



APA WORKBOOK

Writing Centre

Abstract

This document will familiarize you with APA vocabulary, with the aspects of scholarly writing that have an APA rule governing them, and with the resources that provide information on APA citation, formatting, and style.

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Last updated 5 December, 2018

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Accessing this Workbook Online

For the electronic version of this workbook, useful for accessing the resource links in this document, go to the Writing Centre website under Tools and Resources->Citations->APA Workbook PDF.

What Is APA?

APA, which stands for American Psychological Association, is a style guide that presents a set of rules to standardize writing within certain disciplines. These rules operate much like traffic signs do. If everyone follows the established rules then there will be no misunderstandings.

Purpose of Workbook

If you are new to APA, you will get the best outcomes for your efforts by proceeding through this workbook from beginning to end, section by section. **Do not** attempt to complete this workbook all at once. There is a lot of detail, and you will become overwhelmed and grumpy!

The larger ideas, concepts, and terminology are introduced first so that you understand how the details of citation fit into a larger whole.

The purpose of this workbook is

- to learn which aspects of your writing have an APA rule governing them
- to get familiar with where and how to find these rules
- to understand the vocabulary of APA
- to provide a resource that will be useful to you as an undergraduate student
- to save you time when writing your essays, since you will already be familiar with APA

List of APA Resources

Here is a list of resources that you can use to find the answers to the questions posed in this APA workbook:

Camosun library has an APA citation guide that is useful for citing sources unique to Camosun College such as course packs. There are also sample APA papers under the Formatting tab:

<http://camosun.ca.libguides.com/apa>

The American Psychological Association's website provides information and answers to questions about format, references, and style, including additional, updated, and, in some cases, correction of information in the *Publication Manual of the APA*:

www.apastyle.org

The American Psychological Association also has a quick guide for questions about references:

<https://www.apastyle.org/learn/quick-guide-on-references>

The following link provides an excellent general overview on when and how to quote:

<http://writingcenter.unc.edu/tips-and-tools/quotations/>

Purdue University's Online Writing Lab (OWL) has a built-in search engine, so it is a useful resource for anyone who is new to APA. The first link is a good place to start for citation information, and the second link is helpful for essay writing tips and guidelines:

<https://owl.english.purdue.edu/owl/resource/560/01/>

<https://owl.english.purdue.edu/>

If you prefer a visual and verbal demonstration of APA guidelines, try Memorial University Library's APA YouTube videos (Purdue OWL also has an APA video podcast (VidCast) series and a YouTube Channel):

https://www.youtube.com/playlist?annotation_id=annotation_71154359&feature=iv&list=PLJte6w3fUL6tnN8wb_hndiZViJzZNpcDI&src_vid=rqui6nHVYMw

The Scholarly Conversation

Successful academic writers engage in a process:

- They read extensively on a topic to understand the conversation among specialists in the discipline.
- They engage in the reading by responding with questions, comments, and summary notes.
- They determine the purpose of the writing: to address a problem, answer a question, create new knowledge, or challenge an existing belief, way of thinking, or way of doing something.
- They develop a claim (thesis) based on their reading and their own thoughts on the topic.
- They support their claim with evidence from the specialists who are already engaged in the conversation.
- They show that the evidence they are using supports their claim (thesis) by answering how and why this evidence is relevant to their discussion.

They Say, I Say by Gerald Graff and Kathy Birkenstein presents templates for helping you to introduce sources and to summarize and synthesize the arguments and ideas of others.

The University Writing Center in the School of Liberal Arts at Indiana University has summarized and organized these templates in the following document:

<https://www.bgsu.edu/content/dam/BGSU/learning-commons/documents/writing/synthesis/they-say-i-say-link.pdf>

Here is another resource, the University of Manchester Library's Academic Phrasebank, which provides a wide range of templates to help you with the language of the scholarly conversation:

<http://www.phrasebank.manchester.ac.uk/>

Review these templates from Indiana University to answer the next two questions:

Q1 Verbs communicate how writers express their ideas. When you introduce the words of an author, choose a verb that reflects that writer's intent, tone, and stance on the topic. List ten alternate verbs for argued in the phrase "Smith (2013) argued that . . ."

Q2 Different style guides such as the *Modern Language Association Handbook* (MLA) and the *Publication Manual of the American Psychological Association* (APA) require you to introduce the words of others using specific verb tenses. APA requires you to use which tenses? (Choose all that apply.)

- present tense (Smith explains)
- past tense (Smith explained)
- present perfect tense (Smith has explained)

What Is Citation?

To cite is to provide authoritative support (evidence) for your argument with information about the who, when, where, and what of your sources.

Evidence must be authoritative to be credible and convincing.

Authoritative means that the evidence is provided by someone who is a specialist on the topic.

Reasons to cite this authoritative evidence are

- to credit the ideas of others that you use to support your argument
- to enable readers to find this evidence if they are interested in learning more about the topic

Q3 Information and ideas can come from a variety of sources (periodicals such as journal, newspaper, and magazine articles; books and book chapters; technical and research reports; audiovisual media; online communities such as blogs, etc.) You need to cite these sources when (choose all that apply):

- you use an exact quote from a source that refutes your thesis
- you summarize the main idea of an article that supports your thesis
- you put someone else's ideas into your own words (paraphrasing)
- you use someone else's ideas that have influenced your thinking
- you copy & paste a definition or data from a research source
- all of the above

Required Information for Citations

Q4 What is a [DOI \(digital object identifier\)](#), where can it be found, and where should you use it? If there is no DOI, what do you use in its place? What is the correct way to format a DOI on your reference page? What is the correct way to format a URL (Uniform Resource Locator)?

Q5 In addition to the DOI, what other information will you need to record for the following documents so that you will be able to create a reference list? Note that learning how to identify the category and type of resource that you are using is a critical first step to citation, as each requires unique information and formatting.

- Periodicals (scholarly journal articles, magazines, and newspapers)
- Book (print version)
- Book (electronic version of print book)
- Book (electronic version only)
- Book (edited with chapters written by different authors)
- Technical or research report from corporate or government author
- Blog post (web log message)
- Lecture notes, handout, or PowerPoint (personal, instructor, posted to D2L)

Q6 Not all of the information provided in your reference list is required for the in-text citation. In most cases, only two pieces of information are required for an in-text citation. What are they? What third piece of information is mandatory for a direct quote but optional for a paraphrase or summary?

Q7 When you list author names in the body of your paper, do you use only the last name or do you include the first name or initials of the authors? There is a general rule and an exception to this rule. Note both rules. What about the author names in the entries in your reference list?

Q8 Imagine that you have used evidence in your essay from two different journal articles written by the same author in the same year. Given that you only include the author's name and the date of publication (and possibly location information such as a page number) for an in-text citation, how would your reader know which evidence came from which article? What principle can you derive from this example regarding the link between in-text citations and reference list entries?

Q9 List two strategies that you can use to keep track of the information you need for your in-text citations and your reference list. While a number of online resources are available, low-tech and uniquely personal options are equally effective. How have you kept track up to now? Can you improve on your method?

Citation Punctuation

Q10 **Parentheses (...)** and **square brackets [...]** are punctuation that serve different purposes and cannot be used interchangeably. In the following chart, identify the correct punctuation (parentheses or square brackets) for each purpose listed:

| For each purpose select either parentheses or square brackets | () | [] |
|---|------------|------------|
| Introduce an abbreviation | | |
| Add an in-text citation | | |
| Change verb tense or pronouns within a quote to ensure grammatical consistency with the rest of the sentence (material inserted into quotation by someone other than the original writer) | | |
| Include, within the quote, supplemental information necessary to contextualize a quotation (material inserted in a quotation by someone other than the original writer) | | |
| Enclose parenthetical material that is already within parentheses such as an abbreviation within an in-text citation | | |

Q11 When do you use **ellipses (those three dots) in the body of your paper**? When would you use a period before using ellipses? Provide one example using only ellipses and one using a period with ellipses. In your examples, note the location of the period and whether the ellipses are spaced or not.

Q12 The **colon (:)** is used in several situations in scholarly writing. Provide an example for each of the following situations:

In your reference list between place of publication and publisher

Between a grammatically complete introductory sentence and a word, a group of words (phrase or list), or a complete sentence (independent clause) that illustrates, extends, or amplifies the introductory sentence

After a grammatically complete sentence that introduces a block quote

Rules for In-text Citations

Q13 There are two ways to cite (in-text) the authoritative source for the evidence you use in your paper: signal phrase (running text) and parentheses. Provide an example for each using the following information: Harry Potter, 2018, page 5.

Q14 When listing two or more authors in an in-text citation, use the word *and* in a signal phrase and an ampersand (&) for authors listed in parentheses. Create one example of a signal phrase and one of a parenthetical citation using the following information: Harry Potter, Ron Weasley, and Hermione Granger; 2018; pages 21-22.

Q15 Provide an example of an in-text citation where the source is not authored by any one or more individuals but by a group such as a corporation, association, or government agency.

Q16 What information do you use in the author position when there is no individual(s) or group author? Note the different formatting (double quotation marks or italics) depending on the type of resource.

Q17 What do you put in place of the date if the source has no date? You do need something. What other types of location information can you use if your source document has no page number?

Q18 Use direct quotes (someone else's exact wording) and paraphrases (someone else's idea stated in your own words) to integrate sources (evidence) into your paper. You need to use direct quotations when (choose all that apply):

- you don't understand the source material well enough to paraphrase it
- exact wording is required for technical accuracy such as for statistics
- you're short of content and need to include some extra quotes to meet the page requirement
- you write a scholarly essay (you should always use lots of direct quotations with very few of your own words)
- the exact words of an authority lend weight to your argument
- the language of the quote is particularly vivid or expressive

(Question adapted from Hacker and Sommers' *A Canadian Writer's Reference*.)

Q19 A paraphrase captures a single idea that is expressed in your source and that you write in your own words after you understand the full meaning of a passage. You will find it easier to paraphrase if you do not look at the original while you write. You are also less likely to plagiarize. Note that paraphrases must be cited.

Select the best example of a paraphrase of the following original passage (Exercise from Purdue University's OWL).

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. (Excerpt from James D. Lester, *Writing Research Papers*, 2nd ed. (1976): 46-47)

- In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester, 1976, pp. 46-47).
- Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester, 1976, pp. 46-47).
- Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Q20 Sometimes the author(s) of your source is (are) quoting someone else. You want to use the quote but can't find the work from where the quote originated. How should you cite this secondary source also known as an indirect source in the body of your paper? Do you need to include the author(s) of the quote in the reference list? Which author(s) must you include in your reference list?

Q21 You have read a number of articles and realize that several researchers have taken a similar position on a topic. You want to show this synthesis of ideas in your essay, since it provides evidence for one of your supporting points and, therefore, for your thesis; however, you wonder how you are going to include all of the authors from all of the articles in a single citation. You can do this. Explain how.

Q22 Circle the letter of the APA in-text citation that is correct. (Hint: location of the period)

- A. Mathieson (2010) believed that "customer insights are culled from painstaking research."(p. 3)
- B. Mathieson (2010) believed that "customer insights are culled from painstaking research" (p. 3).

Number of Author Rules for In-text Citations and for Reference List

Q23 The resources that you use will often be authored by several people. Imagine writing out all of those names every time you cite. This would take up a lot of space in your paper and plenty of your time! To minimize these issues, there are rules that you must follow when you mention these author names in the body of your paper. The number of authors are grouped into three categories. Provide two citations for each category that illustrate these rules.

| | |
|-----------------------|--|
| One to two authors | |
| Three to five authors | |
| Six or more authors | |

Q24 There is also a rule for the maximum number of authors you should list in a single reference entry. What is the rule? Be sure to talk about ellipses in your answer. Provide an example and show correct punctuation throughout (commas and periods).

Block Quotes

Q25 When you use a direct quotation from a source, there is a rule for the maximum number of words that a quote can be before you have to set off the entire quote (known as a block quote or setting off long quotations) from the rest of the text. What is the maximum number of words? List four rules about block quotes that are different from the rules for non-block quotes.

Q26 Give an example of a block quote with a suitable introductory sentence and correct formatting and punctuation.

Formatting Your Essay: Running Head and Levels of Heading

Q27 List four guidelines for how your overall essay, including the title page, reference list, and appendix (ices)—if you use—should be formatted.

What typeface and font size is used throughout the entire document?

What line spacing is used throughout entire document including the entries in your reference list?

What is the margin on all sides of the page?

What alignment (left or right) is used?

Q28 Your essay includes titles, headings (sections and subsections within your essay that help to organize the material) and a running head. Because they are used in similar ways, you may find them confusing to distinguish between in terms of where each is used in your paper and how each is formatted.

| Category | Location | Formatting |
|--------------------------------|---|--|
| | Be sure to include the following information: <ul style="list-style-type: none"> • location in your essay • location on the page • whether centred • whether aligned at the left margin or indented | Choose all that apply: <ul style="list-style-type: none"> • title capitalization • sentence capitalization • all capital letters • bold • italics |
| Title of essay (in two places) | | |
| Title of reference list | | |
| Title of appendix(ices) | | |

| | | |
|---------------------------------|--|--|
| Heading level 1* | | |
| Heading level 2* | | |
| Heading level 3* | | |
| Running head on title page | | |
| Running head on all other pages | | |

*There are five levels of heading. As an undergraduate student, you will likely use only the first three levels.

Q29 Explore Camosun library's APA citation guide. Where do you find information on how to insert the words "Running head" on your title page but not on the other pages of your essay?

Q30 What is the maximum number of characters allowed in a running head? If your title is longer than the maximum number of characters allowed in the running head, what do you do?

Q31 You do not use a heading before your introductory paragraph. What should appear above your introductory paragraph?

- Title of a technical or research report
- Title of an article and title of the periodical in which the article appears (periodicals are items published on a regular basis such as journals, magazines, and newspapers).

Q37 Number in order (1-6) the reference entry parts for the following database article citation with two authors:

_____doi:10.1186/s12889-015-2190-9

_____1-13.

_____Hays, R. & Daker-White, G.

_____ *BMC Public Health*, 15(1),

_____The care data consensus? A qualitative analysis of opinions expressed on Twitter.

_____ (2015).

Rules Governing the Use of Numbers

Q38 What is the general rule for numbers according to APA? Which numbers must be written as words? Which numbers must be expressed as numerals?

Q39 There are exceptions to this rule. One exception is the rule about beginning a sentence with a number. What does APA say about this?

Q40 What should you do if you have back-to-back numbers modifying one word?

Q41 How do you represent numbers as percentages? When do you use the symbol for percent and when do you use the word *percentage*?

Q42 How are numbers that refer to time, dates, and ages represented?

Q43 How are common fractions represented?

Q44 How do you form the plural of numbers?