teach*, 26-29. <https://teachmedia.squarespace.com>

The example above is an article in a trade publication accessed through its online version on a website.

- **Author:** the article's individual author.
  - **Date:** the journal's publication date, which follows Year-First format, followed by the seasonal publication date.
  - **Title:** the article title in sentence-case.
  - **Source location:** is the *Magazine's Title* (in Title-Case and italics), the article page range, and hyperlinked URL.
    - This example has no volume or issue numbers, so they are skipped.
-



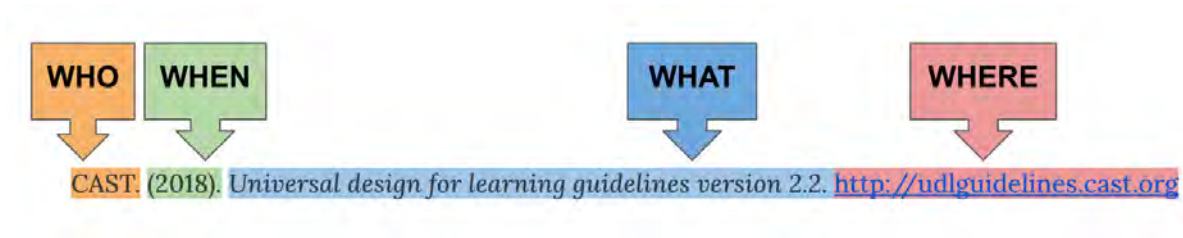


Figure 3. APA reference citation for a webpage with a group author that is the same as the website title. **Citation:** CAST. (2018). *Universal design for learning guidelines version 2.2*. [http://udlguidelines.cast.org/](http://udlguidelines.cast.org)

### Figure 3 (Text version)

- **WHO/Author(s):** CAST.
- **WHEN/Publication date:** (2018).
- **WHAT/Webpage title:** *Universal design for learning guidelines version 2.2*.
- **WHERE/URL:** [http://udlguidelines.cast.org/](http://udlguidelines.cast.org)

The example above is a webpage with a group author that is the same as the website title.

- **Author:** CAST is the full organization's name, not an acronym.
    - If the author is an acronym, spell out their full name.
  - **Date:** the publication date of the webpage.
    - Do not use the website's copyright date for the date.
  - **Title:** is in sentence-case and italics as it is an individual work.
  - **Source location:** is the URL of the webpage.
    - Webpage citations usually include the website title, but here the author is the same as the title so only the author is included.
-

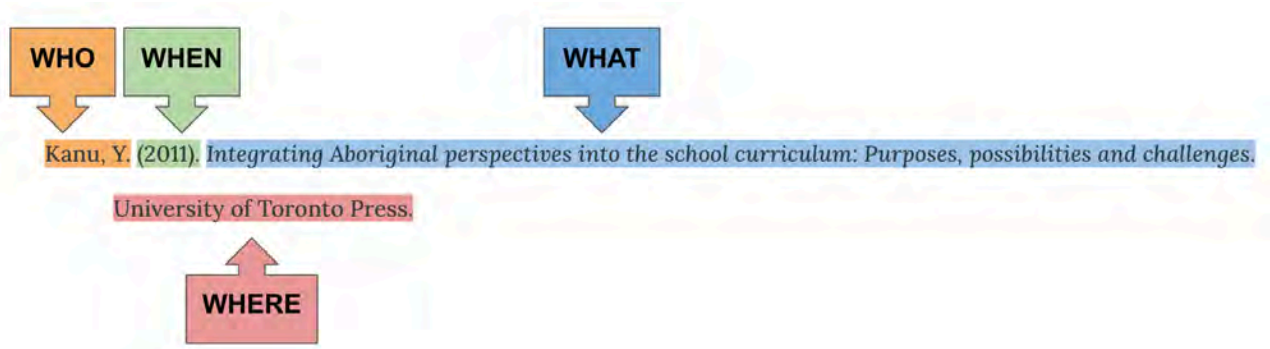


Figure 4. APA reference citation for an eBook. **Citation:** Kanu, Y. (2011). *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities and challenges.* University of Toronto Press.

#### Figure 4 (Text version)

- **WHO/Author(s):** Kanu, Y.
- **WHEN/Publication date:** (2011).
- **WHAT/Webpage title:** *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities and challenges.*
- **WHERE/Publisher:** University of Toronto Press.

The example above is an eBook accessed through a library database with no DOI.

- **Author:** is the book's individual author.
- **Date:** the copyright date of the book, found on the copyright page (©2011).
  - This is the guideline for all books and eBooks. The release date of a book is not used.
- **Title:** is in sentence-case and italics as it is a stand alone work and it includes a subtitle separated by a colon (:) with the first word upper-cased.
- **Source location:** is the book's publisher. The book has no DOI and no URL is included because it's located in a library database.

\*If a work from a library database does not have a DOI, your instructor may prefer to have its URL. We advise asking your instructor.\*

## Attribution & References

Except where otherwise noted, this chapter (text, images & activities) is adapted from “Creating Reference List Citations (<https://openeducationalberta.ca/introapatutorial7/chapter/how-to-create-reference-list-citations/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License / Updates for accessibility including long descriptions and adapting the initial text to outline the 4W’s, CC license notes.

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# 8.11 - CREATING REFERENCE LIST CITATIONS ACTIVITY

---

## Steps to creating a reference list citation

As you've learned, creating a reference citation requires a few steps:

1. Identify the type of source,
2. Identify the 4W's of the work (Who, When, What, Where),
3. Write the reference citation using the 4W's and guidance from a correct example,
4. Lastly, it's also important to proofread your work.

When creating a reference citation, pay attention to the 4W's and how to correctly format each reference citation using punctuation and font emphasis (italics).

Complete the activities below to practice creating reference citations.

## Activity 1

**AJSLP**

Research Article

### The Development of a Self-Efficacy Measurement Tool For Counseling in Speech-Language Pathology

Kristen R. Victorino<sup>a</sup> and Michelle S. Hinkle<sup>b</sup>

**Purpose:** This study aimed to develop and administer an adapted survey tool to measure counseling skills in graduate students and early-career speech-language pathologists, focusing on the concept of counselor self-efficacy.

**Method:** An online survey, adapted from the Counselor Activity Self-Efficacy Scales (Lent, Hill, & Hoffman, 2003), was administered. Two hundred ninety-four surveys were completed. An exploratory factor analysis was conducted, along with measures of reliability and validity, in order to determine the psychometric properties of the tool.

**Results:** Factor analysis supported a 5-factor solution, with subscales reflecting Emotional Support Skills, Session Management Skills, and Helping Skills in 3 domains: Exploration, Insight, and Action. Strong internal consistency was found for each subscale and for the total scale scores. Significant intercorrelations between subscale

scores were expected and confirmed. Construct validity was examined with reference to American Speech-Language-Hearing Association and Council for Academic Accreditation in Audiology and Speech-Language Pathology practice guidelines and clinical competencies. Preliminary comparative data were analyzed to demonstrate utility of the tool in measuring effects of experience on self-efficacy ratings.

**Conclusion:** The adapted Counselor Activity Self-Efficacy Scales for speech-language pathologists is psychometrically sound; factor analysis, reliability, and validity were in line with reported values for the original survey tool. Potential uses for the survey tool within the field of speech-language pathology are discussed, along with implications for graduate education and clinical supervision related to counseling skills.

**Source:** Victorino, K. R. & Hinkle, M. S. (2019, February). The development of a self-efficacy measurement tool for counseling in speech-language pathology. *American Journal of Speech-Language Pathology (AJSLP)*, 28(1), 108-120. [Screenshot used under Fair dealing.]

## Reference List Citation Activity – 1



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://ecampusontario.pressbooks.pub/gccomm/?p=1151#h5p-28>

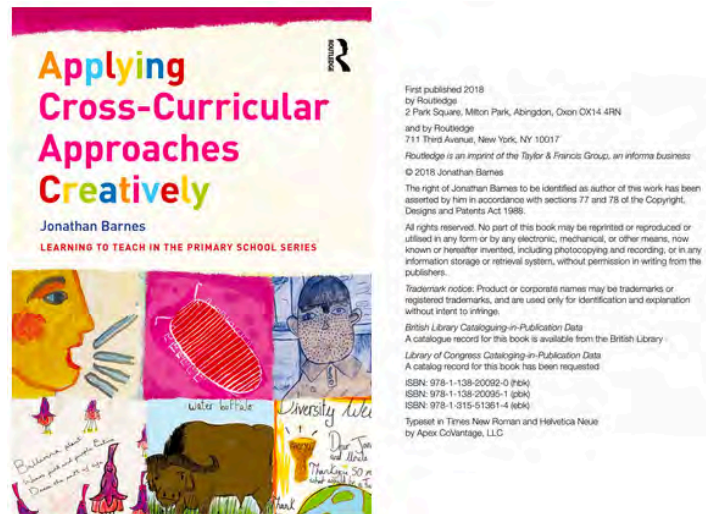
### Reference List Citation Activity – 1 (Text version)

1. You want to write a reference citation for this scholarly journal article. Select all the pieces of information you need to gather in order to write the complete reference citation.
  - a. Name of the journal
  - b. Year of publication
  - c. Author name(s)
  - d. Author credentials
  - e. DOI
  - f. Abstract
  - g. Volume and issue numbers
  - h. Page range
  - i. Title of the article

### Check your Answer:<sup>1</sup>

**Activity Source:** “Creating Reference List Citations Activity” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License

## Activity 2



**Screenshot source:** Jonathan Barnes, *Applying cross-curricular approaches creatively*. APA reference excluded due to nature of activity. [Screenshots created & used under Fair Dealing by NorQuest College Library,]

You want to create a reference citation for the eBook shown above. Drag and drop each element of the reference citation's 4Ws into their corresponding box to create the eBook's complete reference citation.

### Create a Reference List Citation – 1



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1151#h5p-29>

#### Create a Reference List Citation (Text version)

Create a reference list citation by putting the following elements in order:

- <https://doi.org/10.4324/9781315513614>
- *Applying cross-curricular approaches creatively*.
- (2018).

- Barnes, J.
- Routledge.

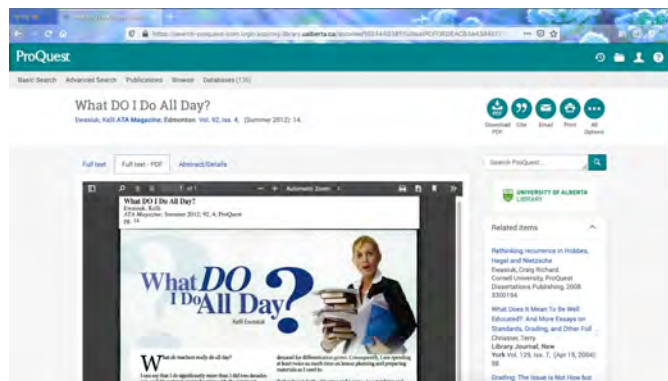
### Check your Answer:<sup>2</sup>

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## Activity 3



**Image source:** The ATA Magazine [Captured & used by University of Alberta Library under Fair Dealing].



**Image source:** ProQuest database displaying an article from ATA magazine [Captured & Used by University of Alberta Library under Fair Dealing]

## Reference List Citation Activity – 2



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1151#h5p-30>

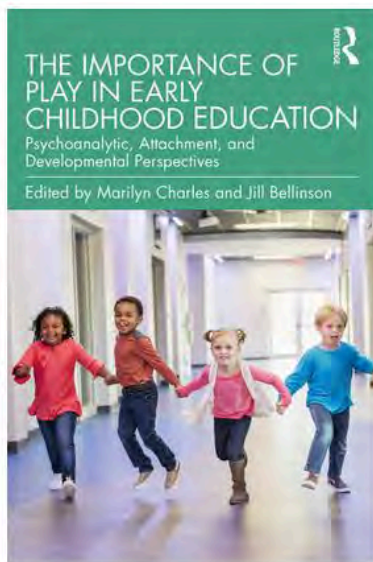
### Reference List Citation Activity – 2 (Text version)

1. Examine the images of the work above. What type of source is this?
  - a. Scholarly journal article
  - b. Newspaper
  - c. Trade publication
  - d. eBook

#### Check your Answer: <sup>3</sup>

**Activity Source:** “Creating Reference List Citations Activity” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License

## Activity 4



### THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION

Psychoanalytic, Attachment, and  
Developmental Perspectives

*Edited by Marilyn Charles and Jill Bellinson*

 Routledge  
Taylor & Francis Group  
LONDON AND NEW YORK

#### Image source:

The Importance of  
Play in Early  
Childhood  
Education  
(Routledge)  
[Captured & used  
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Alberta Library]



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A catalogue record for this book is available from the British Library  
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**Image source:** Front pages & cover of *The importance of play in early childhood education: Psychoanalytic, attachment, and developmental perspectives*. Routledge. [Captured & used by University of Alberta Library under Fair Dealing].

## Reference List Citation Activity – 3



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1151#h5p-31>

### Reference List Citation Activity – 3 (Text version)

Using the following parts, create the reference list citation for a chapter in an edited book with a DOI.

- *The importance of play in early childhood education: Psychoanalytic, attachment, and developmental perspectives*
- <https://doi.org/10.4324/9781315180090>
- (2019).
- Creeksaun, S.
- In M. Charles & J. Bellinson (Eds.),

- (pp. 11-18).
- Child development through play.
- Routledge

**Check your Answer:**<sup>4</sup>

**Activity Source:** “Creating Reference List Citations Activity” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License

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## Attribution & References

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Unless otherwise noted, screenshots & images captured of source materials are created and used under Fair Dealing by University of Alberta Library and licensed under CC BY-NC-SA 4.0 International.

## Notes

1. 1. a, b, c, e, g, h, & i are all required.
2. Barnes, J. (2018). *Applying cross-curricular approaches creatively*. Routledge. <https://doi.org/10.4324/9781315513614>
3. c. Trade publication
4. Creekpau, S. (2019). Child development through play. In M. Charles & J. Bellinson (Eds.), *The importance of play in early childhood education: Psychoanalytic, attachment, and developmental perspectives* (pp. 11-18). Routledge. <https://doi.org/10.4324/9781315180090>

## 8.12 - WHAT IS AN IN-TEXT CITATION?

---

### Learning Objective

After completing this chapter, you will be able to:


- Create and format in-text citations in APA Style.

You find a great idea or argument in a source that supports your topic and you want to include it. To do this you need to create an in-text citation and add it to your paper where you have discussed evidence from that source, either as a direct quote or a paraphrase. In-text citations tell your reader which ideas belong to you and which ideas belong to someone else.

Watch APA in-text citations on YouTube (9 mins) (<https://www.youtube.com/watch?v=BNv44tAt9PA>)

There are two different ways that you can include in-text citations into your assignments: as a parenthetical citation or as a narrative citation.

### Parenthetical vs. Narrative Citations

The following example (Figure 1 ) shows how these two types of in-text citations have been included in a paper. Click on the  symbol to learn about them.

### Figure 1: Two types of in-text citations included in a paper



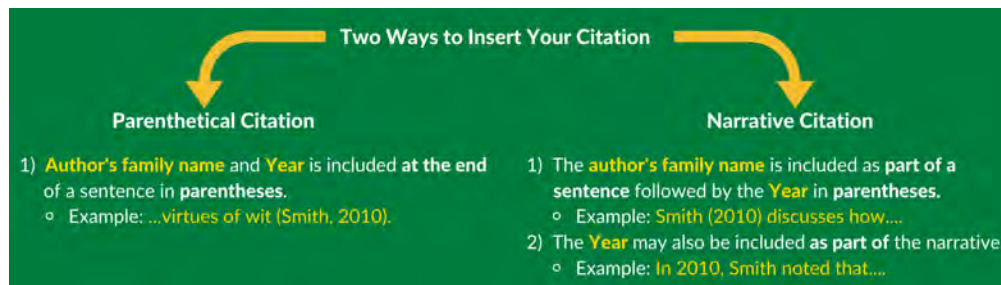


An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1159#h5p-32>

- **Citing Multiple Sources of the same information:** Each work is separated with a semicolon and ordered alphabetically, like in this example: (Betoret, 2006; Perrier et al., 2010).
- **Paraphetical In-Text Citation:** (Betoret, 2006; Perrier et al., 2010). This is a parenthetical in-text citation where the writer has paraphrased a common idea from two different works. It's inserted after the paraphrased sentence and before the ending punctuation. The parenthetical citation format for a work is: the family name or group name of the author(s), a comma, and the publication year all in parentheses.
- **Narrative In-Text Citation:** "Berkman and Glass (2000) define social support as having an individual or group of individuals who provide resources, abstract and/or tangible, to another." This sentence has a narrative in-text citation that is paraphrased. It is formatted with the author's family name within the paper's narrative directly followed by the year in parentheses.

## Figure 2: An infographic showing the two types of in-text citations: parenthetical and narrative

Figure 2 below provides an overview of these two types.



"Two types of in-text citation" by University of Alberta Library , used under CC BY-NC-SA.

- **Paraphetical citations** include the author's family name, year in parentheses at the end of a sentence. Example: ... virtues of wit (Smith, 2010).
- A **narrative citation** includes the author's family name as part of the sentence followed by the year in parentheses or as part of the narrative. Example: Smith (2010) discusses how...

The year may also be included as part of the narrative. Example: In 2010, Smith noted that...

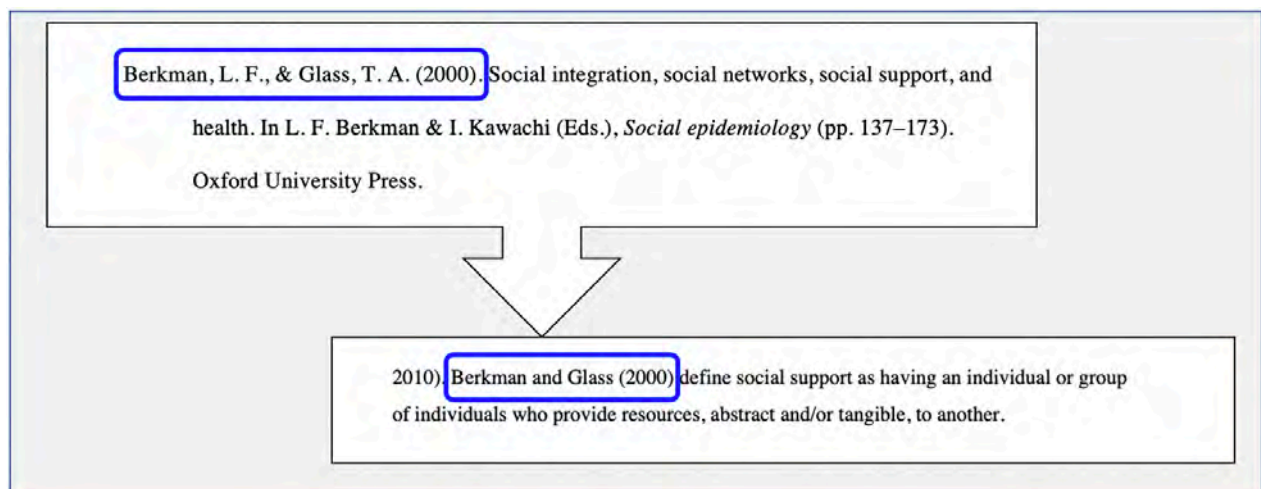
## Formatting an in-text citation

As you can see, an in-text citation is formatted using three key pieces:

1. Parentheses,
2. Author's family name or group name, and
3. Year.

In-text citation information is pulled directly from its matching reference list citation. So, it is easiest to create the reference citation first and then its matching in-text citation, as in Figure 3.

### Figure 3: Reference page entry vs. narrative in-text citation



“Reference vs. in-text” by University of Alberta Library , used under CC BY-NC-SA.

- A reference page entry for authors Berkman, L. F., & Glass, T. A., (2000) is compared to the coordinating in-text citation that you would use in your paper. While the reference page entry contains all information about the source, the narrative citation in your paper that points to this reference page entry would be written with


just the author’s surnames and the year in the format: Berkman and Glass (2000) ...

---

So far we have focused on paraphrasing examples. So next, we’re going to look at quotation examples for in-text citations.

When you use a direct quote instead of a paraphrase, you also need to include the quote’s location in the work. Additionally, when you paraphrase specific passages in longer-length works, you include the location. Location information is added to your in-text citation directly after the date. For example, a parenthetical citation would look like: (Smith, 2010, pp. 3-4).

*Note that instructors often prefer location information for all in-text citations, so check with your instructor.*

For the following quotation examples, click on the  symbol to learn about how to add in-text citations for short quotes and block quotes.

## Short Direct Quote In-Text Citation Examples

### Figure 4: Narrative Citation



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1159#h5p-33>*

- **Example text:** While acknowledging the importance of culture, Tronick (2007), a developmental child psychologist, satirically notes that, “Culture is often referred to, even deferred to, but only superficially and rarely well” (p. 6). If we take Tronick’s...
- This is a narrative in-text citation (Tronick, 2007) for a short direct quote. For short quotes, they are included in your papers as part of the narrative and must be less than 40 words.
- The general format of a narrative in-text citation for a short quote is:
  - an introductory phrase that includes the author, followed by the year in parentheses: Tronick (2007), a developmental child psychologist, satirically notes that,
  - the quote in quotations: “Culture is often referred to, even deferred to, but only

superficially and rarely well”

- location information in parentheses, followed by ending punctuation: (p. 6).

## Figure 5: Parenthetical Citation



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1159#h5p-34>*

- **Example text:** ... children are better at showing than telling. “When viewed from this perspective, toys are used like words by children and play is their language” (Landreth, 1991, p. 14). Hence, play offers a glimpse into a child’s mind.
- This is a parenthetical citation for a short quote. The parenthetical citation (Landreth, 1991, p. 14) is inserted after the quote and includes the author’s family name or group name, year, and page number. The ending punctuation follows after.

## Block Direct Quote In-Text Citation Examples

### Figure 6: Block Direct Quote – Narrative Citation



*An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1159#h5p-35>*

- **Example text:** Court decision ruling outlawing racial school segregation. Clark (1955) noted:

One of the most characteristic and impressive things about the American people are their dedication to their children ... Almost no sacrifice is too great for parents to make if it will benefit their children. Parents will work, scheme, attend church, buy life and endowment insurance, move from country to city, from city to Suburbs, from one neighborhood to another, from south to north, from east to west – All for the welfare of their children. (p. 3)

- This narrative block quote example is labelled to show how block quotes are formatted. They are used when citing a quote 40 words or more. The quoted block

of text is indented 1/2 inch.

- Location information follows after ending the punctuation. No quotation marks are used as the passage is indented.

## Figure 7: Block Direct Quote – Parenthetical Citation



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://ecampusontario.pressbooks.pub/gccomm/?p=1159#h5p-36>

- **Example text:** ...have been expelled and disintegrated of the child's self, leading to what Archangelo (2007) has called *parroting*. As the author points out, it

... would enable the child to delimit and organize his own internal space, so that he can reintroject those parts and, hopefully, the parts he needs in order to learn. What I am suggesting – which I will call the process of parroting – is means of being a good container without being intrusive to the child: a way to help the child listen to what goes on within himself. [...] The parroting approach could metaphorically be expressed as follows: The child would say: “listen to what I’m saying, that’s me, these are fragments of myself. I cannot bear and contain what I am.” And by parroting, the adult would reply: “Listen to what you’ve said. There is a unity if we bind the parts. And this unity may not be unbearable at all, though you feel differently.” (Archangelo, 2007, pp. 343-344)

- This is a parenthetical citation for a block quote. The citation is added at the very end after the ending punctuation on the same line. The work's quote is on two consecutive pages, so the page numbers include a dash.

---

## Location Information

The chart below details some location information examples and their appropriate abbreviation that you will use when quoting a source or when paraphrasing a specific passage in a longer-length work.



### Location information examples and appropriate abbreviations

Type	Use	Example
Page	p.	p. 3
Pages	pp.	pp. 3-5
Paragraph	para.	para. 4
Paragraphs	paras.	paras. 4-5
Table	Table	Table 1
Time stamp	00:00:00	1:30:40
Slide(s)	Slide #	Slide 7
Act, Scene, Line(s)	0.0.00-00	1.3.36-37

*Note: Your instructor may prefer you include location information for all in-text citations. We advise asking your instructor.*

Now that we've covered the basics of in-text citations, head to the next section to complete a few in-text citation practice activities.

## Attribution & References

This chapter (text, images & H5P activities) is adapted from "What is an in-text citation?" (<https://openeducationalberta.ca/introapatutorial7/chapter/what-is-an-in-text-citation/>) In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License / Updates for accessibility including long descriptions for images and for infographics, references added for citation examples.

Unless otherwise noted, screenshots are created by University of Alberta Library (<https://www.library.ualberta.ca/>) and are licensed under CC BY-NC-SA 4.0 International.

References shown in H5P activities:

- Tronick, E. (2007). *The neurobehavioural and social-emotional development of infants and children*. Norton.
- Landreth, G. L. (1991). *Play therapy: The art of the relationship*. Accelerated

Development.

- Clark, K. B. (1955). *Prejudice and your child*. Beacon Press.
- Archangelo, A. (2007). A psychoanalytic approach to education: "Problem" children and Bick's idea of skin formation. *Psychoanalysis, Culture & Society*, 12(4), 332-348

## 8.13 - IN-TEXT CITATIONS ACTIVITY

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### In-text citation practice

In this section, complete the following three activities to practice creating parenthetical and narrative in-text citations by typing in the in-text citation.

---

#### In-text citation practice (Text version)

Fill in the missing in-text citation using the reference citation provided above each sentence. Click on the information bubble for help if needed.

1. **Matching reference citation for the following question:**

Den Heyer, K. (2009). Implicated and called upon: Challenging an educated position of self, others, knowledge and knowing as things to acquire. *Critical Literacy: Theories and Practices*, 3(1), 26-36. <http://www.criticalliteracyjournal.org/Complete this sentence with the parenthetical citation for this paraphrased sentence:>

**Complete this sentence with the parenthetical citation for this paraphrased sentence:**

The purpose of information mastery is often to ensure student success on standardized testing in order to show schools and school boards how well students are learning from their teachers ( \_\_\_\_\_).

2. **Matching reference citation for the following question:**

Peck, C. (2011). Ethnicity and students' historical understandings. In P. Clark (Ed.), *New possibilities for the past: Shaping history education in Canada* (pp. 305-324). UBC Press.

**Complete this sentence with the narrative citation for this paraphrased sentence:**

It is important to consider all perspectives when representing history because, according to \_\_\_\_\_.

3. **Matching reference citation for the following question:**

Anderson, C., Carrell, A., & Widdifield, J. L. (2010). *What every student should know about citing sources with APA documentation*. Allyn & Bacon.

The quote is from page 13. **Complete this sentence with the parenthetical citation for this direct short quote sentence:**

Students can sometimes “get overwhelmed with citation but with experts like librarians to help them learn the basics they are able to succeed” (\_\_\_\_\_).

Check your Answer: <sup>1</sup>

---

## Attribution & References

This chapter (text & H5P activities) is adapted from “In-text citations activity (<https://openeducationalberta.ca/introapatutorial7/chapter/in-text-citations-activity/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License

## Notes

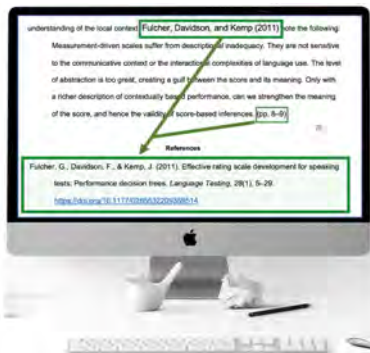
1. 1. (Den Heyer, 2009), 2. Peck (2011), 3. (Anderson et al., 2010, p. 13).

## 8.14 - HOW IT ALL WORKS TOGETHER

### Learning Objective

After completing this chapter, you will be able to:

- Create and format reference list and in-text citations in APA Style.



“[In-Text Citation Example in Apple MAC Desktop Computer]” by NorQuest College Library’s, licensed under CC BY-NC-SA 4.0

As we have covered, reference list citations and in-text citations should match each other. They work together to clearly indicate which sources provide support to your assignment.



“mismatch socks”  
by Rik Panganiban  
, used under CC  
BY-NC-SA 2.0

You wouldn't want to wear mismatched socks, just like you don't want mismatched citations!

You want your in-text and reference list citations (and socks) to match each other!

\*One exception is personal communication, which is cited as an in-text citation, but is not included in the reference list.\*



“X-ray socks” by unknown author , used under CC BY-NC-SA 4.0 International



“Opinion” by unknown author is licensed under CC0.

**Why?** Your reader can't access your personal experiences.

---

In the next section, you will practice matching in-text citations with their reference citation.

---

## Attribution & References

This chapter (text & images) is adapted from “How it all works together (<https://openeducationalberta.ca/introapatutorial7/chapter/matching/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License. / Adaptations include adjusted CC license notes.

# 8.15 - MATCHING REFERENCE AND IN-TEXT CITATIONS ACTIVITY

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## Matching References Practice

For the four questions in this activity, match the reference citation to their corresponding in-text citation by choosing the correct in-text citation from a selection of choices.

### Matching References Practice (Text version)

1. Godin, K. M., Patte, K. A., & Leatherdale, S. T. (2018, February). Examining predictors of breakfast skipping and breakfast program use among secondary school students in the COMPASS study. *Journal of School Health, 88*(2), 150-158. <https://doi.org/10.1111/josh.12590>. Select the correct in-text citation that matches the reference citation above for a journal article with a DOI.
  - a. (*Journal of School Health*, 2018)
  - b. (Examining predictors of breakfast skipping and breakfast program use among secondary school students in the COMPASS study, 2018)
  - c. (Godin, Patte, & Leatherdale, 2018)
  - d. (Godin et al., 2018)
2. Centre for the Study of Historical Consciousness. (n.d.). *Historical thinking concepts*. Historical Thinking Project. <http://historicalthinking.ca/historical-thinking-concepts>. Select the correct in-text citation that matches the reference citation above for a webpage with no date.
  - a. (Historical thinking concepts, n.d.)
  - b. (Center for the Study of Historical Consciousness, n.d.)
  - c. (Centre for the Study of Historical Consciousness)
  - d. (Historical Thinking Project, n.d.)
3. McRae, P. (2020, Winter). Ambiguous but gaining momentum. *ATA Magazine, 100*(2), 30-32. [https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/ATA%20Magazine/Vol%20100/Vol100-No2-Winter\\_2020.pdf](https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/ATA%20Magazine/Vol%20100/Vol100-No2-Winter_2020.pdf). Select the correct in-text citation that matches the reference citation above for a trade publication from a webpage.
  - a. (McRae, 2020)

- b. (Ambiguous but gaining momentum, 2020)
  - c. (ATA Magazine, 2020)
  - d. (McRae, 2020, Winter)
4. Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press. Select the correct in-text citation that matches the reference citation above for an eBook with an edition and no DOI.
- a. (Teachers College Press, 2017)
  - b. (Sensoy & DiAngelo, 2017)
  - c. (Sensoy et al., 2017)
  - d. (*Is everyone really equal?: An introduction to key concepts in social justice education*, 2017)

Check your Answer: <sup>1</sup>

---

## Attribution & References

This chapter (text & H5P activities) is adapted from “Matching reference and in-text citations (<https://openeducationalberta.ca/introapatutorial7/chapter/reference-and-in-text-citation-activity/>)” In *APA Style Citation Tutorial* by Sarah Adams and Debbie Feisst, University of Alberta Library, licensed under CC BY-NC-SA 4.0 International License. / Screenshots of references replaced with text versions.

## Notes

1. 1. d, 2. b, 3. a, 4. b.



# 8.16 - APA DOCUMENT FORMATTING

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## Learning Objectives

- Describe APA document formatting guidelines for the title page and headers

## APA Formatting

APA papers should have 1-inch margins at the top, bottom, left, and right of the page. The font should be easy to read and in a standard size, such as 12-point Times New Roman, 11-point Calibri, or 11-point Arial. The paper should be double-spaced with the text aligned on the left margin, with the first lines of paragraphs indented. Page numbers should be listed in the top-right corner of the page.

## APA Title Page

APA papers should begin with a title page that includes:

- A page number at the top right corner (title page is page 1)
- The title in bold font centered in the upper half of the page
- Your name centered two double spaces below the title
- Student number if required by your professor (if in doubt, ask!)
- Your affiliation (name of your school) centered below your name
- Your course name
- Your instructor's name
- The due date

## Watch It

This video shows you how to set up your APA Style paper.

**Watch APA title page and paper format on YouTube (3 mins) ([https://www.youtube.com/watch?v=Ed09\\_TC5CcA](https://www.youtube.com/watch?v=Ed09_TC5CcA))**

## Using Headings in APA

Many APA papers require the use of headings. Headings in your paper are separate from your paragraphs. They work to let readers know what content is coming and to help organize your information in a hierarchical structure.

For most college writers, most of the time, APA first-level headings are all we need (such as the title, abstract, or conclusion) but in some cases, we have to take it to the second level. But, if you have to create a larger project in APA, chances are you really are going to need to know how to use third and fourth-level headings.

The following provides summaries and examples of all of the headings in APA, from your title, which is a first-level heading, to fifth-level headings.

## What headings should look like

### **Title of Your Paper**

Your title should be presented as a first-level heading. It is centered, in **bold** font, and all major words should be capitalized. When all major words are capitalized, this is called Title Case. It is important to note that you should not use the heading “**Introduction.**” Your paper title acts as your first-level heading, and the first paragraphs of a paper after the title are understood as introductory paragraphs.

### **First Level of Headings**

First-level headings can appear throughout your paper as well. They should be centered, in **bold** font, and in Title Case.

### **Second Level of Headings**

Second-level headings are for sections within first-level headings, so you would use second-level headings to break up a bigger section that you have established with a first-level heading. Second-level headings are placed flush against the left margin, in **bold** font, and in Title Case.

### ***Third Level of Headings***

Third-level headings are necessary when you need to break down your second-level headings into smaller sections. A third-level heading exists inside a second-level heading section. Third-level headings are flush against the left margin, in **bold** and *italic* font, and in Title Case for capitalization.

**Fourth Level of Headings.** Your paragraph begins right here on the same line. Fourth-level headings are sections inside third-level headings. Fourth-level headings are indented or tabbed once from the left margin, in **bold** font, in Title Case for capitalization, and end with a period. Your text should also appear on the same line as a fourth-level heading.

***Fifth Level of Headings.*** Your paragraph begins right here on the same line. The final level of headings APA describes is the fifth-level heading. This fifth level would be necessary if you need to break up your fourth-level section into additional sections. Fifth-level headings are tabbed once from the left margin, in **bold** and *italic* font, in Title Case for capitalization, and end with a period. Just like fourth-level headings, your text begins after the period.

## APA Formatting Checklist

Step through this presentation to review the critical components of authoring a paper in APA style.

Download/save a text-based version of the APA Formatting checklist [PDF]

(<https://ecampusontario.pressbooks.pub/app/uploads/sites/1984/2020/04/COMMESS-8.16-APAChecklist-1.pdf>)

### **APA Formatting Checklist (Text version)**

#### **Title page format**

My title page includes the following:

- A page number at the top right corner (title page is page 1)
- My title in bold font centered in the upper half of the page
- My name centered two double spaces below my title
- My affiliation (name of my school) centered below my name
- My course name centered below my affiliation
- My instructor's name centered below my course name
- The due date centered below my instructor's name

### Abstract

I have included an abstract page (summary of the contents of your essay) if required.\*

- The APA recommends no more than 250 words.
- Place the abstract on its own page.
- Center "Abstract" in bold, at the top of the page.
- The first line is not indented.
- Double space the text.
- Below the abstract are keywords. List key words or concepts that are covered in your essay.

**\*Note:** Abstracts are not normally required for student papers. Always follow your professor's instructions.

### Alignment

- My text is aligned at the left margin but ragged at the right margin. This is called flush-left style

### Blocked Quotations

I have used the block format for all quotations that are 40 words or more in length.

- Double spaced
- No quotation marks
- Indented 1/2 inch from left margin
- Period

### Body of Essay Format

- I have included an abstract page (if required) and an introduction and conclusion to frame the ideas presented in my body paragraphs.

## Headings

- I have used at least one level of headings with the first level being centered and in bold with upper- and lower-case letters. If I have used a second level of heading, those headings are aligned on the left and in bold with upper- and lower-case letters.

## Indenting for paragraphs

- I have indented the first line of every paragraph 1/2" using the tab key for consistency.
- The remaining lines of my paragraph are left aligned.

## In-Text Citations

- I have documented all summarized, paraphrased, and quoted material with a correct in-text citation.
- I have placed the period after my citations in all cases, except for block quotes.
- Examples:
  - Narrative citation – If author(s) mentioned in text, only bracket the year of publication: **Stapleton and Helms-Park (2006)** introduced a multi-trait instrument to help students...
  - Parenthetical citation – If author(s) not mentioned in text, bracket author(s) and year of publication: "... considered independently of intellectual mastery of that subject" **(Booth, 1963, p. 139)**.

## Italics

- I have placed titles of longer works, such as books and journals, in italics in both my text and in my references list.

## Line spacing

- My lines of text are all double spaced throughout my paper.
- Exceptions:
  - There is an exception on my title page where there is an extra double space between my title and the rest of the information on my title page.
  - There are also exceptions where I may single space in a table body, figure, footnotes, and equations.

## Margins

- My margins are 1 inch on the top, bottom, left, and right sides of each page.

## Page numbers

- My page number appears in the top right-hand corner of all of my pages, including my title page.
- This page number should be created using the header function of my word-processing program and should be flush against the right margin.

## Quotation marks

- I have placed quotation marks around all directly quoted material AND any article or chapter titles when these are mentioned in the text.
- **Note:** Article titles are not placed in quotes in the References list, only in the body of the paper.

## References

- I have created a separate references page and centered the word “References” at the top.
- I have included a full reference for every source cited in my text.
- I have placed my references in alphabetical order, and used a hanging indent for all lines after the first line of each entry.

## Text spacing

- I have inserted one space after punctuation marks, including those at the ends of sentences.
- I have inserted no spaces between internal periods in abbreviations, such as U.S. and a.m.

## Typeface

- I have used a clear, accessible font and have used the same font throughout my paper.
- Options include but are not limited to
- san serif fonts like 11-point Calibri, 11-point Arial, and 10-point Lucida Sans Unicode or
- serif fonts like 12-point Times New Roman or 11-point Georgia.

## URLs & DOIs

- I have formatted all of my URLs and DOIs to appear in black without underlining or with the default settings in my word-processing program.
- If my work will be viewed online, I have used live links.

- **Note:** URL stands for Uniform Resource Locators (web address). DOI stands for Digital Object Identifier.

### Writing lists

- I have ensured that my numbered, bulleted, or lettered list items are parallel and that I have reviewed the APA guidelines for lists.

### Writing Numbers

- I have used words to express numbers below 10.
- I have used numerals to express any numbers 10 or greater.
- I have also used numerals to express any times, dates, or ages

### Writing Style

- I have aimed for a clear, clean writing style and have used first-person pronouns only when necessary and appropriate for my assignment.
- I have also used the singular “they” as a generic, third-person singular pronoun.

**Activity source:** APA Formatting Checklist by Excelsior Online Writing Lab, licensed under CC BY 4.0. / Minor updates for accessibility and user experience.

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## Attribution & References

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