



AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) DOCUMENTATION AND STYLE

Based on the *Publication Manual of the American Psychological Association*, 2001 [5th Edition], and adapted from University of Wisconsin.
Revised, January 2007.

When you write a paper containing information drawn from published sources, you need to document or acknowledge the sources of the information you borrow. Documenting your sources is not just fair academic practice (failure to document is *plagiarism*, a very serious offense), but it also allows your readers to evaluate the originality of your work, the quality of any research you've done, and the relevance, currency, and reliability of the information you're using. There are at least three major styles of documentation, including Modern Language Association (MLA) style, which is used primarily in literary disciplines, Chicago or Turabian style, used mainly in history and some social sciences and American Psychological Association (APA) style, which is used extensively in the social sciences and some hard sciences. This handout describes APA documentation requirements, as well as several useful APA style guidelines for formatting your papers. For more information, a copy of the 5th edition of the *Publication Manual of the American Psychological Association* can be found in the Library under call number BF 76.7 .P83 2001.

In-Text Documentation

APA style requires you to document your use of sources by placing the author's last name, the year of publication, and, for direct quotes, the page number at appropriate points in your text. This in-text citation method documents your work, briefly identifies the source for readers, and enables them to locate the source of information in the alphabetical list of *References* at the end of your paper.

Each of the following common uses of source materials requires documentation:

- Direct quotations
- Paraphrases and summaries
- Information and ideas that are not common knowledge or are not available in a standard reference work
- Any borrowed material that might appear to be your own if there were no citation

If you are interested in more information on this subject, the LRC has a separate handout on quoting, paraphrasing, and acknowledging sources in your writing.

Guidelines for In-Text Citation of Sources

Give enough information—most typically the author's last name, the date of publication, and the page number—to identify all borrowed material.

Format and location.

- Do not include in the in-text citation any information already indicated in the text of your paper. For example: "Hillocks (1986) argues that the teaching of grammar has no effect on students' writing development." [author already cited in text]
- Place citations within sentences and paragraphs so that it is clear which material has come from which sources. Use pronouns and transitions to help you indicate whether several sentences contain material from the same source or from different sources. For example: "Smythe (1990) found that positioning

influences ventilation. In his quasi-experimental study of 20 ICU patients, he used two methods to . . . However, his findings did not support the work of Karcher (1987) and Atley (1989), who use much larger samples to demonstrate that. . . .”

Punctuation

- Place a comma between the author’s last name and date of publication in each in-text citation. Ex: (Jones, 1987).
- Join two co-authors in the text with the word and, but within parentheses use an ampersand (&).
- When an author-date citation appears at the end of a sentence, place the period after the parentheses. When an author-date citation appears mid-sentence, punctuation depends on the normal punctuation of the sentence.

Authorial information and multiple authors.

- When a work as a single author or two authors, cite their names and the date of publication whenever you refer to their work in the text. (Exception: *Within a single paragraph*, do not include the date after the initial citation unless you are citing other publications elsewhere in your paper by the same author.)
- If authors have the same last name, always include their initials in each citation.
- When citing groups of three to five co-authors, cite all names and the date in the initial citation, but only the first author followed by *et al.* (in italics) and the date in subsequent citations.
- For groups of six or more co-authors, cite in the text only the last name of the first author followed by *et al.* and the date. If two or more six-author groups shorten to the same surname, cite the last names of as many subsequent authors as needed to distinguish the references.
- If a work has no author, use the first two or three words of the title (omitting a beginning article), and capitalize each word of your shortened version. Place the short title in quotation marks if it is an article of chapter, but underline it if it is a book or periodical. Substitute the short title for the name of the author. The full title appears alphabetically in the *References* list (without quotation marks) in the author position.
- When citing an edited work (e.g., a book, report, or monograph) and that work has no author, the editor assumes the author position.

Multiple and indirect citations.

- Alphabetize multiple references within parentheses and separate author groups with a semicolon. You may separate a major reference from others by inserting “see also” before remaining references, which appear alphabetically. For example: (Patel, 1990; see also Arndt, 1986; Turgel, 1992).
- When citing more than one article published by an author in the same year, repeat the year, but add a letter-suffix corresponding to each publication (Wilbourn, 1988a, 1988b). Suffixes are assigned according to the alphabetical order of the first major word in each title. Suffixes also appear in the *References* list, where the author’s name is repeated for each publication.
- When selecting one or more authors to represent the work or findings of a large group of authors, inform the reader by including “e.g.” within the parenthetical citation: For example: “Several studies have shown that variations in brain waves are common” (e.g., Engle, 1993a; Reuter, 1990; Trautman, 1987). However, if your citations occur in text (i.e., not parenthetically), use the expanded form, “for example.”
- Indicate in the text when you are citing from a secondary source in one of the following ways: (a) Place both authors in the same citation at the end of the sentence, for example, (Smith 1976, cited in Carrington, 1989); or (b) cite them separately within the sentence, for example, “Smith (1976) formulated a theory about deviant behavior” (cited in Carrington, 1989).

Sample Text

(The following paragraphs have been densely loaded with fabricated citations for illustration and are single-spaced for this hand-out. Course papers are generally double-spaced.)

Children's ability to understand the concept of health and the principles of healthy behavior has been found to develop in a systematic way (Eiser, Redpath, & Rogers, 1987). Piaget's theories of cognition about children's perceptions of the body and illnesses are widely cited in the literature (e.g., Bibace & Walsh, 1984; Conover, 1986, in press; Dorn & Ryerson, 1984; Reichenback, 1988). The preschool child has cognitively developed to the preoperational stage, which involves both concrete operations and magical thinking (Eiser *et al.*, 1987). Two-year olds use symbols to learn (see discussion in Billingham (1986), and children as young as 3 are able to engage in concrete casual thinking (National Institute of Marital Health [NIMH], 1989). In addition, the preoperational child develops beliefs about illness that are based on phenomena in his or her environment (for a review, see "Understanding Early Years," 1985). An awareness of concepts such as contagion develops later (S.L. Dykes, 1958/1987; see also A.T. Dykes, 1983); however, Piaget (1962) insisted that gaining any conceptual knowledge depends on a child's level of experience (cited in Williamson, 1983).

Other theorists have argued that preschoolers may be capable of understanding more than Piaget has given them credit for (R.D. Donnely, personal communication, November 10, 1990). For example, variations of the tests Piaget designed have been used to identify specific abilities of preschoolers (S.L. Dykes, 1958/1987). Results have failed to show that children of this age think only egocentrically (see Table 2). It has also been hypothesized that in conversations about health, young children "consider the understanding of the person to whom they were speaking, for example, a 3-year-old to an adult" (A.T. Dykes, 1983, p. 44). This hypothesis was supported by Swift (1985) and Palmer and Lewis (1987), who found that preschoolers were generally able (a) to discriminate between themselves and their environment and (b) to give concrete explanations for healthy behaviors.

(See also the following "Sample References" for the full matching documentation of these in-text citations that comes at the end of your paper).

References

A list of all sources cited comes at the end of your paper (following the last page of text or content notes, if used) on a new numbered page headed *References*. All in-text citations must be matched to a corresponding item in the *References* list. Likewise, all publications appearing in your *References* list must have been cited in text. In the 5th edition of the *Publication Manual of the American Psychological Association*, Reference List is now a chapter, Chapter 4, and includes many more examples.

Guidelines for References

Format.

- Reference entries are double-spaced for journal manuscripts. Single-spaced references are often appropriate for course papers, theses, and dissertations.
- References should be listed using a hanging indentation; that is, the first line starts at the margin and any following lines are indented. Your word processing program should offer this option; in Microsoft Word, for example, it can be found under "Format," then "Paragraph."

Arrangement.

- List reference items alphabetically. Spell out the author's last name, and use only initials for the first and middle names.
- Single-authored entries precede multiple-authored entries that begin with the same last name.
- Entries by the same author(s) are arranged according to the date of publication, beginning with the earliest date.
- Entries with the same author(s) and date of publication are arranged alphabetically according to title, with the first designated *a*, the second *b*, and so on.
- Entries by the same first author but different second author are alphabetized according to (1) the first author's name, then (2) the second author's name.

Capitalization and punctuation.

- Capitalize only the first word of titles of books and articles and the first word after a colon, but capitalize all major words in journal titles.
- Capitalize all authors' names and initials, names of publishers, editorial abbreviations (e.g., Ed., Trans.), and places (city/state) of publication.
- Use a comma to separate: last names from initials; individual authors in a co-authored publication; a journal title from volume number; a journal volume number, issue number, or newspaper title from page numbers; and city of publication from state.
- Use one space after commas.
- Use one space after the colon in a two-part title and after the publisher's location.
- Use one space after periods, except after internal periods in abbreviations (ex.: U.S.)

Sample References

Journal article, continuous pagination:	Bibace, A., & Walsh, P. (1984). Piaget revisited. <i>Journal of Social Issues</i> , 37, 618-625.
Journal article, paginated by issue:	Billingham, C.T. (1986). Healthy behaviors for today's toddlers. <i>Journal of Personality and Social Psychology</i> , 44(7), 20-24.
Journal, entire issue:	Conover, T.M. (Ed.). (1986). Testing concepts: Measurements of health [Special Issue]. <i>American Psychologist</i> , 42(18).
Journal article, in press:	Conover, T.N. (in press). Learning abilities of young children. <i>Journal of Personality and Development</i> .
Book, other than first edition:	Dom, L.R., & Ryerson, D. (1984). <i>Elements of a healthy childhood</i> (2 nd ed.). New York: Macmillan.
Edited book, editor as author:	Dykes, A.T. (Ed.). (1983). <i>Early developmental stages</i> . Bethesda, MD: Norcroft Books.
Book, English translation:	Dykes, S.L. (1987). <i>Cognition and development</i> (J. Nuise, Trans.). New York: Academic Press. (Original work published 1958)

Article or chapter in edited book:	Eiser, S., Redpath, A., & Rogers, N. (1987). Outcomes of early parenting: Knowns and unknowns. In A.P. Kem & L.S. Maze (Eds.), <i>Logical thinking in children</i> (pp. 58-87). New York: Springer.
Book, corporate author as publisher:	National Institute of Mental Health. (1989). <i>Manual of cognitive learning</i> . Washington, DC: Author.
Magazine article:	Palmer, H., & Lewis, C.D. (1987, October). Using a common sense approach to evaluating behavior. <i>Psychology Today</i> , 40, 40-47.
Newspaper article, discontinuous pages:	Reichenback, M. (1988, May 10). Mind and body of a child. <i>Christian Science Monitor</i> , pp. 4, 16.
Newspaper article, no author:	Understanding early years as a prerequisite to development. (1986, May). <i>The Wall Street Journal</i> , p. 8.
Research report, private organization:	Swift, A.C. (1985). <i>Determining our children's future</i> (Report no. 12). Milwaukee: Child Care of Wisconsin.
Government report:	Williamson, F.J. (1983). <i>Child psychology in the public schools</i> (Contract No. 1004-62). Washington, DC: National Institute of Education.

Non-print References

Online article based on a print source:	Author, A. A., Author, B. B. & Author, C. C. (2006). Title of article. <i>Title of Periodical</i> , vol#, pp-pp. Retrieved month day, year, from source (the URL of the article, not the Databases where you found it).
Online-only article:	Author, A. (year, month day). Article title. <i>Online Journal Title</i> , v#, Article #. Retrieved month day, year, from URL.
Online document:	Author, A. A. (2005). <i>Title of work</i> . Retrieved month day, year, from Source (URL).

For detailed information on other non-print resources, such as audio-visual materials, (including motion pictures, television audio recordings) and other electronic media, see pp.266-281 in the *Publication Manual*, 5th ed.

Some Principles of APA Editorial Style

Headings (See pp. 95-96, 111-115, 289-290 in *APA Manual*, 5th ed.)

Headings from one to five levels are generally used to indicate the organization of the text. Topics of equal importance have the same heading. Do not use a heading for the introduction. Do not label headings with numbers or letters. (Italics can be substituted for underlined headings.)

CENTERED UPPERCASE HEADING (Level 5)

Centered Uppercase and Lowercase Heading (Level 1)

Centered, Italicized, Uppercase and Lowercase Heading (Level 2)

Flush Left, Italicized, Uppercase and Lowercase Side Heading (Level 3)

Indented, italicized, lowercase paragraph heading ending with a period. (Level 4)

Use Level 1 headings when a single level is necessary. Use levels 1 and 3 for two levels in text. Use Levels 1, 3, and 4 for three levels in text. Use Level 5 only when all other levels are already been used.

Quotations (See pp. 117-122, 292-293 in *APA Manual*, 5th ed.)

Incorporate quotations of less than 40 words in the text with double quotation marks. Place quotations of 40 or more words in a double-spaced block, indented five spaces from left margin. Do not use quotation marks with a blocked quotation. A page number always immediately follows a quotation, even when the author and date precede it. For example: Lu (1990) found that “several hypotheses were partially supported” (p. 48).

Abbreviations (See pp. 103-111 in *APA Manual*, 5th ed.)

Acronyms and abbreviations must be spelled out completely on initial appearance in text. Use only if abbreviation is conventional, is apt to be familiar, will save considerable space, and will prevent cumbersome repetition. Avoid beginning a sentence with an acronym or an abbreviation.

Capitalization in text (See pp. 94-100 in *APA Manual*, 5th ed.)

Capitalize all words of four letters or more in titles of books and articles in text. Do not capitalize names of laws, theories, and hypotheses except for proper nouns.

Hyphenation (See pp. 89-94 in *APA Manual*, 5th ed.)

For compound words not in the dictionary, use hyphens for clarity rather than omit them. Hyphenate compound adjectives that precede the noun they modify (e.g., role-playing technique, two-way analysis, middle-class families). Do not hyphenate a compound adjective if its meaning is established or it cannot be misread (grade point average, sex role difference).

Numbers (See pp. 122-130 in *APA Manual*, 5th ed.)

Use figures for numbers 10 and above (e.g., 12 of the subjects); for numbers above and below 10 grouped for comparison (e.g., 2 of 16 responses); for numbers representing time, dates, and age (e.g., 3 years ago, 2 hr. 15 min.); for numbers denoting a specific place in a series, book, or table (e.g., Table 3, Group 3, page 32). Use words for numbers below 10 that do not represent precise measurements (e.g., eight items, nine pages); for numbers beginning a sentence, title, or heading (e.g., Forty-eight percent responded; Ten subjects improved, and 4 subjects did not).