

APA Quick Reference Guide

University of North Carolina
School of Social Work

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APA Quick Reference Guide

Caveat: This guide is meant only as a quick reference tool for the APA style issues that most frequently arise in student writing. It is not an adequate substitute for the APA Manual of Style, which is far more comprehensive.

Disclaimer: This reference tool is based on the *APA Manual of Style* (5th ed.). As such, none of the contents should be assumed to be the original work or thoughts of the editor/compiler.

The UNC School of Social Work follows the writing standards of the American Psychological Association as detailed in the fifth edition of the *APA Manual of Style* (2003). However, faculty have the discretion to accept or require other styles or modifications to the APA standards. ***Therefore, always check with your professor to determine his or her preference regarding writing style.***

Basic Format for APA Papers

The basic structure for a paper in APA style includes four components:

1. Cover or title page
2. Abstract
3. Body of the paper
4. Reference section

In addition, an appendix, tables, or figures may be added to the paper. For most student papers, tables and figures will be incorporated into the body of the paper. However, papers being submitted for publication should indicate an approximate placement for tables or figures in the body of the paper, and tables and figures (printed one per page) are included with the paper after the Reference section.

Essentials of APA Page Formatting and Style

Margins	Minimum of 1" margin on all sides
Font	New Times Roman preferred for text; Courier preferred for tables and figures
Font size	12 pt.
Spacing	Double-spaced throughout, including references One space following any punctuation mark; one space between sentences No spaces on internal punctuation for abbreviations such as i.e., or e.g., However, initials for given names require a single space in-between. Example: ...funky lowercase (e.g., the writing of e. e. cummings).
Paragraphs	Flush left alignment (ragged right side)— Do Not use right margin justification! Indent the beginning of a new paragraph 5 spaces. Avoid one sentence paragraphs.
Pagination	Page numbers begin on the title page, and are placed in the upper right-hand corner. If you are using a header for your paper, allow 5 spaces between the end of the header and the page number. The number is frequently omitted from the title page, but all other pages are numbered. Title page and references typically don't count toward page limits – but check!
Numbers	Numbers less than 10 are written out (i.e., one through nine) Numbers 10 and greater use Arabic symbols (10 – 999,999) Use % and numerals to report any number as a percentage (81%). EXCEPTIONS: Do not use a numeral to start a sentence: write out the number -When writing out the number in also write out “percent” -Use the word <i>percentage</i> when writing in general terms and not referring to a specific number. - Examples: Sixty-seven percent of the sample....as compared to 2% that did not qualify. This was a larger percentage than previously ..

<p>Italics</p>	<p>Should not be used for emphasis – rely on your writing to give emphasis to a thought. Italics are used to introduce a word used as a term; the italics are dropped for subsequent use of the term. Example: “<i>Familism</i> is the importance given to preserving the values, beliefs, culture, and traditions of the family of origin. Thus, familism was included as a measure of acculturation ...</p>
<p>Language</p>	<p>Avoid biased or pejorative language and language that refers to people by diagnosis. Examples: Do not use <i>men</i> to refer to all people Do not use <i>elderly</i> -- use <i>older adults</i> or <i>aging adults</i> Do not use <i>the mentally ill</i> – use <i>those with mental illness</i> Do not use <i>disabled children</i> – use <i>children with disabilities</i></p>
<p>Hyphen use</p>	<p>APA style is very stingy regarding the use of hyphens and most students tend to overuse hyphens in their writing. Words that require a hyphen: Any self- compounds are always hyphenated (self-report, self-talk) Any word that could be easily misunderstood without a hyphen (e.g., re-pair for <i>pairing again</i>, re-form for <i>form again</i>) Any compound with a base that is capitalized, a number, or an abbreviation (e.g., non-Latino, post-1990, anti-FBI rally) No hyphens in racial/ethnic names: African American, Irish American)</p>
<p>Abbreviations and Acronyms</p> <p>Abbreviations and Acronyms (cont.)</p>	<p>APA recognizes only 7 acronyms as words that do not require definition: HIV AIDS IQ ESP REM NADP ACTH All other abbreviations must be written out fully to define the abbreviation. Once defined, you must use the abbreviation for all subsequent references – no flip-flopping! Use abbreviations sparingly! Overuse makes a paper alphabet soup! APA doesn’t set a limit – but 4 or 5 abbreviations is the limit most readers can process without having to backtrack in the text.</p>
<p>Quotes</p> <p>Less than 40 words</p> <p>40 or more words</p>	<p>Use quotes sparingly! Quote only unique phrasing that suffers substantially or loses meaning when paraphrased. Include quoted material within double quotation marks followed by the in-text citation and the page number of the quote. Use p. for a quote from a single page, use pp. for a quote that spans a range of pages. Note that the sentence punctuation follows the citation. Example: Keep your writing accessible by avoiding use of “pointy-headed prose” (Barbaro, 2007, p. 7). If an in-text citation for the quoted author was given earlier in the sentence, only the page number follows the quote. Example: Smith and Jones (1993) found gum chewing improved students’ retention of classroom material, but also noted professors found “the sight of 30 cud-chewing faces completely disgusting and demoralizing” (p. 32). Long quotes are set as block quotes by indenting each line of the quote an additional 5 spaces. See Sample APA paper (p. 14) for an example.</p>

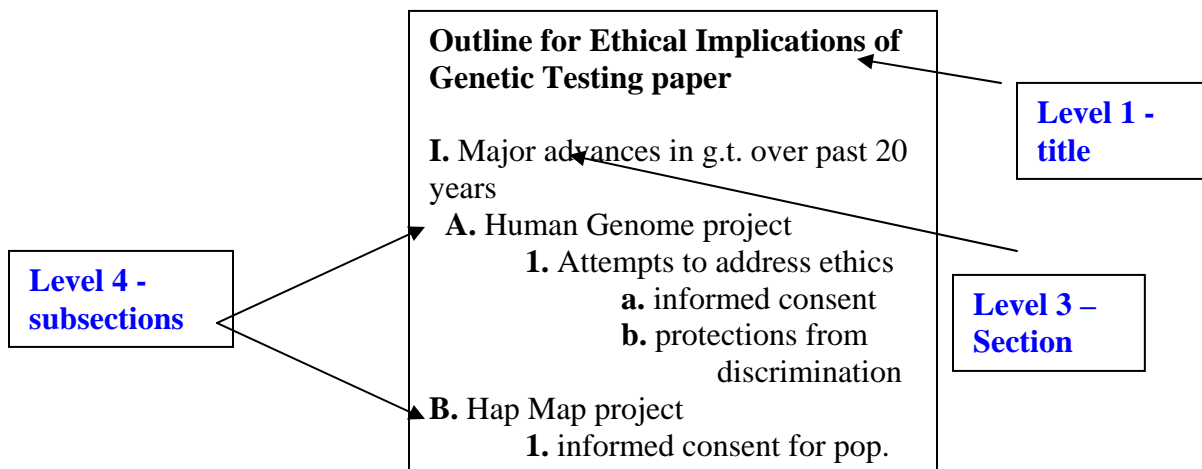
Headings: Roadmaps for Your Reader

Headings are used to reveal your paper's organization to the reader, which helps the reader process the information. Used correctly, headings can help clarify how the material in one section relates to other sections. Used incorrectly, headings are bad directions that will lose and confuse your reader.

APA style uses five levels of headings:

<p style="text-align: center;">CENTERED, ALL CAPS (Level 5)</p> <p style="text-align: center;">Centered, Upper and Lower Case Letters (Level 1)</p> <p style="text-align: center;"><i>Centered, Upper and Lower Case Italics (Level 2)</i></p> <p><i>Flush Left, Upper and Lower Case Italics (Level 3)</i></p> <p><i>Indented, italics, sentence style caps ends with a period. (Level 4)</i></p> <p style="text-align: center;">↑</p>

Most student papers will use two or three levels of headings. Unfortunately, the logic of the APA system falls short when it comes to heading levels. In the case of a paper using two levels of headings, use Level 1 heading for major divisions and Level 3 for subsections. In the case of a paper using three levels of headings, use Level 1, Level 3, and Level 4. How do you know how many levels of headings to use? The headings levels are based on the amount of detail in your paper. The best way to determine heading levels is to make an outline of your paper to see how many levels of subsections are needed to present your supports or evidence.



APA Style Resources on the Web

(current as of May 13, 2008)

Diana Hacker site: Error free examples of formats for in-text citations and reference entries
http://www.dianahacker.com/resdoc/p04_c09_s2.html

Bedford-St. Martin's site on APA formats for Internet references
<http://www.bedfordstmartins.com/online/cite6.html>

UNC Writing Center link to APA Citation handouts
<http://www.unc.edu/depts/wcweb/handouts/apa.html>

Citation Universal site: lots of examples for reference entries with a few minor errors (Note: example 2 should include issue number for the journal reference)
<http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm>

APA site with formats for electronic references
<http://www.apastyle.org/eleceref.html>

University of Wisconsin's Writing Center APA Overview
<http://www.wisc.edu/writetest/Handbook/DocAPA.html>

Other Online Writing Resources

Indiana Univ. Plagiarism Test <http://education.indiana.edu/~frick/plagiarism/index2.html>

UNC Writing Center Handouts -<http://www.unc.edu/depts/wcweb/handouts/>

Univ. of Wisconsin Writing Center Handbook– <http://www.wisc.edu/writing/Handbook>

Purdue University Online Writing Lab (OWL) – <http://owl.english.purdue.edu/oldindex.html>

Guide to Grammar and Writing – <http://grammar.ccc.commnet.edu/grammar/index.htm>

Merriam-Webster Online – <http://www.m-w.com/>

The Jargon Files – <http://www.emcf.org/pub/otherresources.htm>

Bedford-St. Martins Reference Room – <http://www.bedfordstmartins.com/researchroom/>

- General resource room with instructions how to use the features of your word processor to APA citation and formatting

Recommended Books on Writing

A Writer's Reference (5th ed.) by Diana Hacker, New York: Bedford/St.Martin

Writing with Style: APA Style for Social Work by Lenore T. Szuchman and Barbara Thomlison,
Belmont, CA: Brooks/Cole (includes section on poster sessions)

The Elements of Style (4th ed.) by W. Strunk & E.B. White, New York: Longman

Avoid Plagiarism by Acknowledging Sources

Plagiarism is—intentionally or unintentionally—presenting the work, words, thoughts, or ideas of others as your own. Plagiarism is a serious violation of the UNC Honor Code, which all faculty and students are bound to uphold.

Avoiding plagiarism is easy by including accurate citations in your work to acknowledge the source of the ideas and material that you are presenting in your paper. Although the original germ of the ideas may come from other sources, how you synthesize the material and thoughts from your many sources is your original contribution to the field.

In-text citations appear in the body text of your paper to acknowledge the source of the ideas you are discussing or presenting in your paper. Most in-text citations are enclosed within parentheses and give the author's last name and the year of publication (name and date are separated by a comma). Citations are typically placed at the end of the sentence first presenting the idea, fact, date, reference to a study, contrasting opinion, or whatever else you have gleaned from a source; the citation precedes the end punctuation for the sentence.

Example: Some scholars hold that Edith Wilson was, in effect, the nation's first woman president (Lynn, 1999).

References appear as a separate section at the end of the paper. With two exceptions, every in-text citation must have a corresponding entry in the Reference section that provides the reader with all the information needed to retrieve the source. (The two exceptions are personal communication and the first source in a secondary citation). Every reference entry must have at least one in-text citation. The APA manual has more than 100 examples of variations and nuances in reference formats.

The Reference section starts on a separate page, uses a ½" or 5-space hanging indent, and is double-spaced throughout. Only the sources cited in the text of your paper will be listed in the Reference section. References are listed with authors' names inverted (i.e., surname precedes initials for first and middle names) and entries are listed alphabetically by first author's last name. If there are two or more works by the same author(s), those works are arranged by publication date with the oldest work cited first.

Examples:

Adey, W. H. (2002). Women don't ask: Negotiations and the gender divide in the American office environment. *Wilson Quarterly*, 12(2), 34-36.

Blackburn, G. G., & Ableman, T. R. (2006). *What price the moral high ground? Ethical dilemmas in competitive environments*. New York: Little Brown.

Test how well you understand what constitutes plagiarism with an interactive exercise from

Indiana University: <http://education.indiana.edu/~frick/plagiarism/index2.html>

Quick Reference for In-Text Citations

One author	Every citation: (last name, publication year) (Gambrill, 2001)
2 authors	Every citation: (Author 1 & Author 2, year) use “&” within parentheses, “and” in text. (Peacock & Slocum, 2004)
3-5 authors	First use: List all authors (separate names with commas) and publication date (Ivy, Dees, & Coe, 1999) Subsequent citations: first author et al. and date (comma separates et al. and date) (Ivy et al., 1999) Note: <i>et</i> is Latin <i>and</i> (not an abbreviation, no period)— <i>al.</i> is an abbreviation for the Latin <i>alia</i> (“others”) and therefore always uses a period.
6 or more authors	First citation: first author et al. and date (comma separates et al. and date) (Bucket et al., 2003)
Organization or Government Dept.	Put organization’s name in place of author name: enclose abbreviation in square brackets if you will be using it several times (Department of Health and Human Services [DHHS], 2007)
Internet site	Use same format for author’s name or organization name. Give date Web site last updated or date on Web document. If no date listed, substitute “n.d.” for no date. DO NOT put Web address in the text of the paper. (Planned Parenthood, n.d.) (National Health Statistics, 2003)
More than one work by same author(s)	Separate years of multiple works with a comma. (Peacock, Tibbs, & Slocum, 1989, 1992)
More than one work – different authors	Use a semicolon to separate different works within the same parentheses. Note the citations are alphabetized within the parentheses. “Findings from several research studies have supported this hypothesis (Adey, 1999; Coe & Kin, 2006; Long, Vic, Trout, & Gamble, 2001; Wing et al., n.d.; Xavier, Malton-Ruiz, McBride, Healy, Keefer, 1999)

Quick Guide to Reference Entries

<p>Journal article One author</p>	<p>Author's last name, initials. (Publication year). Title of article with first word capped. <i>Journal Name</i>, vol. no.(issue no.), page range.</p> <p>Gambrill, E. D. (2001). The tide is turning: Corporeal punishment in our schools. <i>Journal of Social Work Education</i>, 27(2), 14-19.</p>
<p>Journal article multiple authors</p> <p>3 authors: (journal paginated by volume)</p> <p>7 authors (journal paginated by issue)</p>	<p>List up to 6 authors. Last name is followed by initials and separated with commas. Insert & before last author. Seventh author or more are omitted and "et al." is used. The remainder of the entry uses the same format as the example for one author.</p> <p>Peacock, S. J., Slocum, M. M., & Humphries, I. J. (2004). Mental fatigue of the minimum-wage worker. <i>Journal of Social Economics</i>, 87, 111-117.</p> <p>Beale, I. J., Soddan, M. T., Yin, J-S., Lee, B. A., Fang-Garr, J., Dex, G. G. et al. (2007). Beneficial aspects of social friendships in the workplace. <i>Social Science Review</i>, 92(2), 35-43.</p>
<p>Book – basic format</p>	<p>Livermore, J. B., & Quigley, E. (2002). <i>Field assessment in crisis counseling</i>. Thousand Oaks, CA: Sage.</p>
<p>Chapter in edited book</p>	<p>Sharpe, T. J., & Creed. R. T. (2007). Developmental disabilities. In S. J. Parish & H. Hu (Eds.), <i>Advances in serving vulnerable populations</i>. Medfield, OR: Walnut Press.</p>
<p>Organization or Government Dept.</p>	<p>Put organization's name in place of author name</p> <p>Department of Health and Human Services. (2007). Guide to DHHS. Washington, DC: Author.</p> <p>If the agency or organization is also the publisher, put "Author" in the spot for publisher rather than repeating the name.</p>

<p>Internet site</p>	<p>APA has very specific requirements for documenting Web sites. The basic format uses the same author-date system but adds the date you retrieved the information and the URL for the site.</p> <p>Give publication date as the last date the Web site was updated, or date given on a Web document. If no date is listed, substitute “n.d.” for no date.</p> <p>DO NOT put the URL or Web address in the text of your paper.</p> <p>APA requires Retrieved not “accessed” or “available from” for Web sites.</p> <p>The basic APA format is, “Retrieved Month Day, Year, from http://webaddress</p> <p>No punctuation follows the Web address—adding extra symbols could invalidate the URL and prevent retrieval of your source. Remove the hyperlink from Web addresses.</p>
<p>Author given</p>	<p>Hacker, D. (2007). <i>A writer’s reference</i> (6th ed.). Retrieved July 31, 2007, from http://www.dianahacker.com/resdoc/p04_c09_s2.html</p>
<p>No author</p>	<p>Symmetric Distribution. (2007). <i>A glossary of statistical terms</i>. Retrieved June 11, 2007, from http://stat-www.berkeley.edu/~stark/SticiGui/Text/gloss.htm#o</p> <p>National Association of Social Workers. (1999). <i>Code of ethics</i>. Retrieved May 3, 2007, from http://www.socialworkers.org/pubs/code/code.asp</p>
<p>Online only journal</p>	<p>Moraff, C. (2006, February 27). Lies, damn lies, and poverty statistics. <i>In These Times</i>. Retrieved August 10, 2007, from http://www.inthesetimes.com/article/2513/</p>

SAMPLE

Running head:50 CHARACTERS MAX. ALL CAPS

Your Paper Title: 10 to 12 Words

Your Name

University of North Carolina at Chapel Hill

School of Social Work

Class Number and Shortened Title (SOSW 102 : Evaluation)

Professor's Name

Date of Submission

↑
1" margin at top of page
Center Level 1 heading for
→ Abstract
Double-space No indent ↵

Abstract

Header is ½"
from top
Abstract is p. 2
of paper

Both single mothers and mothers with disabilities are overrepresented among the U.S. population living in poverty. Single mothers with disabilities face special challenges in raising their children in low-income households. To develop a better understanding of their experience, we conducted 6 focus groups with a total of 36 single mothers with disabilities who are receiving SSI (i.e., Supplemental Social Security benefits). We identify the dynamic nature of the challenges these mothers face as their children age. More important, we show that none of these women identify their disability as a specific challenge, and concur that greater advocacy services are most important in helping them to successfully raise their children. Recommendations for future research and practice implications are discussed.

Abstracts vary in length, but 120 words is a typical length.

The Abstract should clearly state

- 1. study purpose**
- 2. study methods**
- 3. study findings**
- 4. conclusions or implications of the study**

Abstracts follow special style rules:

- use present tense whenever possible**
- use digits for all numbers, except those starting a sentence**

BUT any abbreviations used must be written out on first use

Center the Level 1 Title →

Financial Burden in Families of Children with Special Health Care Needs

Indent 5 spaces ↗ for paragraph

An estimated one in five U.S. children is considered to have special health care needs (SHCN) defined as chronic developmental, emotional, physical or behavioral conditions that require special health care and supportive services beyond those required by typically developing children (McPherson & Arrango, 1998, 2002). The costs of meeting the care needs of children

In-text citations give (Author, date).

Most appear at the end of a sentence.

with chronic or disabling conditions are high relative to typically developing children, (Newacheck, Inglas, & Kim, 2004; Newacheck & Kim, 2003; U.S. General Accounting Office [GAO], 2006).

As identified by Newacheck et al. (2004), these increased costs are incurred because of

elevated requirements for primary and specialty medical care, as well as for supportive services such as rehabilitation, environmental adaptations, personal assistance, mental health, or respite care. Therapeutic and educational services often allow families to care for their children at home rather than in institutional settings and often publicly-financed, out-of-home care. (p. 59)

↙ Quotes of 40 words or more are set as *block quote* without quote marks – each line is double-spaced and indented 5 spaces. The page number is put in parentheses outside the ↙ quote punctuation.

Level 3 heading ↘

Influential Financial Factors

To define an abbreviation, write out fully on 1st use, give abbr. in → parentheses. Thereafter, ONLY use the abbr.

Financial burden related to factors that influence the family financial burden of caring for children with special health care needs (CSHCN) is limited. Some studies have examined the financial burden associated with caring for children with specific impairments (Chan, Zahn, & Newacheck, 2002) or in specific states (Lukemeyer, Mayers, & Smeeding, 2000). Very few studies have examined family financial burden for a nationally representative sample of CSHCN

(Newacheck & Kim, 2005; Kuhlthau, Hill, Yucel, & Perrin, 2005). Kuhlthau and Yin (1999)

found that approximately 25% of families caring for CSHCN reported financial burden such as needing to stop or substitute employment. Family poverty was strongly

Multiple ↑ references within the same parentheses are separated with a semi-colon

↩ When authors' names are used in the text (*signal phrase*), replace the & with "and."

- Level 1 title is simply “References,” centered only first letter capitalized
- Entries use a 5-space hanging indent

References

- Entries are in alphabetical order by 1st author’s last name.
- Double spacing throughout

Abelson, A. G. (1999). Respite care needs of parents of children with developmental disabilities.

Focus on Autism and Other Developmental Disabilities, 14(2), 96-101. **Journal**

Bruns, E. J., & Burchard, J.D. (1998). *The financial impact of disabilities on America’s poor*.

Thousand Oaks, CA: Sage. **Book**

Kuhlthau, K., Hill, K. S., Yucel, R., & Perrin, J. M. (2005) Financial burden for families of children with special health care needs. *Maternal and Child Health Journal*, 9, 207-218.

National Center for Education Statistics. Current expenditures per student, 1999-2000. Retrieved

June 13, 2007, from <http://nces.ed.gov/ccd/bat/>

Note: No end punctuation with URL

Newacheck, P.W., Inkelas, M., & Kim, S.E. (2004) Health services use and health care expenditures for children with disabilities. In S.L. Parish & M. Selzer (Eds.), *Implications of caregiving for U.S. families* (pp. 79-85). Chapel Hill; University of Carolina Press.

Web site

Chapter in edited book

Multiple works with same 1st author are ordered by 2nd author’s last name.

Newacheck, P.W., & Kim, S. E. (2005). A national profile of health care utilization for children with special health care needs. *Archives of Pediatric Medicine*, 159(11),10-17.

U.S. General Accounting Office. (2000). *Medicaid managed care: Challenges in implementing safeguards for children with special needs* (GAO/HEHS-00-37). Washington, DC: U.S. Government Printing Office.

Organization or Government Agency as author.

Transitions: Little Words That Do a Lot

The goal of academic writing is convey complex, technical information clearly, concisely, and in a manner that makes the information accessible to the reader. Effective use of transitions help you achieve this goal by linking ideas together in a logical progression and enhancing the reader’s comprehension by providing a structure for processing the information presented.

Transitions function as important “road maps” for readers, telling them how to handle, organize, and weigh the information. Transitions can be a single word, a brief phrase, a full sentence, or a complete paragraph. Effective transitions are found between sections of lengthy papers, between paragraphs, and within paragraphs.

Transitions function as important clues to the reader by signaling the relationships between ideas. A transitional word such as *furthermore* alerts the reader’s brain to take note of additional, important information. Other transition words alert the reader to disparities or incongruities and signal a contrasting relationship. Transitions help the flow of your writing by smoothing it out and preventing it from sounding choppy.

Function	Examples of Transitions:
Illustration	thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as
Contrast	despite, on the contrary, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, although this may be true, surely, notwithstanding, indeed...but
Addition	in addition to, furthermore, moreover, besides, too, also, both-and, another, equally important, again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.
Time	since, afterward, before, then, once, next, last, at length, formerly, rarely, usually, finally, soon, meanwhile, later, ordinarily, generally, in order to, subsequently, previously, immediately, eventually, concurrently, simultaneously
Concession	although, at any rate, at least, still, thought, even though, granted that, although it may be true, in spite of, of course.
Comparison showing Similarity	similarly, likewise, in like fashion, in like manner, analogous to
Emphasis	above all, indeed, truly, of course, certainly, surely, in fact, really, in

	truth, again, besides, also, furthermore, in addition.
Details	specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
Examples	for example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
Consequence or Result	so that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, due to, as a result, in other words, then.
Summary	altogether, in other words, in particular, in short, in simpler terms, in summary, that is, to put it differently, to summarize therefore, finally, consequently, thus, in conclusion, in brief, as a result, accordingly
Suggestion	for this purpose, to this end, with this in mind, with this purpose in mind, therefore.
Concluding	therefore, thus, so, and so, hence, consequently, finally, on the whole, all in all, in other words, in short
Trace Cause and Effect	accordingly, as a result, because, consequently, otherwise,
Pro	of course, no doubt, doubtless, to be sure, whereas, granted that, certainly, perhaps, conceivably, although

Additional APA Reference Examples

Note: Some examples use bold font to illustrate a particular point of the citation style and the examples are single-spaced to save paper. Your reference entries should be double-spaced and without bold font. In addition, these are fake references!

Edited book, no author

Bronfen, K., & Preston, W. (Eds.). *Theories of feminism*. New York: Columbia University Press.

Edited collection

Higgins, J. (Ed.). (1988). *Readings in psychological techniques*. New York: Norton.

OR

Grice, H. P., & Gregory, R. L. (Eds.). (1968). *The letters of Jane Addams from her early years at Hull-House*. New York: McGraw-Hill.

Collections: Edited book with author and editor

Addams, J. (2001). *The unabridged journals of a social pioneer* (K. Varth, Ed.). San Diego, CA: Heartsong Books.

Reprinted or Republished book or chapter

Freud, S. (1961). The ego and the id. In M. Bullwinkle (Ed. and Trans.), *Psychoanalysis: The complete works of Sigmund Freud*. Thousand Oaks, CA: Sage. (**Original work published 1923**).

When you cite a republished work in your text, it should appear with both dates:
(Freud, 1923/1961).

Newspaper article, no author

The fight to free women from the shackles of domestic slavery. (1895, July 15). *The Washington Post*, p. A12.

- precede page numbers with p. for single page or pp. for page range
- discontinuous pages are given as pp. A1, A4.
- alphabetize reference entries for works without author name using the first significant word in the title (i.e., not “the,” but “fight”)
- For the in-text citation, boil the article’s title down to 2 or 3 essential words (just enough for the reader to identify the source in the reference section), and place the shortened title within quote marks. Note that the comma comes before the second set of quote marks. (“Fight to Free Women,” 1895). Note significant words are capitalized for the in-text citation.
- Alternate in-text use: *The Washington Post* trumpeted Cady’s viewpoint in their front-page banner story “The Fight to Free Women from the Shackles of Domestic Slavery” (1895).

Collection held by university department or university museum

Addams, J. (1895). *Comings and goings at Hull-House* [Letter to the Chicago Women's Club]. Retrieved November 1, 2006, from the University of Illinois at Chicago, Hull House Museum Web site: <http://wall.aa.uic.edu:62730/artifact/HullHouse.asp>

“Letter to the Chicago Women's Club” in enclosed in square brackets because it is additional information that specifies the type of document and it is information is helpful in retrieving the document.

Or, if you visited the collection

Addams, J. (1895), *Comings and goings at Hull-House* [Letter to the Chicago Women's Club]. The Jane Addams Collection, Hull House Museum, University of Illinois at Chicago.

- After the museum location, add any additional retrieval information that might be available (such as bin 46, folio 46) or other designation used in the collection

Microfilm and Microfiche

Daniels, B. (1997, July 15). Panel could help protect children. *New York Times Newsbank*. Welfare and Social Problems, 1996, (fiche 2, grids A 4-10).

Newspaper article on microfilm

Sims, C. (1996, November 12). The problem of unguarded borders [Microfilm]. *The New York Times*, p. 35.

Citing several volumes of a multivolume work published over more than 1 year

Wilson, J. G., & Fraser, F. C. (Eds.). (1977-1978). *Handbook of binominal classification* (Vols. 1-4). New York: Plenum Press.

Citing specific editions of a book

Brockett, O. (1987). *History of the theatre* (5th ed.). Boston: Allyn and Bacon.

Immediately after the book title, put the edition information in parentheses (e.g., 2nd ed., or rev. ed. for a revised edition). No period between the title and the parenthetical information.

Personal Interview

No form of personal communication (e.g., e-mail, interview, letter,) is considered retrievable information; therefore, these sources are not included in the reference list. However, personal communication is documented with an in-text citation using the following format:

The Warsaw DHHS is planning to increase their maternal health outreach programs (E. Lilly, personal communication, February 28, 2008).

According to E. Lilly, the interim head of the Warsaw County DHHS, the organization will expand their maternal health outreach program (personal communication, February 28, 2008).

Citing Secondary Sources

Citing a secondary source (i.e., citing a source that was cited in another source) is not recommended and should only be done when the original source is no longer available or is only available in a language you do not speak.

Name the original source in your signal phrase and list the secondary source in the in-text citation:

Example 1:

Thorhall's 2001 study reported "outrageous, inconceivable, and unconscionable levels of elder abuse" in 52% of Finnish long-term care facilities (as cited in Longstern, 2003, p. 102).

Example 2:

As reported in the only long-term study of elder care facilities in Finland, rates of elder abuse have increased during the past decade and were reported for 52% of the sample (Thorhall, 2001, as cited in Longstern, 2003).

Reference: List the secondary source in your reference but not the original work (the "source within the source"). Using the above examples, Longstern would appear in your reference list but **not Thorhall** (the source within the source). If you listed Thorhall in your references, you would be misrepresenting your research work because you did not read Thorhall's original work. However, this method of citing of secondary source also protects your work in the event that Longstern misquoted Thorhall or reported the findings out of context. However, it is always best to go directly to the source and check it out for yourself.

INTERNET SOURCES

Additional APA formats

NOTE: In-text citation for sources retrieved from the Internet use the simple (author, date) format. **Don't** put the URL in the in-text citation – that eats up too much space!

The following examples illustrate APA citation styles for common variations of Web documents. The example number corresponds to the example given in the *APA Manual of Style, 5th edition*. **T** indicates the in-text citation style and **R** indicates the reference entry style.

Where do I find authors and publication information for Web sites?

Web authors' names can appear in the by-line of a document, in a sidebar, on in fine print at the bottom of the page. Web publication dates are typically copyright dates or "date page last revised," frequently found at the bottom of the page. Use n.d. if no date is given.

APA 75: Multipage Web document created by private organization, no author, no date

If the document is obtained from an organization's site, use the group name as author:

T: (Stop Spanking, n.d.)

R: Stop spanking, North Carolina chapter. (n.d.). Let's put an end to school-sanctioned child abuse. Retrieved October 10, 2007, from <http://www.stopspankingnc.org/oped.html>

If no author or organization name is given, use the title of the article in place of the author.

R: Advances in preventing birth defects related to malnutrition. (n.d.). Retrieved April 21, 2007 from <http://www.sketchysource.com>

T: (“Advances,” n.d.)

Caveat: Carefully evaluate the accuracy, reliability of information on no author, no date Web sites before using as a source. Anyone can post pages to the Web.

APA 76: Chapter or section of an Internet document

T: (Gore Global Warming Center, 2006)

R: Gore Global Warming Center (2006, August 3). Developing plans for “greening” the community. In *Changing our communities* (section 2). Retrieved October 10, 2007, from <http://goreglobal.org/greening/2.html>

APA 77: Stand-alone Web document, no author, no date

Use the title of the document in place of an author’s name; for the in-citation use a shortened form of the title—just enough words so the reader can find the reference entry. In the in-text citation, the title words are enclosed in quotation marks; in the reference entry, the title is put in italics.

T: (“Finding,” n.d.)

R: *Finding your emotional quotient*. (n.d.). Retrieved August 5, 2004, from <http://www.asnu.edu/questionnaire/EQQ.pdf>

APA 78: Document available on university department Web site

T: (Grinstein-Weiss, 2007)

R: Grinstein-Weiss, M. (2007). *Asset building: An innovative approach for social development*. Retrieved March 2, 2001, from University of North Carolina, Center for Community Capital Web site: <http://getitquick./html>

APA 80. U.S. government report available on government agency Web site, no publication date indicated

T: (U.S. Justice Department, n.d.)

R: U.S. Justice Department. (n.d.). *Federal sentencing statistics by state-2000*. Retrieved November 2, 2002, from