



# **APA Student Guide**

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This guide is updated for the 7<sup>th</sup> edition of the *Publication Manual of the American Psychological Association*.

If you have questions or comments about this guide, please email [andrew.derksen@lethbridgecollege.ca](mailto:andrew.derksen@lethbridgecollege.ca)

## ONLINE VERSION

<https://lethbridgecollege.ca/document-centre/forms/apa-style-guide/apa-guide>

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# Part 1: Quick Guide to APA Style

## Chapter 1: Sharing Sources – Basic Principles and Common Examples

Good academic writers share influential sources. Good academic readers look up sources to verify information and learn more. The style guidelines of the American Psychological Association (APA) help you engage in this scholarly activity. In APA Style, you will share research and give credit to sources using two main practices: in-text citations and matching reference entries. In-text citations credit the source of each idea or piece of information. These citations direct readers to corresponding reference entries. Reference entries enable readers to look up and locate sources.

In-text citation	Reference entry
<b>Paraphrased information, narrative citation:</b> Blake et al. (2019) found that students who attended optional study skills workshops had a greater chance of achieving higher grades.	<b>Periodical (journal):</b> Blake, J. R. S., Grayson, N., & Karamalla-Gaiballa, S. (2019). Investigating impact: Exploring the effect of 'open' support on student success. <i>Journal of Learning Development in Higher Education</i> , 2019(16), 1-17. <a href="https://journal.alдинhe.ac.uk/index.php/jldhe/article/view/540/pdf">https://journal.alдинhe.ac.uk/index.php/jldhe/article/view/540/pdf</a>
<b>Paraphrased information, parenthetical citation:</b> As economic ground is lost by middle classes and gained by upper classes, Canada's poverty rates will probably continue to be high (Kazemipur & Halli, 2000).	<b>Book:</b> Kazemipur, A., & Halli, S. S. (2000). <i>The new poverty in Canada: Ethnic groups and neighbourhoods</i> . Thompson Educational Publishing.
<b>Paraphrased information, narrative citation:</b> Parks Canada (2019) engaged with 13,479 Canadians to gather feedback on parks operations.	<b>Online document (report):</b> Parks Canada. (2019). <i>Minister's round table on Parks Canada 2017</i> . <a href="https://www.pc.gc.ca/en/agence-agency/dp-pd/trm-mrt/rapport-report">https://www.pc.gc.ca/en/agence-agency/dp-pd/trm-mrt/rapport-report</a>

### In-text Citations

APA Style uses the author-date approach for in-text citations in order to keep most citations short and simple; the following basic principles and common examples apply. For more information on how to accurately and appropriately include in-text citations, including a variety of circumstances and complications, see Chapter 5: In-text Citations.

### Basic Principles

Each time you paraphrase or quote from a source, identify the source to your reader. When you paraphrase, provide the author and year; when you quote, provide the author, year, and page

number. Depending on your purposes, you can choose either a parenthetical or a narrative citation.

	Paraphrases	Quotations
Parenthetical citation	Ideas and information paraphrased from a source (Author, year).	Some context or transition to lead in to the "exact words borrowed from a source" (Author, year, page).
Narrative citation	Author (year) found/studied/argued/established/etc. some information or ideas.	According to Author (year), "exact words borrowed" (page).

### Common Examples

Authors are the primary focus of APA Style citations and references, but authors come in different numbers and types. This chart demonstrates in-text citations for common situations. All the examples are for paraphrased material.

Situation	Narrative Citation	Parenthetical Citation
One author	Young (1996)	(Young, 1996)
Two authors	Heilman and Okimoto (2007)	(Heilman & Okimoto, 2007)
Three or more authors	Blake et al. (2019)	(Blake et al., 2019)
Group author	Parks Canada (2019)	(Parks Canada, 2019)
Group author abbreviated with acronym		
<b>First</b> citation (introduce the acronym)	The College and Association of Registered Nurses of Alberta (CARNA, 2013)	(The College and Association of Registered Nurses of Alberta [CARNA], 2013)
<b>Subsequent</b> citations (use the acronym)	CARNA (2013)	(CARNA, 2013)

### Reference Entries

APA Style reference entries take time and involve many details. However, understanding the basic principles of reference entries can reduce confusion and frustration. The following principles and common examples apply to most reference entries. For more examples and information on other types of sources, including sources that do not follow the basic principles, see Chapter 6: Reference Entries.

### Basic Principles

Most reference entries include four elements: Author, Date, Title, and Locating information. Try to provide adequate information for all four elements. You are not responsible for information that is not available. You can mix and match variations of each element, making a Frankenreference (see p. 40). These are only a few of the most common variations:

Author	Date	Title	Locating information	
			Publisher, periodical, website, etc.	DOI or URL
<b>One author:</b> Author, A. A.	<b>Year:</b> (2020).	<b>Book:</b> <i>Title of book.</i>	<b>Publisher info:</b> Publisher Name.	<a href="https://doi.org/xxx">https://doi.org/xxx</a>
<b>Multiple authors:</b> Author, A. A. & Author, B. B. (list all authors up to and including 20 authors)	<b>Year &amp; month:</b> (2020, January).	<b>Article:</b> Title of article.	<b>Periodical info:</b> <i>Title of Periodical,</i> <i>volume(issue), pp-pp.</i>	OR <a href="https://xxx">https://xxx</a> OR Retrieved Month date, year, from <a href="https://xxx">https://xxx</a>
<b>Group author:</b> Name of Group.	<b>Year &amp; date:</b> (2020, March 17).	<b>Webpage:</b> <i>Title of work.</i>	<b>Website Name:</b> Site Name	

## Common Examples

- Journal Article (with DOI)  
Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, *131*(6), 803–855.  
<https://doi.org/10.1037/0033-2909.131.6.803>
- Newspaper or Magazine Article (online)  
Hess, A. (2019, March 27). People don't bribe college officials to help their kids. They do it to help themselves. *The New York Times Magazine*.  
<https://www.nytimes.com/2019/03/27/magazine/people-dont-bribe-college-officials-to-help-their-kids-they-do-it-to-help-themselves.html>
- Book (printed version, no doi or url)  
Oakes, C., & Cooper, A. (1994). *Early childhood programs in community colleges* (3rd ed.). Seal Press.
- Webpage with individual author  
Colcutt, M. (n.d.). *Early Japan (50,000 BC - 710 AD)*. Japan Society.  
[https://aboutjapan.japansociety.org/content.cfm/early\\_japan\\_50000bc\\_710ad](https://aboutjapan.japansociety.org/content.cfm/early_japan_50000bc_710ad)
- Online document or report with group author  
Parks Canada. (2019). *Minister's round table on Parks Canada 2017*.  
<https://www.pc.gc.ca/en/agence-agency/dp-pd/trm-mrt/rapport-report>

## Chapter 2: The Sample Paper

1

**Alberta Teachers Supporting Literacy for English Language Learners**

Jane Student

School of Human Services, Lethbridge College

EDU-2252: ESL Instructional Support

Dr. Josh Vanderwaal

January 10, 2020

Place page numbers in the top right corner. Student papers do not require a running head unless specifically requested by your instructor.

Set your line-spacing to 2.0 or double spacing for the entire document.

Your title should be centred and bold. Use title case (capitalize important words and words with four or more letters). The title should state the main topic concisely.

Add an extra line space between the title and the name(s) of the author(s). Keep the author name(s) centred, but not bold. Start a new line for each of these pieces of information:

- institutional affiliation, including the name of the school, department, or division
- course code and title
- instructor's name (include the instructor's preferred designations, like Dr., PhD, RN, etc.)
- due date

## **Alberta Teachers Supporting Literacy for English Language Learners**

Students in Alberta classrooms reflect the diversity of Canada's multicultural embrace. Many of these culturally diverse students are also **English Language Learners (ELLs)** who struggle with English language acquisition and literacy. More and more ELLs are attending school in Alberta every year. In the Edmonton Public School board, **Superintendent Robertson and Assistant Superintendent Liguori (2014)** report that the number of ELLs nearly doubled from 9, 597 to 18, 278 students in just five years (from 2008–2009 to 2013–2014). For teachers, the challenge is how to best support all Alberta students, including ELLs. In fact, the **Alberta Teachers' Association (2018) *Code of Professional Conduct*** mandates that teachers work to address all students' educational needs and specifically notes that teachers must act "without prejudice as to...linguistic background" (p. 1). These expectations highlight significant challenges for teachers. **Helfrich and Bosh (2011)** argue that many teachers supporting literacy for ELLs have a poor grasp of literacy in other cultures, cannot properly differentiate instruction, and place too little value on peer interactions. **Helfrich and Bosh** further explain that differentiating instruction can be problematic

Start with the bold title, centred, in title case. Do not use the heading "Introduction."

Start your introduction paragraph here. Indent paragraphs using the tab key or paragraph settings. Continue with double-spaced content.

To introduce an acronym, spell out all words and put the acronym in parentheses. After introducing an acronym, use it instead of the full spelling.

Narrative citation for paraphrased information. For more information, see pp. 21–33.

Narrative citation for a direct quotation with a group author. For more information, see pp. 29–32.

Use an ellipsis (...) to show that you omitted some words from a quotation. For more information, see p. 32.

Narrative citation for a source with two authors. For more information, see p. 21.

When you use the same source for adjacent sentences, you don't need to repeat the year. For more information, see p. 27.

because teachers can single out ELLs and take time away from other students. In order to avoid this pattern and overcome the challenges to supporting ELLs, teachers should use diverse strategies that scaffold the learning of all students; such strategies include creating an inclusive classroom, building a literacy-rich environment, involving peers, and utilizing explicit instruction.

To support all students, Alberta teachers must establish inclusive classrooms and contexts. This expectation is detailed by Alberta Education (2018) in the *Teaching Quality Standard*, which states that teachers will provide “inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe” (p. 6). Teachers working to welcome, care for, and respect diverse students may need to develop their cultural awareness. In the article, “Creating Environments of Success and Resilience: Culturally Responsive Classroom Management and More,” Bondy et al. (2007) suggest that many teachers can improve cultural knowledge and the ability to analyze the role of culture in perceptions of student behavior. To develop cultural awareness and create environments that recognize the benefits of diverse languages and cultures, the Edmonton School Board employs intercultural consultants who work with teachers and other school staff (Robertson

In the body, if you include the title of a stand-alone item, use italics and title case.

In the body, if you include the title of an article, chapter, episode, or other part of a larger work, use quotation marks and title case.

Narrative citation for a source with three or more authors. For more information, see p. 35.

Parenthetical citation. Use a mixture of narrative and parenthetical citations for sentence variety.

& Liguori, 2014). Intercultural consultants can help teachers understand why students from other cultures might exhibit behaviours like avoiding eye contact or copying passages for writing assignments. This understanding helps teachers consider their perceptions of students' behaviours and creates opportunities for explaining unspoken Canadian cultural expectations. Bondy et al. (2007) also note that teachers can use culture to create classroom contexts that support, nurture, and respect students. In Lethbridge, teachers have used the cultural practices of the Bhutanese community to create supportive, nurturing and respectful contexts. T. Rodzinyak (personal communication, March 2, 2019) helped organize a Holi celebration at Chinook High School to celebrate the widely practiced, colourful custom and create an inclusive environment. These culturally inclusive contexts support language development for ELLs and enrich the learning experience for all students.

Including culturally diverse students also involves an understanding of the unique characteristics of each student. As with all students, teachers should ascertain an understanding of each learner's base knowledge and ability. ELLs come from diverse educational backgrounds and teachers should learn as much as possible about each student's educational history. When teachers

This source was cited earlier in the paragraph, but then another source (Robertson and Liguori) was cited. Also, there are intervening sentences that add commentary. To ensure clarity, provide a complete citation.

Narrative citation for a personal communication. For more information, see p. 34.

investigate a student’s educational history, they are more able to create a “connection between the background knowledge [students] possess and the academic requirements of the classroom” (Helfrich & Bosh, 2011, p. 264). As teachers investigate educational histories, they should strive to understand literacy development in each student’s first language. Dressler and Kamil (2006, as cited in August et al., 2014) contend that knowledge gained in a first language relates to many literacy skills in a second language. In Edmonton, Robertson and Liguori (2014) report that Reception Centres welcome immigrant and refugee students, including interviews with families in their first language. These interviews collect information about students’ background and experiences before coming to Canada (Robertson & Liguori, 2014). This information helps teachers learn more about each of their students and develop cultural awareness, which encourages an inclusive classroom.

To further support the diverse needs of all students, teachers can create classrooms that are not only inclusive, but also literacy-rich. In such an environment, teachers immerse students in literature and text of various formats, from instant messaging and “hang in there” posters, to full-length novels. Immersing students in these different textual formats will help all students develop literacy skills.

Use square brackets around any clarifying words that are added to a direct quotation. For more information, see p. 32.

Narrative citation for a secondary source. For more information, see p. 28.

Connect ideas using transition words or phrases. Make sure to introduce the topic of the paragraph in the topic sentence.

Teachers can also use literature to increase the awareness and understanding of several cultures. For example, teachers can make a conscious decision to feature texts with diverse characters and cultural themes (Helfrich & Bosh, 2011). A literacy-rich environment is especially beneficial to ELLs as they are less likely to have access to English language materials and experiences away from school; providing ELLs with an everyday environment rich with English literature and text gives them more equal access to a literacy-rich experience (August et al., 2014). Although the literacy-rich environment has more impact on ELLs, such immersion benefits all students.

In an inclusive, literacy-rich classroom, **peer interactions come more naturally and can support literacy development in all students. ...**

Along with strategies for inclusion, immersion in a literature-rich environment, and interaction between peers, teachers should provide **explicit instruction in literacy fundamentals. ... Tompkins (2015)** insists the inclusion of activities that develop oral language is essential, as oral language is foundational to literacy learning. ...

Although there is no single answer to best support the development of literacy and language in ELLs, teachers can improve

This paragraph would continue with evidence and commentary about the best practices for and benefits of peer interactions.

This paragraph would continue with evidence and commentary about the best practices for and benefits of explicit instruction in literacy fundamentals.

We kept this narrative citation so we could include the corresponding book example in the references list.

practice by creating an inclusive, literacy-rich learning environment that involves peer interactions and explicit instruction. Used effectively, these strategies will reinforce and build on each other. For example, if a teacher creates a literacy-rich environment with respectful texts about different cultures, the classroom naturally becomes more inclusive. In this inclusive environment, peer interactions are more frequent and genuine, and when peers are comfortable interacting, they can engage in activities like peer writing revision, applying and refining skills learned through explicit instruction. This classroom environment then becomes a culture of its own, one in which all students engage in profound learning experiences.

## References

Alberta Education. (2018). *Teaching quality standard*. Government of Alberta.

[https://education.alberta.ca/media/3739620/standardsdoc-tqs-\\_fa-web-2018-01-17.pdf](https://education.alberta.ca/media/3739620/standardsdoc-tqs-_fa-web-2018-01-17.pdf)

Alberta Teachers' Association (2018). *Code of professional conduct*.

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf>

August, D., McCardle, P., & Shanahan, T. (2014). Developing literacy in English language learners: Findings from a review of the experimental research. *School Psychology Review*, 43(4), 490-498. <https://doi.org/10.17105/SPR-14-0088.1>

Bondy, E., Ross, D. D., Galligane, C., & Hambacher, E. (2007). Creating environments of success and resilience: Culturally responsive classroom management and more. *Urban Education*, 42(4), 326-348.

<https://doi.org/10.1177/0042085907303406>

Helfrich, S. R., & Bosh, A. J. (2011). Teaching English language learners: Strategies for overcoming barriers. *The Educational Forum*, 75(3), 260-270.

Arrange entries alphabetically. Apply a hanging indent to your entries (look in the tools of your word processing app).

Entry for an online document by a group author (Alberta Education). The publisher/website (Government of Alberta) is listed as locating information. For more examples, see Internet Resources and Grey Literature in Chapter 6.

Entry for an online document by a group author. In this case, the author is the same as the publisher/website, so you don't need to repeat the name. For more examples, see Internet Resources and Grey Literature in Chapter 6.

These three entries are all for academic journal articles. Note the pattern they all follow. For more examples, see Periodicals in Chapter 6.

<https://doi.org/10.1080/00131725.2011.578459>

Robertson, D., & Liguori, M. (2014). *Annual report – English language learners*. Edmonton Public Schools.

<https://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2013-14/june10/04-AnnualReport-EnglishLanguageLearners.pdf>

Tompkins, G. E. (2014). *Literacy in the early grades: A successful start for PreK-4 readers and writers* (4<sup>th</sup> ed.). Pearson.

Entry for an online document with individuals as authors. In this case, Edmonton Public Schools is listed as the publisher/website. For more examples, see Internet Resources and Grey Literature in Chapter 6.

Entry for a book. For more examples, see Books and Reference Works in Chapter 6.

# Part 2: More You Should Know About APA Style

## Chapter 3: APA Style for College Students

### Creating Knowledge: A Scholarly Process

To understand APA Style, it helps to think about the purpose of academic scholarship. Scholars learn the work of others, think about it, and add to it by critiquing it, correcting it, and expanding on it. This is how we create knowledge. Even when scholars disagree with each other, they are engaged in a cooperative process of building knowledge in their field of study. As a student-scholar, you are part of this collaborative process.

For this process to work, writers must share their information trails. Readers must be able to trust that writers are accurately indicating the work of others. Writers use APA Style in-text citations to indicate the work of others and reference entries to enable readers to follow the information trail to its source. As a college student, you will learn to use citations and reference entries while reading and writing.

Learning APA Style is also a process. Allow yourself some time to learn this style. When you feel overwhelmed by all the details or confused by the various situations, keep in mind the purpose of this scholarly activity. It's ok to make small mistakes with some details as long as you honestly represent and indicate the work of others. Your readers want to understand how your researching and thinking have been influenced. Establish your academic integrity by sharing your influences. Develop as a student-scholar by engaging in the collaborative process of creating knowledge!

### The Publication Manual of the American Psychological Association (7th edition)

The American Psychological Association began publishing a manual of guidelines for writers in 1952. Subsequent editions have been written to reflect changes in such things as language use, research methods, and technology. Because these things continue to evolve, APA Style guidelines are intended to offer a "balance of directiveness and flexibility" (APA, 2020, p. xvii). As you practice APA Style, take direction from the guidelines and use discretion with flexible situations.

The seventh edition is the primary source of information for this student guide. Writers looking for more detailed explanations will find them in the complete manual, which is available in academic bookstores, libraries, and online. Supplemental materials are also available on the APA Style website (<https://apastyle.apa.org/>).

The next three chapters of this guide go into some detail about the three areas of APA Style most relevant to student-writers: formatting & page layout, in-text citations, and reference entries.

## Chapter 4: Formatting and Page Layout

In APA Style, student and professional papers each have their own set of guidelines, and there are now specified guidelines for annotated bibliographies. This chapter covers formatting for student papers and annotated bibliographies.

### Paper Elements

Most student papers require three elements: a title page, the text (or body) of the paper, and a references list. Occasionally, assignments that are more complex will require additional elements like an abstract, headings, tables, figures, or appendices. Remember to look through the sample paper featured in Chapter 2.

#### **Title Page (Required)**

Abstract

#### **Body (Required)**

Can include Headings, Tables, and Figures.

#### **References (Required)**

Appendix or Appendices

### **Title Page**

(Required in APA Format)

The title page should always be the first page of your paper. Starting on the title page, number your pages in the top right corner (in the header section of the page—use the tools in your word processing app). The title of your paper (no more than 12 words) should be **bolded**, centered, and 3–4 lines down from the top of the page. Two lines down from the title, these elements should appear on separate lines: Name(s) of author(s); institutional affiliation, including the name of the school, department, or division; course code and title; instructor's name (include the instructor's preferred designations, like Dr., PhD, RN, etc.; and due date.

### **Abstract**

(and when to use one)

An abstract summarizes the contents of a paper in about 150–250 words. It is often used for long papers and should only be included if required by an instructor. The abstract would be on a separate page (the second page) and have a centered, bolded title of “**Abstract.**”

### **Body**

(Required in APA Format)

The body of your paper should begin with the title of your paper. The title should be bolded, centered, and in title case. That is, capitalize all major words (nouns, verbs, adjectives, adverbs, pronouns, and words with four or more letters). Do not capitalize short conjunctions or prepositions. Page numbers should continue through the body of your paper. The text should be double-spaced, left-justified, and surrounded by a 1-inch margin—the default margin setting

on Microsoft Word. APA Style has no recommended font, as long as the chosen font is legible and consistent throughout the paper. Suggested fonts include 12-point Times New Roman and 11-point Arial. If your Instructor requires a certain font, use that font.

## Headings

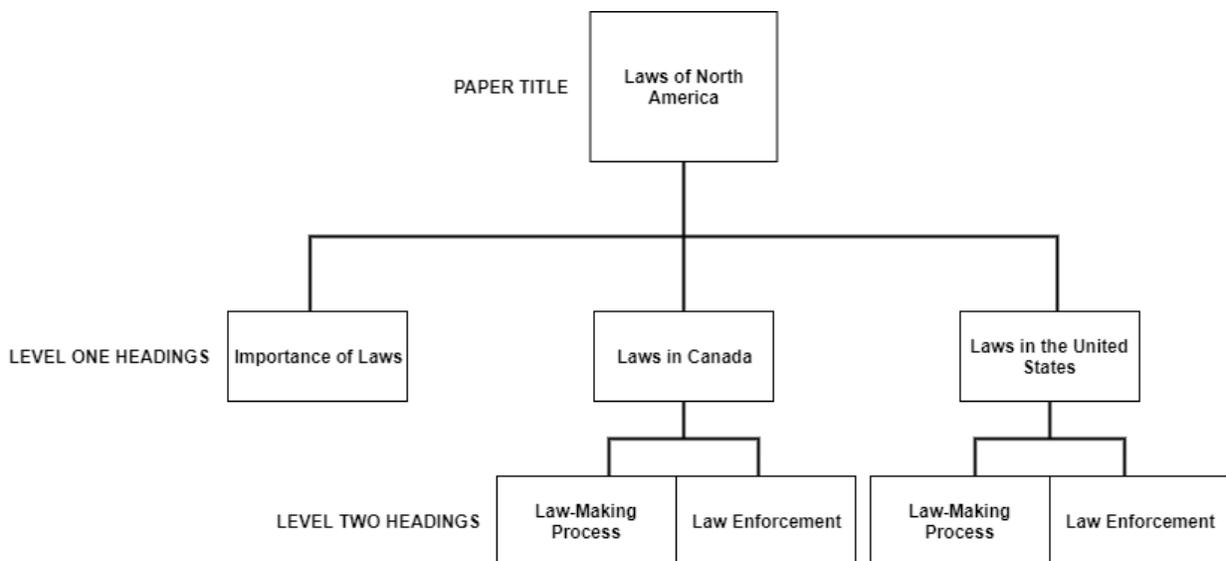
(and when to use them)

Within the text of your paper, you may be required (or you may choose) to use headings. Headings are used to divide your paper into separate topics, subtopics, and so on. The purpose of a heading is to indicate the topic or subtopic of a passage. Generally, headings should not be used for a single paragraph (unless required by your Instructor) but should be used to indicate that multiple paragraphs are discussing a single idea. Furthermore, headings should be parallel—if you use one Level 1 heading, there should be at least one more in your paper.

In the average college paper, you will only need two levels of headings:

- A Level 1 heading is centered, bolded, and uses title case. Your indented paragraph starts on the next line. A Level 1 heading is used to indicate the beginning of a new section.
- A Level 2 heading is left aligned, bolded, and uses title case. Your indented paragraph starts on the next line. A Level 2 heading indicates the start of a subtopic within a Level 1 heading section. Not all Level 1 heading Sections require a Level 2 heading. In fact, most papers only need one level of heading.

This chart shows the hierarchy of ideas for the following example. Note that not every Level 1 heading has a Level 2 heading associated with it. Use it as a visual guide to help understand how headings work.



Here is an example of how headings work in a paper:

2

## **Laws of North America**

This part of your paper would be the introduction, as it immediately follows the title of your paper. The title of your paper is the first thing a reader will see and should give that reader a clear idea of what the paper is going to discuss.

### **Importance of Laws**

This is the first Level 1 heading. It indicates that your focus is now on a specific supporting topic of your essay. Notice how this supporting idea has no Level 2 headings. A Level 2 heading is used to represent a sub-topic and, in this case, there is no sub-topic that relates to the “Importance of Laws” heading. Again, headings often have more than one paragraph under them.

### **Laws in Canada**

This is the second Level 1 heading. It indicates a shift in focus from “Importance of Laws” to a discussion of “Laws in Canada.”

#### **Law-Making Process**

This Level 2 heading represents a sub-topic under the “Laws in Canada” heading. The use of a Level 2 heading indicates that the information in this paragraph specifically relates to the “Law-Making Process” while still being relevant to the topic of “Laws in Canada.” In this case, this section of the paper

will discuss the law-making process in Canada.

### **Law Enforcement**

Notice how this is the second Level 2 heading under the “Laws in Canada” heading. This means that there are two sub-topics relevant to the “Laws in Canada” heading. The second Level 2 heading indicates that the information in this paragraph is not related to the “Law-Making Process,” but still relevant to “Laws in Canada.” This heading indicates that this section of the paper will discuss how laws are enforced in Canada.

## **Laws in the United States**

This is the third and final Level 1 heading in this example. Again, this heading shows the reader that your focus is shifting from “Laws in Canada” and is now on “Laws in the United States.”

### **Law-Making Process**

This Level 2 heading represents a sub-topic under the “Laws in the United States” heading. The use of a Level 2 heading shows the reader that the information in this paragraph specifically relates to the “Law-Making Process” while still being relevant to the topic of “Laws in the United States.” In this case, this section of the paper will discuss the law-making process in the United States.

### **Law Enforcement**

Notice how this is the second Level 2 heading under the “Laws in the

United States” heading. This means that there are two sub-topics relevant to the “Laws in the United States” heading. The second Level 2 heading shows the reader that the information in this paragraph is not related to the “Law-Making Process,” but still relevant to the United States. This heading indicates that this section of the paper will discuss how laws are enforced in the United States.

## Tables and Figures

(and when to use them)

Tables and figures are used to visually present information and ideas. Tables and figures can be placed directly in the body of the paper when they are relevant or on a separate page after the references. In the body of your paper, call out tables or figures by number: “Data show that participants rated their experience highly (See Table 2).” Tables and figures can have overlapping purposes. For example, a table can be used to highlight an important set of data from your research, and a figure, such as a graph, can highlight the same set of data. The choice to use a figure or table in this case is up to the writer, but writers should choose the most clear and concise form. Figures are not always graphs but can be any image that is not a table. Examples of figures are drawings, photographs, infographics, etc.

If you reproduce a table or figure from a source, see the *Student Guide to Figure Citations*. If you create a table or figure to represent your own data, information, or ideas, include these components:

- Table or figure number. Use bold font and number tables and figures in the order they appear: **Table 1, Table 2, etc. Figure 1, Figure 2, etc.**
- Title. One line below the table or figure number, provide a detailed title in italics, using title case.
- Table or figure. After the number and title, insert the table or figure
  - Tables often require a variety of columns, rows, etc. For a detailed example of APA Style formatting for tables, please see the Appendix.
- Notes. Directly below the table or figure, include clarifying notes or permission notes. If you create your own table or figure, you probably won’t need any notes. If you reproduce or adapt a table or figure from a source, you will need to add a permission note to indicate the table or figure is reproduced or adapted. You will also need to add a figures list with a copyright attribution. For more detail, see the *Student Guide to Figure Citations*.

Here is an example of a simplified table using a Microsoft Word Quick Table. Please see the Appendix for a table formatted to more detailed APA guidelines.

**Table 1**

*Physical Attribute Summary of Pothole and Pincher Creek*

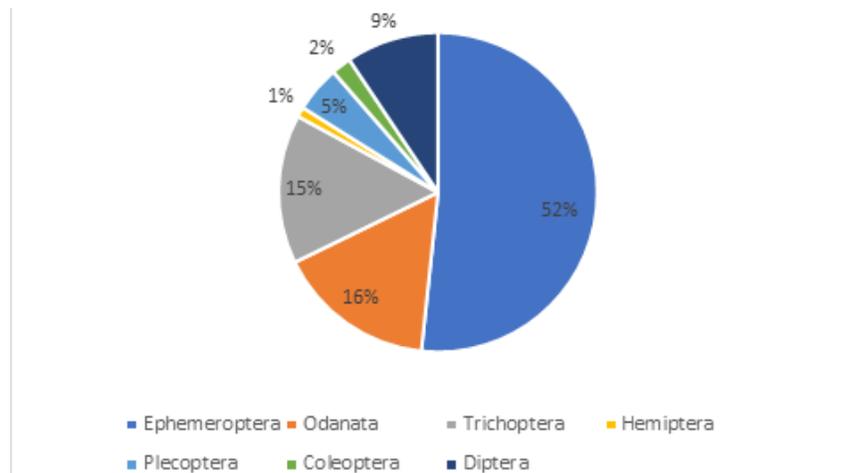
Physical Attribute	Pothole Creek	Pincher Creek
Average Width (m)		
Average Depth (m)		
Average Velocity (m/s)		
Average Discharge (m <sup>3</sup> /s)		
% Slope		
Gradient		
Stream Order		

*Note.* This is how a note should be formatted. If you create your own table, notes are rarely necessary. If you reproduce or adapt a table or figure from a source, add a permission note (see the *Student Guide to Figure Citations*).

Here is an example of a Figure in APA Format:

**Figure 1**

*A Depiction of Insect Orders Present in Pincher Creek, AB.*



*Note.* This is how a note should be formatted. If you create your own figure, notes are rarely necessary. If you reproduce a table or figure from a source, add a permission note (see the *Student Guide to Figure Citations*).

## References

(Required in APA Format)

Always begin a new page for the list of references. Check out the example in the sample paper in Chapter 2. Only works cited in the text can be listed on the reference page. For more about reference entries, see Chapter 6.

Here are four steps to create the list:

1. Centre the title "**References**" (bold, but with no quotation marks) at the top of the page.
2. Create a full entry for each source, including every type of media. The only sources that do not appear on the reference page are personal communications (e.g., interviews, email correspondence). See Chapter 6 for details and examples of reference entries.
  - Use hanging indents. This means the first line of each entry is at the left margin and all subsequent lines are indented. Most apps have settings to create the hanging indent (look in paragraph settings).
  - Double-space the entries.
  - Use capitals, italics, punctuation, and abbreviations as described and demonstrated in Chapter 6.
3. Arrange the citations
  - List entries alphabetically according to the lead author's last name.
  - If no author is named, put the title in the author position and alphabetize the entry by the first significant word in the title.
  - If you used more than one publication by the same author, arrange them in chronological order, beginning with the earliest publication.
  - If you used more than one publication by the same author with the same date (or no date, n.d.), arrange them alphabetically by the next distinguishing information: their titles. Then add lower case a-b-c behind the year to distinguish between them.  
  
Diabetes Canada. (n.d.-a). *Type 1 diabetes...*  
Diabetes Canada. (n.d.-b). *Type 1 symptoms...*
4. As a final check, go back through the entries on your reference page and make sure there is a corresponding in-text citation within the paper.

## Appendices

(and when to use them)

Appendices are used to include information at the end of your paper that would be confusing or distracting otherwise. Appendices can include transcripts from an interview, survey questionnaires, etc. An Appendix should appear on its own page. In papers with one appendix, label it Appendix. If there are multiple, they should be labeled Appendix A, Appendix B,

Appendix C, and so on. Use the label of the appendix when discussing it in the body of the paper. For example, instruct you reader to “see Appendix B.”

## Annotated Bibliographies

APA Style now has formatting guidelines for Annotated Bibliographies: The annotation should be a new, double spaced, 0.5” indented paragraph immediately under the citation. If your instructor has requested a different format, follow their guidelines. Here is what the APA Style Annotated Bibliography would look like:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title in sentence case. *Title of Journal*, Volume(issue), pp-pp. DOI/URL.

This annotation is an exercise in imagination. I hope that, in your imagination, this annotation is very intelligent. Printing costs a lot, though, so this is the end.

## Chapter 5: In-Text Citations

When representing information or ideas from a source, use in-text citations to indicate the source to your reader. Curious readers want to know which information or idea comes from which source. Be specific with your in-text citations so that your reader knows exactly where you found the information or idea. Your in-text citations will correspond to reference entries so that your reader can look up sources.

APA Style uses the author-date approach for in-text citations. Each time you paraphrase or quote from a source, indicate which source deserves credit. When you paraphrase, provide the author and year; when you quote, provide the author, year, and page number. For each citation, you can choose a narrative or parenthetical style.

### Narrative and Parenthetical Citations

Depending on your purposes, you can choose either a narrative or parenthetical citation. Each style of citation has a different emphasis, so a mixture of both styles throughout a paper is often effective. Narrative citations are the best choice for an extended summary or paraphrase. These citations are helpful when you want to emphasize the source or the source’s authority. Conversely, the parenthetical citation emphasizes the ideas or information. For most students, the parenthetical citation is an easier style to start with, but you should practice both so that

you can use them as you draft. Narrative citations usually come at the start of a sentence; parenthetical citations usually go at the end of a sentence.

Narrative citation:

Kazemipur and Halli (2000) argue that as economic ground is lost by middle classes and gained by upper classes, Canada’s poverty rates will probably continue to be high.

Parenthetical citation:

As economic ground is lost by middle classes and gained by upper classes, Canada’s poverty rates will probably continue to be high (Kazemipur & Halli, 2000).

These words can be useful in narrative citations:

noted	found	concluded	investigated	reported
stated	argued	contended	suggested	discussed
showed	agreed	emphasized	demonstrated	compared
explored	observed	questioned	asserted	pointed out
advised	disputed	confirmed	refuted	reviewed

Each of these words conveys a different meaning, so choose wisely. For example, when paraphrasing information from a news article, you might state that the author *reported* something. If you’re summarizing the findings or conclusions of an experiment, you might state that the authors *found* or *concluded* something.

## Four Basic Models

Four basic models encompass options for narrative or parenthetical citations and options for paraphrasing or quoting:

	Paraphrases	Quotations
Narrative citation	<p>Author (year) found/studied/argued/established/etc. some information or ideas.</p> <p><i>Example:</i> Kazemipur and Halli (2000) argue that as economic ground is lost by middle classes and gained by upper classes, Canada’s poverty rates will probably continue to be high.</p>	<p>According to Author (year), “exact words stated by the source” (page).</p> <p><i>Example:</i> Jenkins (2006) contends that in participatory culture, corporations, and those who work for them, “still exert greater power than any individual consumer or even the aggregate of consumers” (p. 3).</p>
Parenthetical citation	<p>Ideas and information paraphrased from a source (Author, year).</p> <p><i>Example:</i> As economic ground is lost by middle classes and gained by upper classes, Canada’s poverty rates will probably</p>	<p>Context or transition to lead in to the “exact words borrowed from a source” (Author, year, page).</p> <p><i>Example:</i> In participatory culture, corporations, and those who work for them, “still exert greater</p>

	continue to be high (Kazemipur & Halli, 2000).	power than any individual consumer or even the aggregate of consumers" (Jenkins, 2006, p. 3).
--	--	---

These basic models show you how to create most in-text citations, but you also need to know how and when to use citations.

## Writing and Citing Practice

Many students understand the author-date approach to in-text citations, but struggle to know if they are using their citations appropriately. What needs to be cited and what doesn't? Where and when did you learn that piece of information anyways? Do you need to cite every sentence? Every other sentence? Every paragraph? You have many decisions to make and citation practice can be complicated.

One way to improve your understanding of citation practice is to read academic texts carefully. Pay attention to the information and ideas that are cited in those texts. Note examples that clearly credit sources with easy-to-follow citations. Follow the models of good academic writers. Good academic writers understand purpose, balance, common knowledge, and audience. With this understanding, they plan their writing and credit sources as they draft.

**Understand your purpose.** As a student, you will be asked to write for a wide variety of purposes. Read your assignment instructions carefully so that you understand the expectations of each assignment. Ask questions to clarify the expectations. Many of your assignments will fall into two broad categories: expository writing and analytical writing.

Expository writing exposes the reader to mostly factual information. For example, you might have to write a report describing the signs and symptoms of diabetes. For this report, you would mainly present information that you had to look up in different sources. Most of the information will come from sources and most of the sentences should have citations.

Analytical writing interprets information and connects related ideas. You may be asked to compare and contrast two articles, argue a position, apply academic concepts to real-life examples, or synthesize ideas from many sources. In this type of writing, you will still present evidence found in sources, but then you should comment on that evidence and how it relates to other ideas in your assignment. This commentary is your analysis of the ideas and information you found in your research. You need to cite your sources for their ideas, but your analysis is your own and does not require citation.

**Balance evidence and commentary.** You should strive to balance content from sources with your commentary. The **SEE** acronym offers guidance for creating balance and citing appropriately:

**S**upporting idea – Present an idea that supports your paragraph topic, which in turn supports your overall analysis. The idea is usually part of your analysis and probably does not require a citation. For example, in an essay arguing that students should not have to pay hundreds of dollars for textbooks, one body paragraph might be about the availability of online resources. Within that paragraph, one supporting idea might be ...

Quality textbooks are available for free online.

**E**vidence or example – Establish a foundation for the supporting idea using scholarly evidence or credible examples from a source. Cite the source. Continuing the example...

The Open Textbook Library currently has almost 700 free textbooks, and these textbooks “have been reviewed by faculty from a variety of colleges and universities to assess their quality” (Center for Open Education & Open Textbook Network, n. d., para. 1).

**E**laboration or explanation – Connect the evidence back to the bigger picture. This comment is part of your analysis and usually does not require a citation. You might explain how the evidence relates to the paragraph topic and/or thesis. Continuing the example...

If post-secondary institutions adopt these high-quality, free resources, they stand to save each student hundreds of dollars a semester.

You may also notice that the SEE acronym provides guidance on structuring your writing and using different levels of specificity. The structure is like a sandwich and mirrors the rhetorical structure of most essays. That is, introduce an idea (the top of the bun), provide details in the body (the lettuce, tomatoes, cheese, meat, etc.), and conclude with the broader relevance (the base of the bun). The details in the middle (the ingredients) are more specific and more often require citations. The surrounding content (the bread or bun) is more general and less likely to require citations.

**Determine common knowledge. Consider your audience.** More general information can often be considered common knowledge. You do not need to cite common knowledge, but it can be hard to decide what qualifies as common knowledge. To determine what qualifies (and for many other reasons), you need to consider your audience (even if it’s an imaginary one). Are you writing for the general public or a specific group of people? What level of education is your audience likely to have? Try to determine what information is commonly known by your audience. Consider this example:

*Common knowledge (no citation needed):* When students have difficulty sleeping, their academic performance can suffer.

*Not common knowledge (needs a citation):* One sleeping problem, waking up more than once a night, was shown to affect test performance (Cusick et al., 2018).

**Plan your writing. Cite as you draft.** Understanding purpose, balance, audience, and common knowledge will help you prepare your content. Preparing and planning the content of your assignment before you draft will not only help you write a better piece, but it will also help you determine when and where you need to cite sources. You can work out your ideas and sequence in a detailed plan before you have to worry about expressing the ideas in sentence form. Include details about your sources in your outline so that you more easily cite those sources in your draft.

Beyond these general writing and citing practices, you may encounter situations that require different types of citations. This chapter provides more details about good citation practice in three sections: Paraphrasing, Direct Quotations, and Author Variations.

## Paraphrasing

Paraphrasing is presenting ideas or information from a source in your own words. Most of your paper should be written in your own words because doing so helps you:

- process information,
- develop the discussion by synthesizing information from various sources, and
- express your message in your own writing style.

Paraphrasing is a difficult skill that takes strategy and practice to master. One strategy is to make point-form notes from your sources. Write short notes in your own words and organize them into a detailed outline. Keep track of source material in your outline. Then write your paper from your detailed outline rather than the original source text. For more strategies or help, ask your instructor or visit the Learning Café.

You can also condense complicated passages into shorter passages by summarizing. Summarizing helps you present only the most essential and relevant ideas to your audience. Although there are some differences between paraphrasing and summarizing, an important similarity is that you use your own words in both cases. This similarity means that you will use the exact same approach to APA style citations (for simplicity, we mainly use the term 'paraphrase' in this guide).

Even though you use your own words, you must credit the source with an in-text citation. Identify the **author** and **year** of publication for your source. If you think the page number will help your reader, you can include it, but be aware that many readers will be confused if you include the page number inconsistently.

### **Example**

Original passage from *The New Poverty in Canada* by Kazemipur and Halli (2000):

There are other developments that may elevate the likelihood that the poverty rates of Canada and the United States will remain high, at least for a while: the declining income of the middle classes, and the rising concentration of wealth of the upper classes. (p. 8)

### Paraphrase

Narrative citation:

Kazemipur and Halli (2000) argue that as economic ground is lost by middle classes and gained by upper classes, Canada's poverty rates will probably continue to be high.

Parenthetical citation:

As economic ground is lost by middle classes and gained by upper classes, Canada's poverty rates will probably continue to be high (Kazemipur & Halli, 2000).

Note: If the paper is about poverty in Canada, it would be irrelevant to mention the United States, so that part can be omitted without skewing the original meaning.

## **Unacceptable Paraphrasing: Misrepresentation and Patchwriting**

Because paraphrasing can be so difficult, many writers inaccurately or inadequately paraphrase. Representing source material accurately is vital in academic writing. Misrepresenting the original author's intent is a serious offence.

### ***Example***

Original passage from *Convergence Culture* by Henry Jenkins (2006):

Rather than talking about media producers and consumers as occupying separate roles, we might now see them as participants who interact with each other according to a new set of rules that none of us fully understands. Not all participants are created equal. Corporations—and even individuals within corporate media—still exert greater power than any individual consumer or even the aggregate of consumers. (p. 3)

### Misrepresentation

Only corporations have the power to participate in the creation of media content.

The original passage does not say that *only* corporations participate in creating the creation of media content; it states that they have greater influence. Misrepresentation demonstrates a weak understanding of the source material. You can avoid misrepresentation by reading carefully to ensure that you are fully understanding your sources and then writing carefully to ensure that you are presenting their views fairly. For help, ask your instructor or visit the Learning Café.

You also need to be honest in distinguishing between your own words and those of your sources. To paraphrase or summarize effectively, you must significantly change the sentence structure and vocabulary. If you only change a few words from the original passage, you will be patchwriting, which is a form of plagiarism.

### ***Example***

Original passage from *Convergence Culture* by Henry Jenkins (2006):

The term, participatory culture, contrasts with older notions of passive media spectatorship (p.3).

## Patchwriting:

The notion, participatory culture, is different from past ideas of passive media viewing.

Most of this phrasing is copied from the original passage, making this an example of patchwriting. Even with an in-text citation, this example would be plagiarism. You can avoid patchwriting by ensuring that you understand your source information well enough to make point form notes in your own words and then writing your paper from your notes rather than from the original text. For help, ask your instructor or visit the Learning Café.

## Examples

The examples in this section demonstrate appropriate in-text citations for summarized or paraphrased information: in APA style, these types of in-text citations almost always identify the **author** and **year** of publication of your source.

**Short Paraphrase.** Express specific pieces of information in your own words.

### Narrative citation:

Kazemipur and Halli (2000) argue that as economic ground is lost by middle classes and gained by upper classes, Canada's poverty rates will probably continue to be high.

### Parenthetical citation:

As economic ground is lost by middle classes and gained by upper classes, Canada's poverty rates will probably continue to be high (Kazemipur & Halli, 2000).

Notice the word 'and' in the narrative citation and the symbol '&' in the parenthetical citation.

**Long Paraphrase or Summary.** With an extended paraphrase or summary, you can use one citation at the beginning of a paragraph as long as your reader knows that you are using the same source for more than one sentence. When you first use information from a source, include a complete in-text citation. A narrative citation is a good choice. You do not need to repeat the citation if you clearly refer back to the source or use context to indicate you are still paraphrasing from the same source. For example,

Buis (2007) found that 87% of students writing a research paper for the first time experience frustration and anxiety when they begin. However, Buis also noted that this frustration diminished as students saw their papers begin to take shape.

There are additional ways to clearly credit the source without repeating their name every time. For example,

Buis (2007) surveyed students about their experiences of writing research papers for the first time. She found...Buis also noted...The study showed...Students reported...

If your summary or paraphrase extends beyond one paragraph, start each paragraph with a

complete in-text citation. If you switch from one source to another and back again, use complete in-text citations each time (see **Clarity of Sources**, p. 28).

**Secondary Source.** When you are reading one source, you might find and want to use information credited to yet another source. Ideally, you would find the original source and use it as another distinct source. However, you may not be able to find the original source. (Or let's face it, you just might not want to bother finding it because you've got, like, a million things to do.) When you do not find it, your in-text citation gives credit to both the original source (the one you did not find) and the secondary source (the source you read).

Narrative citation:

According to Durkin and Main (2002, as cited in Wingate, 2006), students who attend study skills workshops are rarely the students who most need the support.

Parenthetical citation:

Students who attend study skills workshops are rarely the students who most need the support (Durkin & Main, 2002, as cited in Wingate, 2006).

This citation tells your reader that your source, Wingate (2006), contained information from Durkin and Main (2002), which you are now bringing into your paper. In this example, only Wingate (2006) would be listed on your reference page because you read that source, but never consulted the original source (Durkin & Main, 2002).

Notes: Finding the original source has many benefits, like improving your research skills, adding more context and perspective to your research, confirming the original author's intent, and more! With a secondary source, paraphrasing is often better because a quotation can introduce ambiguity. That is, your reader may not know if the quoted passage is from the original source or the secondary source. Because you are emphasizing information, rather than the authority of the original source (which you did not consult), a parenthetical citation is a good choice.

**Clarity of Sources.** You must clearly indicate which information or ideas come from which source. You may need to use different in-text citations for each sentence or for each part of a sentence. A mixture of narrative and parenthetical citations will often help provide clarity.

Blake et al. (2019) found that students who attended optional study skills workshops had a greater chance of achieving higher grades. Despite these positive findings, Wingate (2006) argues that optional study skills workshops perpetuate a detrimental model of student support. The model is problematic, she argues, partly because students who attend the workshops are rarely the students who most need the support (Durkin & Main, 2002, as cited in Wingate, 2006). However, Blake et al. (2019) analysed workshop attendance and discovered that many student groups with higher needs (e.g., international and mature students) were proportionally overrepresented.

**Multiple Sources.** If you found more than one source that states the same information, you should give credit to all the sources. In this case, the parenthetical citation is usually better.

Narrative citation:

Studies by Cusick et al. (2018), Alqudah et al. (2019), and Gruber et al. (2016) established connections between quality of sleep and academic performance.

Parenthetical citation:

Numerous studies have established connections between quality of sleep and academic performance (Alqudah et al., 2019; Gruber et al., 2016; Cusick et al., 2018).

**List.** Clarify if the whole list comes from one source or if different items in the list come from different sources. A narrative citation works best when the whole list comes from one source. Parenthetical citations work best when different items in the list come from different sources. Some lists are difficult to paraphrase; consider a quotation if you are not changing much of the original wording (see p. 32).

Narrative citation:

Hershner (2020) reviewed evidence connecting academic performance to these aspects of sleep:

- duration
- quality
- regularity
- timing
- disorders

Parenthetical citation:

Poor academic performance is associated with numerous sleeping problems:

- insomnia (Alqudah et al., 2019)
- waking up more than once a night (Cusick et al., 2018)
- irregular sleep and wake patterns (Hershner, 2020)

OR

Poor academic performance is associated with sleeping problems like insomnia (Alqudah et al., 2019), waking up more than once a night (Cusick et al., 2018), and irregular sleep and wake patterns (Hershner, 2020).

## Direct Quotations

Direct quotations reproduce the exact words from a source. While you should almost always paraphrase, there are some instances when direct quotations are appropriate:

- when the specific wording of the literature is the subject of your analysis
- when the original wording is essential, such as a definition, a mandate/mission statement, or legal wording
- when the original wording is significant or distinctive for some reason

- when changing the wording is impractical or unreasonable, such as lists or with discipline-specific terms

Try quoting short passages (phrases, sentences) rather than whole paragraphs so you can emphasize specific points. Try to integrate direct quotations into your own paragraphs and sentences. Narrative citations may help you to introduce quotes and integrate ideas.

## Examples

The examples in this section demonstrate appropriate in-text citations for direct quotations: in APA style, these citations almost always identify the **author**, **year** of publication, and a **page number** where the quote could be found.

**Short Quotation.** In most cases, you should keep quotations to approximately 10 words or less. In APA style, any quotation less than 40 words is treated as a short quotation. To keep your quotation short, you can use only the key phrase. Note the abbreviation 'p.' for page.

Original passage from *Convergence Culture* by Jenkins (2006):

Corporations – and even individuals within corporate media – still exert greater power than any individual consumer or even the aggregate of consumers (p. 3).

Narrative citation:

Jenkins (2006) asserts that in participatory culture, corporations, and those who work for them, “still exert greater power than any individual consumer or even the aggregate of consumers” (p. 3).

Parenthetical citation:

In participatory culture, corporations, and those who work for them, “still exert greater power than any individual consumer or even the aggregate of consumers” (Jenkins, 2006, p. 3).

**Quotation from more than one page.** Sometimes, you will quote a passage that starts on one page and finishes on another page. In this case, provide the page numbers as a range from starting to finishing page. Use the abbreviation 'pp.' for pages.

Narrative citation:

Wingate (2006) contends that many people do not properly understand “the complexity of skills needed to carry out academic tasks” (pp. 459–460).

Parenthetical citation:

The writing workshops focused on “identity, meaning making, student diversity, writing for different audiences, and faculty academic writing” (Lea & Street, 2006, pp. 375–376).

**Long quotation.** Avoid long quotations (40 or more words). In most cases, long quotations are excessive in relatively short student assignments. Instead, summarize the main ideas in your own words or quote short, specific passages. However, if you choose to quote a passage longer than 40 words, APA style demands block formatting and different punctuation:

- maintain double spacing,
- indent the quotation half an inch (or 1.27 cm),
- remove quotation marks,
- end with a period, and
- give the citation in parentheses.

The example below cites the author and year in a narrative citation before the quotation, so only the page number is cited at the end of the block.

Young (1996) focused on the connections between individuals and the community. Although her study examined the individual testimonies of only 16 homeless people, she saw this kind of public testimony as having profound impact on the community as a whole:

A collective analysis of this testimony resituates individuals, placing individuals at the centre, removing them from the margins. . . . Situating testimony in this way ultimately empowers the homeless, for only they can articulate their own experience. Publicly sharing individual experience is a means of developing social understanding of that experience. In this postmodern age, characterized by separation and alienation, elaborating the role of communication in forming community may be more vital than ever. (p. 338)

Even a small sample, Young argued, can provide insights into the larger community.

Notice that the paragraph continues after the block and is not indented. If you start a new paragraph after a block quotation, indent the first line, as you would with any other paragraph.

**No page number available.** First, look for a PDF version of your document because many PDF versions have page numbers. If there is no PDF version, provide details that help your reader locate the quoted passage.

If you are using a text-based source that does not have page numbers or headings, use the paragraph number preceded by the abbreviation “para.”

When writing about the 2019 college admissions bribery scandal in the United States, Hess (2019) writes, “we still like to picture our higher-education system as the linchpin of a meritocracy, like a public utility that sorts the accomplished from the rest” (para. 8).

If the document uses headings, note the heading and paragraph (count the paragraphs in that section). Use quotation marks to indicate the section heading. If the section heading is too long, use just the first few words.

On her blog, Lo (2017) drummed up excitement for upcoming projects: “I also have more things coming! I can't tell you about them yet, but I'm hoping to have a new short story out relatively soon” (“Things That Will Be Published in 2018,” para. 2).

If the source is a video, song, podcast, or other recording, include a timestamp for the start of the quote.

Amanda Palmer (2013) describes the first job she had after university: “For about the five years after graduating from an upstanding liberal arts university...I was a self-employed living statue called the Eight-Foot Bride” (00:21).

Depending on your source, you may use other locating information, like a line number (for poetry), chapter and verse (for the Bible), section (for the criminal code), etc. Remember, the purpose of these details is to help your reader locate the quoted passage. Choose details to accomplish that purpose.

**Omitting words.** Insert an ellipsis (...) to show where you have omitted words from the original text. If your omission passes over a period, use four dots, as the first one indicates a period at the end of the first quoted sentence. An ellipsis should not be used at the start or end of a quoted passage.

Wingate (2006) proposes changes to institutional approaches to student support, noting that “practices at universities...are still based on the deficit model of providing support to weak students” (p. 458).

**Adding words.** Use square brackets around any words that you add to a direct quotation to clarify meaning.

Lea and Street (2006) note that the first writing workshop “had made them [the participants] think much more about the issues involved in writing for a potentially very diverse audience” (p. 374).

**List.** Changing or omitting a few words in a list does not qualify as paraphrasing. In many cases, you should quote listed items. If the list is longer than 40 words, indent the block as you would any other long quote. If the list is in bullets, it is already indented. You can treat this situation as a long quotation (quotation marks are not necessary because the indentation indicates the quote). Narrative citations work better for bullet lists because the source is clear from the start. Parenthetical citations are more acceptable when the list is part of a sentence.

Narrative citation:

Diabetes Canada (n. d.-b) notes the common symptoms of type 1 diabetes:

- unusual thirst
- frequent urination
- weight change (gain or loss)
- extreme fatigue or lack of energy
- blurred vision
- frequent or recurring infections
- cuts and bruises that are slow to heal
- tingling or numbness in the hands and feet
- trouble getting or maintaining an erection

(para. 2)

Parenthetical citation:

The writing workshops focused on “identity, meaning making, student diversity, writing for different audiences, and faculty academic writing” (Lea & Street, 1998, pp. 375–376).

## Author Variations

For most credible sources, you should find an author or authors who wrote the document. However, authorship is not always clear-cut. Some works are created mainly by contributors with different roles like editor, producer, director, host, artist, photographer, etc. Ideally the author is named, but sometimes you will have to use other clues to find an author. For example, with websites, you may look at an “about us” page to find authors. Many websites are created by an association or agency, in which case, the association or agency is a group author. Sometimes, you will not be able to identify an author. The following examples cover common situations.

**Group author.** When a group or organization is named as an author, rather than an individual person, the name of that group will go into the author position. This situation is especially common with websites.

Narrative citation:

Parks Canada (2019) asked participants “to consider the impact of environmental and social changes on the protection and enjoyment of Parks Canada places” (“The Engagement,” para. 3).

Parenthetical citation:

Participants considered “the impact of environmental and social changes on the protection and enjoyment of Parks Canada places” (Parks Canada, 2019, “The Engagement,” para. 3).

**Same author and date.** If you have multiple documents by the same author with the same date, use the letters a-b-c, etc. to distinguish between the documents. In this case, there was no date of publication (n.d.).

Diabetes Canada (n.d.-a) estimates that diabetes treatment costs the Canadian healthcare system \$75 million dollars every day. People with type 1 diabetes receive treatment for symptoms ranging from abnormal thirst to difficulty keeping an erection (Diabetes Canada, n.d.-b).

**Personal communications.** Interviews, letters, memos, e-mail correspondence, and phone conversations are personal communications. In this situation, only cite your source in the text of the paper. Do not list the source in the reference page because your readers can't look up this source like they can with other sources. For the in-text citation, include three parts: the author's initials and surname, the phrase "personal communication," and as exact a date as possible.

Narrative citation:

P. Day Chief (personal communication, April 22, 2006) argued that quality notetaking was a determining factor of student success.

Parenthetical citation:

Quality notetaking was a determining factor in student success (P. Day Chief, personal communication, April 22, 2006).

**No author.** First, look carefully to find an author or group author (see above). However, if no author is named, put the title in the author position. If the title is for a stand-alone item, use italics for the title. If the title is for an article or part of a larger work, put quotation marks around the title. See p. 40 for examples of stand-alone items and parts of larger works. You may shorten titles for the in-text citation if the title is too long (more than about 4 or 5 words).

Narrative citation:

According to "MP Jati Sidhu to Visit" (2018), the MP for Mission-Matsqui-Fraser Canyon plans to host town halls in several communities in his riding.

Parenthetical citation:

Jati Sidhu, MP for Mission-Matsqui-Fraser Canyon, plans to host town halls in several communities in his riding ("MP Jati Sidhu to Visit," 2018).

**The chart.** Authors are the primary focus of APA Style citations and references, but authors come in different numbers and types. Sometimes, a document has no author. This chart demonstrates in-text citations for common situations. All the examples are for paraphrased material. Although we use the word 'author' in this chart, the role could be artist, editor, producer, etc., depending on the type of source.

Author situation	Narrative citation	Parenthetical citation
One author	Young (1996)	(Young, 1996)
Two authors	Heilman and Okimoto (2007)	(Heilman & Okimoto, 2007)
Three or more authors	Blake et al. (2019)	(Blake et al., 2019)
Group author, no date	Parks Canada (2019)	(Parks Canada, 2019)
Group author abbreviated with acronym	<p><b>First</b> citation (introduce the acronym):</p> <p>The College and Association of Registered Nurses of Alberta (CARNA, 2013)</p> <p><b>Subsequent</b> citations (use the acronym)</p> <p>CARNA (2013)</p>	<p><b>First</b> citation (introduce the acronym):</p> <p>(The College and Association of Registered Nurses of Alberta [CARNA], 2013)</p> <p><b>Subsequent</b> citations (use the acronym)</p> <p>(CARNA, 2013)</p>
No author for an article (or other part of a larger work) – use title or shortened title in quotation marks	<p>“MP Jati Sidhu to Visit,” (2018)</p> <p>Note: Full title is “MP Jati Sidhu to visit local communities to talk about seniors’ needs”</p>	<p>(“MP Jati Sidhu to Visit,” 2018)</p> <p>Note: Full title is “MP Jati Sidhu to visit local communities to talk about seniors’ needs”</p>
No author for a stand-alone item – use title or shortened title in italics (n.d. = no date)	<i>Evaluating Your Sources</i> (n.d.)	( <i>Evaluating Your Sources</i> , n.d.)
Republished work	MacDonald (1864/2008)	(MacDonald, 1864/2008)
Username (posting a video, discussion comment, etc.)	SmarterEveryDay (2017)	(SmarterEveryDay, 2017)
Secondary source	Durkin and Main (2002, as cited in Wingate, 2006)	(Durkin & Main, 2002, as cited in Wingate, 2006)

## Chapter 6: Reference Page Entries

In addition to in-text citations, APA Style requires a list of references that includes full entries for your sources. These reference entries provide full source information that allows your readers to look up the source. Most reference entries have four main parts; beyond the four main parts, you will find specific details and situations in the sample categories.

### The Four-Part Approach

Most reference entries have four parts:

1. **Author.** Identify the significant contributor(s), most often the author(s), but you could list the editor(s), photographer(s), producer(s), director(s), or any other creator(s). See examples in Table A.
2. **Date.** Identify the date of publication, starting with the year. The date can include the season, month, or exact calendar date. If no publication date is available, APA style uses the abbreviation n.d. for “no date.” See examples in Table B.
3. **Title.** Identify the title of your document. If no title is available, create a short description of the document and enclose it in square brackets. See examples in Table C.
4. **Locating information.** Provide locating information for the document. Commonly, this information could be periodical information, like title, volume, issue, and page numbers; publication information, like the name of the publisher or website; and/or retrieval information, like a DOI or URL. See examples in Table D.

### The Four-Part Template

Author	Date	Title	Locating Information	
			Publisher, Periodical, Website, etc.	DOI or URL
<b>Example journal article:</b>				
O’Toole, T. P., Conde-Martel, A., Gibbon, J. L., Hanusa, B. H., Freyder, P. J., & Fine, M. J.	(2007).	Where do people go when they first become homeless? A survey of homeless adults in the USA.	<i>Health &amp; Social Care in the Community</i> , 15(5), 446-453.	<a href="https://doi.org/10.1111/j.1365-2524.2007.00703.x">https://doi.org/10.1111/j.1365-2524.2007.00703.x</a>

Combine the four parts and use a hanging indent to finish your reference entry:

O’Toole, T. P., Conde-Martel, A., Gibbon, J. L., Hanusa, B. H., Freyder, P. J., & Fine, M. J. (2007). Where do people go when they first become homeless? A survey of homeless adults in the USA. *Health & Social Care in the Community*, 15(5), 446-453. <https://doi.org/10.1111/j.1365-2524.2007.00703.x>

**Table A. Author Variations**

Although we use the word 'author' in this chart, this position might list any other significant contributor(s) to the source, such as editor(s), photographer(s), producer(s), director(s), or any other creator(s). List authors by surname and initial(s). Do not use given names. Keep authors in the same order as in the original publication.

<b>Author Situation/Variation</b>	<b>Examples</b>
One author	Wingate, U.
Two authors	Heilman, M. E., & Okimoto, T. G.
Three through twenty authors (name all authors)	Lyubomirsky, S., King, L., & Diener, E.
More than 20 authors (name the first 19, add an ellipsis, end with the last author)	Joe, P., Belsair, S., Bernier, N.B., Bouchet, V., Brooks, J.R., Brunet, D., Burrows, W., Charland, J. -P., Dehgan, A., Driedger, N., Duhaime, C., Evans, G., Fillion, A. -B., Frenette, R., De Grandpre J., Gultepe, I., Henderson, D., Herdt, A., Hilker, N., ... Yip, T.
Group author (an organization, association, company, agency, etc.)	Parks Canada.
Editor, no author	Huffman-Piel, S. (Ed.).
Contributor with a different role than author or editor (name the contributor and include the role in parentheses).	DiNozzi, R. (Director).
Author known only by an alias (common with screen names or usernames)	SmarterEveryDay.
No author	Move the title to the first position.

**Table B. Date Variations**

<b>Date information</b>	<b>Examples</b>
Year only (for books and most journal articles)	(2007).
Monthly publication (like many magazines)	(2007, July).
Seasonal publication (like other magazines, trade journals, newsletters, etc.)	(2007, Spring).
Weekly or daily publication (like many newspapers and online articles)	(2007, July 14).
No date (common with webpages and websites)	(n.d.).

**Table C. Title Variations**

Type of Document	Examples
Article (no italics)	The benefits of frequent positive affect: Does happiness lead to success?
Book (use italics and include an edition number, if applicable)	<i>Early childhood programs in community colleges</i> (3rd ed.).
Webpage (use italics)	<i>Make a difference in your students' lives with free, openly-licensed textbooks.</i>
Stand-alone document, such as report, movie, etc. (use italics and include a document number, if applicable)	<i>Looking at old photographs: Investigating the teacher tales that novice teachers bring with them</i> (Report No. NCRTL-RR-92-4).
Documents that are part of a larger work, such as book chapter, encyclopedia or dictionary entry, song, etc. (no italics)	Literal voice: Observations about the human voice.
Nonroutine information in title (use parentheses to provide identifying information; use square brackets to describe format)	The Pez dispenser (Season 3, Episode 14) [TV series episode].
No title (use square brackets around a description, no italics)	[Interactive Budget Planner].

**Table D. Locating Information Variations**

Type of Source and Locating Information	Examples	
	Periodical, publisher, reference work, website, etc.	DOI or URL (for online documents)
Periodical with DOI	<i>Journal of Abnormal Child Psychology</i> , 27(4), 247-251.	<a href="https://doi.org/10.1023/A:1022661224769">https://doi.org/10.1023/A:1022661224769</a>
Periodical with URL (no DOI available, open access)	<i>Journal of Learning Development in Higher Education</i> , 2019(16), 1-17.	<a href="https://journal.aldinhe.ac.uk/index.php/jldhe/article/view/540/pdf">https://journal.aldinhe.ac.uk/index.php/jldhe/article/view/540/pdf</a>
Book publisher	Seal Press.	
Edited book or anthology (for a chapter in an edited book or a work in an anthology)	In J. MacLennan & J. Moffatt (Eds.), <i>Inside language: A Canadian language reader</i> (pp. 65-68). Prentice Hall.	
Online reference work (dictionary, encyclopedia, etc.)	In <i>Merriam-Webster.com dictionary</i> .	Retrieved February 29, 2020, from <a href="https://www.merriam-webster.com/dictionary/ballocks">https://www.merriam-webster.com/dictionary/ballocks</a>
ebook	Springer Publishing Company.	<a href="http://a.co/0IAiVgt">http://a.co/0IAiVgt</a>
Webpage or website	Open Textbook Library.	<a href="https://open.umn.edu/opentextbooks/">https://open.umn.edu/opentextbooks/</a>

## Conventions

### Capitals

Always capitalize proper nouns (names of people, places, things).

For almost all titles in a reference entry, including titles of books, articles, reports, etc., use sentence case. That is, capitalize the first word of the title and the first word of the subtitle, if it exists. Leave other words lowercase.

For the title of a periodical (journal, magazine, or newspaper), use title case. That is, capitalize all major words (nouns, verbs, adjectives, adverbs, pronouns, and words with four or more letters). Do not capitalize short conjunctions or prepositions (and, for, of, to, etc.).

For the name of a company, publisher, or website, use capitals and abbreviations as shown.

### Italics: Stand-Alone or Part?

Use italics for titles of stand-alone items; do not use italics for documents that are part of a larger work:

Stand-Alone Items (use italics)	Parts of Larger Works (no italics)
periodical (journal, magazine, newspaper)	article
blog	blog post
edited book	chapter
dictionary, encyclopedia, manual	entry
anthology	work in anthology
music album	song
TV series, podcast	episode
movie, film, YouTube video, TED talk	
webpage, report, fact sheet, press release	
artwork, map, photograph	
PowerPoint slides, PDF file	
software, app	entry

If you're not sure whether your source is a stand-alone item or part of a larger work, use italics for the title.

Note: In the body of the paper, if you include the title of a stand-alone item, use italics and title case; if you include the title of an article, chapter, episode, or other part of a larger work, use quotation marks and title case.

## Online Retrieval Information

With online documents, provide a digital object identifier (DOI) whenever possible; use the hyperlink format (<https://doi.org/xxxxx>). If you can't find a DOI, provide a universal resource locator (URL); copy and paste the URL as a hyperlink (<https://xxxxxx>). Do not add a period after a DOI or URL as it could change the link.

Most online sources do not need a retrieval date. Only add a retrieval date when the content of your source is designed to change and versions are not archived. Common examples include online dictionaries and encyclopedias, maps, and social media profiles.

## Punctuation and Abbreviations

Reference entries include loads of punctuation. We can't explain it all here. Follow the examples closely for punctuation.

You will also notice many abbreviations in the examples. There is no comprehensive list, but here are some common abbreviations:

<b>Abbreviation</b>	n.d.	ed.	Ed./Eds.	Can.	p./pp.
<b>Word(s)</b>	no date	edition	editor/s	Canadian	page/s

## Mixing and Matching: The Frankenreference

Your source might not exactly match any of the examples provided in this chapter. However, your source might match one part of one example and another part of another example. You might have a group author like example 25, no date like example 24, a non-standard title like example 37, and retrieval date like example 22. You can mix and match the four parts to make a Frankenreference (McAdoo, 2010). Using the charts above, you could piece together a reference entry like this:

<b>Author</b>	<b>Date</b>	<b>Title</b>	<b>Locating Information</b>
Any option from Table A: Author Variations	Any option from Table B: Date Variations	Any option from Table C: Title Variations	Any option from Table D: Locating Information Variations

Have fun Frankenreferencing!

## Missing Parts: No Author, Date, or Title

If you can't find all four parts of a reference entry, you can still create an entry. Follow the guidelines in this chart. Note that the in-text citation includes the information in positions A and B. This table was adapted from one found at the APA blog: <https://apastyle.apa.org/style-grammar-guidelines/references/missing-information>

Problem	Solution	In-text citation Template			
		Position A	Position B	Position C	Position D
No author	Use title in the author position	Title.	(date).	n/a	locating information.
No date	Use n.d. for "no date"	Author(s).	(n.d.).	Title.	locating information.
No title	Create a descriptive title; put it in square brackets.	Author(s)	(date).	[Descriptive title].	locating information.
A combination of the above	A combination of the above, as necessary	Author(s) <b>OR</b> Title. <b>OR</b> [Descriptive title].	(date). <b>OR</b> (n.d.).	Title. <b>OR</b> [Descriptive title]. <b>OR</b> n/a	locating information.

## Examples

Different types of documents require different information for each of the four parts, and many documents have unique characteristics that change the reference entry, so it helps to know which category of examples to follow. The examples in this student guide are categorized into:

- I. Periodicals (articles from journals, magazines, newspapers and blogs)
- II. Books and Reference Works
- III. Internet Resources and Grey Literature
- IV. Audio/Visual Resources
- V. Canvas, Coursepacks, and Miscellaneous

### I. Periodical Articles (articles from academic journals, magazines, and newspapers)

The four-part template for periodicals:

Author	Date	Title	Locating Information	
			Periodical information	DOI or URL
Author, A. A., Author, B. B., & Author, C. C.	(year).  OR  (year, month/ season/date).	Title of article.	<i>Title of Periodical,</i> <i>volume(issue),</i> pages.	<a href="https://doi.org/xxxxxx">https://doi.org/xxxxxx</a>  OR  <a href="https://xxxxxx">https://xxxxxx</a>

This template will cover most scenarios. Fill in all the information you have available. Some periodicals (especially online ones) may not have volume, issue, or page numbers. If you can't find that information, it won't be part of the reference entry. The samples show many scenarios with variations on this template. Details are explained in notes.

1. Journal article with DOI (one author, two authors, three or more authors)

**One**

Wingate, U. (2006). Doing away with 'study skills.' *Teaching in Higher Education*, *11*(4), 457–469. <https://doi-org.lc.idm.oclc.org/10.1080/13562510600874268>

Parenthetical citation: (Wingate, 2006)

Narrative citation: Wingate (2006)

**Two**

Heilman, M. E., & Okimoto, T. G. (2007). Why are women penalized for success at male tasks? The implied communality deficit. *Journal of Applied Psychology*, *92*(1), 81-92. <https://doi.org/10.1037/0021-9010.92.1.81>

Parenthetical citation: (Heilman & Okimoto, 2007)

Narrative citation: Heilman and Okimoto (2007)

**Three or more**

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, *131*(6), 803–855. <https://doi.org/10.1037/0033-2909.131.6.803>

Parenthetical citation: (Lyubomirsky et al., 2005)

Narrative citation: Lyubomirsky et al. (2005)

Note: The article title uses sentence case, but the journal title uses title case. The journal title and volume number are italicized. Use the hyperlink form of the DOI (<https://doi.org/xxxxx>).

2. Journal article, no DOI, found in a library database or accessed in print copy

Young, N. L. (1996). There's no place like home: An analysis of homeless testimonial narratives. *Midwest Quarterly*, *37*(3), 328–338.

Parenthetical citation: (Young, 1996)

Narrative citation: Young (1996)

Note: If you found the article on a Lethbridge College database or in the printed journal and there is no DOI, you don't need to include a hyperlink.

3. Journal article, no DOI, found online (open-access)

Blake, J. R. S., Grayson, N., & Karamalla-Gaiballa, S. (2019). Investigating impact: Exploring the effect of 'open' support on student success. *Journal of Learning Development in Higher Education*, *2019*(16), 1-17. <https://journal.alдинhe.ac.uk/index.php/jldhe/article/view/540/pdf>

Parenthetical citation: (Blake et al., 2019)

Narrative citation: Blake et al. (2019)

Note: Since there is no DOI, provide the URL to the open-access article.

4. Journal article, 21 or more authors

Joe, P., Belsair, S., Bernier, N.B., Bouchet, V., Brooks, J.R., Brunet, D., Burrows, W., Charland, J. -P., Dehgan, A., Driedger, N., Duhaime, C., Evans, G., Filion, A. -B., Frenette, R., De Grandpre J., Gultepe, I., Henderson, D., Herdt, A., Hilker, N., ... Yip, T. (2018). The environment Canada pan and parapan American science showcase project. *American Meteorological Society*, 99(5), 921-953.  
<https://doi.org/10.1175/BAMS-D-16-0162.1>

Paranthesical citation: (Joe et al., 2018)

Narrative citation: Joe et al. (2018)

Note: When there are 21 or more authors, use the ellipsis (...) to remove the names of the authors between the 19<sup>th</sup> author and the last author.

5. Magazine article found online

Hess, A. (2019, March 27). People don't bribe college officials to help their kids. They do it to help themselves. *The New York Times Magazine*.  
<https://www.nytimes.com/2019/03/27/magazine/people-dont-bribe-college-officials-to-help-their-kids-they-do-it-to-help-themselves.html>

Paranthesical citation: (Hess, 2019)

Narrative citation: Hess (2019)

Note: The publication date is as specific as possible.

6. Magazine article found in a library database, no DOI

Ruder, S. (2005, December). Board games. *Profit: The magazine for Canadian entrepreneurs*, 24(6), 83.

Paranthesical citation: (Ruder, 2005)

Narrative citation: Ruder (2005)

Note: If you found the article on a Lethbridge College database and there is no DOI, you don't need to include a hyperlink.

7. Magazine article, accessed in print copy

Stetson, J. (1995, June 15). Preschool play centres. *Canadian Living*, 11, 34-36.

Paranthesical citation: (Stetson, 1995)

Narrative citation: Stetson (1995)

8. Newspaper article found online

Shurtz, D. (2020, May 15). Man facing several charges unable to appear. *Lethbridge Herald*.  
<https://lethbridgeherald.com/news/lethbridge-news/2020/05/15/man-facing-several-charges-unable-to-appear/>

Paranthesical citation: (Shurtz, 2020)

Narrative citation: Shurtz (2020)

9. Newspaper article found in a library database (no DOI)

Blatchford, C. (2017, August 30). PSWs still entirely ungoverned. *The Ottawa Citizen*.

Parenthetical citation: (Blatchford, 2017)

Narrative citation: Blatchford (2017)

Note: If you found the article on a Lethbridge College database and there is no DOI, you don't need to include a hyperlink.

10. Newspaper article, group or staff author

Rueters. (2020, May 15). Canadian home sales see record plunge in April as lockdowns bite. *Calgary Herald*. <https://calgaryherald.com/pm/business-pmn/canadian-home-sales-see-record-plunge-in-april-as-lockdowns-bite/wcm/3c279175-40ba-485f-8370-bdb3f053f418/>

Parenthetical citation: (Rueters, 2020)

Narrative citation: Rueters (2020)

11. Newspaper article, no author

MP Jati Sidhu to visit local communities to talk about seniors' needs. Town halls planned for Ashcroft, Cache Creek, Lytton, and Lillooet in early March. (2018, March 6). *The Ashcroft-Cache Creek Journal*.

<https://www.ashcroftcachecreekjournal.com/news/mp-jati-sidhu-to-visit-local-communities-to-talk-about-seniors-needs/>

Parenthetical citation: ("MP Jati Situ to Visit Local Communities," 2018)

Narrative citation: "MP Jati Situ to Visit Local Communities" (2018)

Note: Because no author is listed for this article, begin the reference entry with the title and alphabetize in your list using the first significant word. For the in-text citation, use the title or shortened title in quotation marks. Notice that the capitals change for the in-text citation. Do not use quotation marks in the reference entry.

12. Newspaper article, accessed in print copy

Wente, M. (2007, July 14). Taking heart – and giving one. *Globe and Mail*, F1.

Parenthetical citation: (Wente, 2007)

Narrative citation: Wente (2007)

Note: The page number (F1) is provided to help your reader locate the article.

13. Blog post

Urban, T. (2015, March 24). The procrastination matrix. *Wait but Why*.

<https://waitbutwhy.com/2015/03/procrastination-matrix.html>

Parenthetical citation: (Urban, 2015)

Narrative citation: Urban (2015)

## II. Books and Reference Works

The four-part template for stand-alone books:

Author	Date	Title	Locating Information	
			Publishing information	DOI or URL
Author, A. A., Author, B. B., & Author, C. C.	(year).	<i>Title of book.</i>	Publisher Name.	<a href="https://doi.org/xxxxxx">https://doi.org/xxxxxx</a> <a href="https://xxxxxx">https://xxxxxx</a>

The four-part template for smaller parts of books and reference works:

Author	Date	Title	Locating Information	
			Publishing information	DOI or URL
Author, A. A., Author, B. B., & Author, C. C.	(year). (year, date).	Title of Chapter/Work/ Entry	In E. E. Editor & F. F. Editor (Eds.), <i>Title of Book</i> (pp. XX- XX). Publisher Name.	<a href="https://doi.org/xxxxxx">https://doi.org/xxxxxx</a> <a href="https://xxxxxx">https://xxxxxx</a>
Group Author.			In <i>Title of online reference work.</i>	Retrieved Month DD, YYYY, from <a href="https://xxxxxx">https://xxxxxx</a>

These templates will cover most scenarios. Fill in all the information you have available. Most books will not need a DOI or URL because you probably have the printed version. The samples show many scenarios with variations on this template. Details are explained in notes.

### 1. Book

Kazemipur, A., & Halli, S. S. (2000). *The new poverty in Canada: Ethnic groups and ghetto neighbourhoods*. Thompson Educational Publishing.

Paraphrased citation: (Kazemipur & Halli, 2000)

Narrative citation: Kazemipur and Halli (2000)

Note: If you have the book in the printed version, you probably won't have a DOI or URL.

Oakes, C., & Cooper, A. (1994). *Early childhood programs in community colleges* (3rd ed.). Seal Press.

Paraphrased citation: (Oakes & Cooper, 1994)

Narrative citation: Oakes and Cooper (1994)

Note: If your book has an edition number, include that information in parentheses in the title element.

### 2. Book, group author, with DOI

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

Parenthetical citation: (American Psychological Association, 2020)

Narrative citation: American Psychological Association (2020)

Note: If there is a DOI available, include it, even if you have the printed version.

3. Book, edited, no author

Huffman-Piel, S. (Ed.). (1993). *Access for all*. Harper-Collins.

Parenthetical citation: (Huffman-Piel, 1993)

Narrative citation: Huffman-Piel (1993)

4. Online textbook

Curtis, D., & Irvine, I. (2017). *Principles of macroeconomics*. Lyryx.

<https://open.umn.edu/opentextbooks/textbooks/principles-of-macroeconomics-2017>

Parenthetical citation: (Curtis & Irvine, 2017)

Narrative citation: Curtis and Irvine (2017)

5. ebook, republished

MacDonald, G. (2008). *The light princess*. <http://www.gutenberg.org/files/697/697-h/697-h.htm> (Original work published 1864)

Parenthetical citation: (MacDonald, 1864/2008)

Narrative citation: MacDonald (1864/2008)

6. Chapter in an edited book

Elbow, P. (2000). Literal voice: Observations about the human voice. In J. MacLennan & J. Moffatt (Eds.), *Inside language: A Canadian language reader* (pp. 65-68). Prentice Hall.

Parenthetical citation: (Elbow, 2000)

Narrative citation: Elbow (2000)

Note: The editor or editors of a book are abbreviated as (Ed.) or (Eds.) while the edition of a book is abbreviated as (ed.).

7. Work in an anthology

Suzuki, D. (2001). Lessons taught by nature. In J. Buckley (Ed.), *The Harbrace reader for Canadians* (pp. 21-26). Harcourt Canada. (Original work published 1998)

Parenthetical citation: (Suzuki, 1998/2001)

Narrative citation: Suzuki (1998/2001)

8. Entry in the DSM (Diagnostic and Statistical Manual of Mental Disorders), group author

American Psychiatric Association. (2013). Depressive disorders. In *Diagnostic and statistical manual of mental disorders* (5<sup>th</sup> ed.).

<https://doi.org/10.1176/appi.books.9780890425596.dsm04>

Parenthetical citation: (American Psychiatric Association, 2013)

Narrative citation: American Psychiatric Association (2013)

Note: Remove the Publisher Name if the publisher and author are the same.

### 9. Entry in an online dictionary or encyclopedia

Merriam-Webster. (n.d.). Light. In *Merriam-Webster.com dictionary*. Retrieved March 9, 2020, from <http://www.merriam-webster.com/dictionary/light>

Parenthetical citation: (Merriam-Webster, n.d.)

Narrative citation: Merriam-Webster (n.d.)

Note: Provide the retrieval date because most online dictionaries and encyclopedias are continually updated and not archived.

### 10. Wikipedia entry

Global warming. (2020, March 9). In *Wikipedia*.

[https://en.wikipedia.org/w/index.php?title=Global\\_warming&oldid=944695052](https://en.wikipedia.org/w/index.php?title=Global_warming&oldid=944695052)

Parenthetical citation: ("Global Warming", 2020)

Narrative citation: "Global Warming" (2020)

Notes: Provide a permalink for the archived version when available. In Wikipedia, click the "View History" tab on the top right of the screen near the search bar and select the appropriate time and date.

Wikis are collaborative Web pages, meaning anyone can write and edit them. Readers "referee" them. Because you have no guarantee that the information is accurate, be wary of using them for academic research.

## III. Internet Resources and Grey Literature

Finding the author of a website or internet resource can often require a little digging. Authors can be listed directly on a page, either at the top or bottom. When an author is not named, look for a group author. These are often government agencies, organizations, or companies.

For example, the footer on <https://www.mayoclinic.org> shows "© 1998-2020 Mayo Foundation for Medical Education and Research (MFMER). All rights reserved." Mayo Foundation for Medical Education and Research is the author of most of the content on the site. (Some content is attributed to a generic and enigmatic Mayo Clinic Staff.)

Other sites are less obvious. The footer on <https://autismcanada.org> does show "© Autism Canada 2020," but this just seems to repeat the name of the website. The URL provides some guidance with the .org domain. Digging deeper, there is an "About Us" page that explains who Autism Canada is, an organization that works for those with Autism. Citing Autism Canada as the author makes sense.

But, other sites are even less obvious! Math is Fun (a site found at <https://www.mathsisfun.com/>) is reviewed by many people and "maintained by Rod Pierce DipCE BEng, with contributions from many others" ("Maintained By," para. 1). It has its own domain, and a footer with copyright claims (Copyright © 2020 MathIsFun.com), but is it an organization (group author)?

The four-part template for internet resources:

Author	Date	Title	Locating Information	
			Publishing information	DOI or URL
Author, A. A., Author, B. B., & Author, C. C.	(year). (year, month/ season/date).	<i>Title of document.</i>	Website name.	<a href="https://doi.org/xxxxxx">https://doi.org/xxxxxx</a>
Group Author.			Publisher name.	<a href="https://xxxxxx">https://xxxxxx</a>
				Retrieved Month DD, YYYY, from <a href="https://xxxxx">https://xxxxx</a>

This template will cover most scenarios. Fill in all the information you have available. Only provide the retrieval date for internet sources that are likely to change with time, such as a Google map, or other sites designed for regular revision. The samples show many scenarios with variations on the template. Details are explained in notes.

1. Webpage with individual author

Colcutt, M. (n.d.). *Early Japan (50,000 BC – 710 AD)*. Japan Society.  
[https://aboutjapan.japansociety.org/content.cfm/early\\_japan\\_50000bc\\_710ad](https://aboutjapan.japansociety.org/content.cfm/early_japan_50000bc_710ad)

Parenthetical citation: (Colcutt, n.d.)

Narrative citation: Colcutt (n.d.)

2. Webpage with group author(s)

Center for Open Education & Open Textbook Network. (n. d.). *Make a difference in your students' lives with free, openly-licensed textbooks*. Open Textbook Library.  
<https://open.umn.edu/opentextbooks/>

Parenthetical citation: (Center for Open Education & Open Textbook Network, n.d.)

Narrative citation: Center for Open Education and Open Textbook Network (n.d.)

Note: In this example, there are two group authors (Center for Open Education & Open Textbook Network). The name of the website is Open Textbook Library.

3. Multiple webpages with the same author (group author) and date (no date)

Diabetes Canada. (n.d.-a). *Type 1 diabetes*. <https://www.diabetes.ca/about-diabetes/type-1>

Parenthetical citation: (Diabetes Canada, n.d.-a)

Narrative citation: Diabetes Canada (n. d.-a)

Diabetes Canada. (n.d.-b). *Type 1 symptoms*. <https://www.diabetes.ca/en-CA/about-diabetes/type-1/symptoms>

Parenthetical citation: (Diabetes Canada, n.d.-b)

Narrative citation: Diabetes Canada (n. d.-b)

Note: Because the author and date are the same, add the letters a-b-c, etc. to distinguish between them. Use this convention to distinguish in-text citations, too. In this example, you do not need to name the website because it is the same as the author.

4. Webpage with no author

*Using and handling data.* (n.d.). Math is Fun.  
<https://www.mathsisfun.com/aboutmathsisfun.html>

Parenthetical citation: (*Using and Handling Data*, n.d.)

Narrative citation: *Using and Handling Data* (n.d.)

Note: If a webpage has no author, begin the reference entry with the title and alphabetize in your list using the first significant word. For the in-text citation, use title or shortened title in italics. Notice that the capitals change for the in-text citation.

5. Webpage on news website

Dicker, R. (2020, May 15). *Jimmy Kimmel asks Stephen Curry to repeat his mini-golf magic. Curry obliges.* HuffPost. [https://www.huffingtonpost.ca/entry/stephen-curry-mini-golf-shot-jimmy-kimmel\\_n\\_5ebec860c5b692533939ab88?ri18n=true](https://www.huffingtonpost.ca/entry/stephen-curry-mini-golf-shot-jimmy-kimmel_n_5ebec860c5b692533939ab88?ri18n=true)

Parenthetical citation: (Dicker, 2020)

Narrative citation: Dicker (2020)

Note: APA Style treats news websites differently from periodicals (magazines or newspapers), even if the periodical is online (annoying, right?). The main difference is the italics. See the periodicals section for examples of news articles from periodicals. Common news websites include HuffPost, CNN, CBC News, Global News, BBC News, etc.

6. Report or document with individual author

Phipps, S. (2003, June). *The impact of poverty on health: A scan of recent literature.* Canadian Population Health Initiative; Canadian Institute of Health Information.  
[https://secure.cihi.ca/free\\_products/CPHIImpactonPoverty\\_e.pdf](https://secure.cihi.ca/free_products/CPHIImpactonPoverty_e.pdf)

Parenthetical citation: (Phipps, 2003)

Narrative citation: Phipps (2003)

Note: In this case, there are two publishers responsible for the report (Canadian Population Health Initiative & Canadian Institute of Health Information). List both publishers in the order they appear. Place a semicolon between the names.

7. Report or document with group author (government agency)

Parks Canada. (2019). *Minister's round table on Parks Canada 2017.*  
<https://www.pc.gc.ca/en/agence-agency/dp-pd/trm-mrt/rapport-report>

Parenthetical citation: (Parks Canada, 2019)

Narrative citation: Parks Canada (2019)

College and Association of Registered Nurses of Alberta. (2013). *Practice standards for regulated members.*  
[http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards\\_CNA\\_Ethics\\_2008.pdf](http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/PracticeStandards_CNA_Ethics_2008.pdf)

First parenthetical citation: (College and Association of Registered Nurses of Alberta [CARNA], 2013)

Subsequent parenthetical citation: (CARNA, 2013).

First narrative citation: College and Association of Registered Nurses of Alberta (CARNA, 2013)

Subsequent narrative citation: CARNA (2013)

Note: If the name of the group author is the same as the name of the website, don't repeat the name in the locating information.

## 8. Brochure or Pamphlet

Alberta Parks. (2016). *Birding: Writing-on-Stone Provincial Park* [Brochure].

<https://www.albertaparks.ca/media/6492885/writing-on-stone-pp-bird-checklist.pdf>

Parenthetical citation: (Alberta Parks, 2016)

Narrative citation: Alberta Parks (2016)

## IV. Audio-Visual Resources

The four-part template for stand-alone audio-visual resources:

Author	Date	Title	Locating Information	
			Publishing information	DOI or URL
Contributor(s). (role).	(year). (year, date).	<i>Title of work</i> [Description].	Publisher/Production company/Distributor/Label. Website.	<a href="https://doi.org/xxxxxx">https://doi.org/xxxxxx</a> <a href="https://xxxxxx">https://xxxxxx</a>
Group author.				

The four-part template for episodes, songs, and parts of greater audio-visual works:

Author	Date	Title	Locating Information	
			Publishing information	DOI or URL
Contributor(s). (role).	(year). (year, date).	Title of episode/song (Episode No.) [Description].	In P. P. Producer (Producer). <i>Title of TV series</i> . Production company.  In <i>Title of podcast</i> . Production company.  On <i>Title of album</i> . Label.	<a href="https://doi.org/xxxxxx">https://doi.org/xxxxxx</a> <a href="https://xxxxxx">https://xxxxxx</a>
Group author.				

These templates will cover most scenarios. The samples show many scenarios with variations on this template. Details are explained in notes.

### 1. Film

DiNozzi, R. (Director). (1996). *MI: Intelligence, understanding and the mind* [Film; educational DVD]. Into the Classroom Media. <https://www.kanopy.com/product/mi-intelligence-understanding-and-mind-how>

Parenthetical citation: (DiNozzi, 1996)

Narrative citation: DiNozzi (1996)

Note: Credit the director as the author of a film. If the director is unknown, credit the producer, writer, host or similar role.

## 2. Movie

Hardwicke, C. (Director). (2008). *Twilight* [Film]. Temple Hill Entertainment; Maverick Films; Imprint Entertainment; DMG Entertainment.

Parenthetical citation: (Hardwicke, 2008)

Narrative citation: Hardwicke (2008)

Note: Credit the director as the author of a movie. Name all production companies. Separate them with semicolons.

## 3. TED Talk

Retrieving a TED Talk from the TED website is best because you can credit the speaker as the author:

Palmer, A. (2013, February). *Amanda Palmer: The art of asking* [Video]. TED Conferences. [https://www.ted.com/talks/amanda\\_palmer\\_the\\_art\\_of\\_asking](https://www.ted.com/talks/amanda_palmer_the_art_of_asking)

Parenthetical citation: (Palmer, 2013)

Narrative citation: Palmer (2013)

If you retrieve a TED Talk from YouTube, the author is the name of the person or group who uploaded the video:

TED. (2013, March 1). *Amanda Palmer: The art of asking* [Video]. Youtube. [https://www.youtube.com/watch?v=xMj\\_P\\_6H69g](https://www.youtube.com/watch?v=xMj_P_6H69g)

Parenthetical citation: (TED, 2013)

Narrative citation: TED (2013)

Note: If the speaker is not listed as the author, you can credit the speaker in your narrative: "In her TED Talk, Amanda Palmer suggests that ... (TED, 2013)."

## 4. YouTube video with a screen name or group author

SmarterEveryDay. (2017, Dec 31). *Exploding banana face (slow motion sound design) - Smarter every day 185* [Video]. YouTube. <https://www.youtube.com/watch?v=rfKQXaT2ACY>

Parenthetical citation: (SmarterEveryDay, 2017)

Narrative citation: SmarterEveryDay (2017)

## 5. YouTube video of a speech or interview

Follow this approach when a person or group posts a video with significant contributions by another person or group.

Alzate, L. A. (2012, June 9). *Neil Gaiman 2012 commencement speech 'make good art'* [Video]. YouTube. <https://www.youtube.com/watch?v=plWexCID-kA>

Paranthenetical citation: (Alzate, 2012)

Narrative citation: Alzate (2012)

Note: For retrievability, the person or group that uploads the video fills the author position in your reference entry. When citing the source in your assignment, give credit to significant contributors in the narrative:

In his 2012 Commencement Speech for the University of the Arts, Neil Gaiman said, "And now go and make interesting mistakes. Make amazing mistakes. Make glorious and fantastic mistakes. Break rules. Leave the world more interesting for your being here. Make good art" (Alzate, 2012, 19:30).

6. Single episode of a television series

David, L. (Writer), & Cheronos, T. (Director). (1992, January 15). The Pez dispenser (Season 3, Episode 14) [TV series episode]. In A. Sherman (Producer), *Seinfeld*. Shapiro/West Productions; Castle-Rock Entertainment.

Paranthenetical citation: (David & Cheronos, 1992)

Narrative citation: David and Cheronos (1992)

Note: Credit the writer and director as authors of a TV series episode. Name all production companies. Separate them with semicolons.

7. Single song or track

John, E. (1975). Someone saved my life tonight [Song]. On *Captain fantastic and the brown dirt cowboy*. MCA Records; DJM Records.

Paranthenetical citation: (John, 1975 )

Narrative citation: John (1975)

Note: For most music recordings, use the recording artist or group as the author (in this case, Elton John). For classical works, use the composer as the author. If the song is not part of an album, you don't need an album name. In the locating information, name the record label(s).

8. Podcast episode

Van Nuys, D. (Host). (2007, August 10). The psychology of doing good (No. 105) [Audio podcast episode]. In *Shrink Rap Radio*. <https://shrinkrapradio.com/105-the-psychology-of-doing-good/>

Paranthenetical citation: (Van Nuys, 2007)

Narrative citation: Van Nuys (2007)

9. Infographic with group author (government agency)

Statistics Canada. (2020). *How are Canadians coping with the COVID-19 situation?* [Infographic]. <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2020029-eng.htm>

Paranthenetical citation: (Statistics Canada, 2020)

Narrative citation: Statistics Canada (2020)

## 10. Artistic work

When citing an artistic work, it is your goal to guide your reader to its location. If you have observed the work in a museum, you will cite that museum as the location:

Van Gogh, Vincent (Artist). (1888). *Entrance to the public gardens in Arles* [Painting]. Phillips Collection, Washington, DC, United States.

If you have observed the work online, you will include retrieval information that provides the URL:

Van Gogh, Vincent (Artist). (1888). *Entrance to the public gardens in Arles* [Painting]. The Phillips Collection, Washington, DC, United States.  
<https://www.phillipscollection.org/collection/browse-the-collection?id=0796>

Parenthetical citation: (Van Gogh, 1888)

Narrative citation: Van Gogh (1888)

## V. Canvas, Course Materials, and Miscellaneous

The 7<sup>th</sup> edition of the *Publication Manual* has some examples of course materials like PowerPoint slides and lecture notes. [Supplemental materials](#) are also available on the APA website. Even with these examples, APA Style cannot prescribe specific guidelines for every type of document.

Some ideas presented in a course would be considered personal communications (no reference entry required); other information would more reasonably have a reference entry. In such cases, do your best to create a reference entry following the four-part approach (Who? When? What? Where?). The following examples show how you could apply that approach to some common documents. You may need to ask about your instructor's preferences when citing course materials.

### 1. Canvas file with author and date

Hodgson-Bright, A. (2017). *APA crash course* [PowerPoint slides]. Canvas@LC.  
[https://lethbridge.instructure.com/courses/17060/files/3124394?module\\_item\\_id=860609](https://lethbridge.instructure.com/courses/17060/files/3124394?module_item_id=860609)

Parenthetical citation: (Hodgson-Bright, 2017)

Narrative citation: Hodgson-Bright (2017)

Note: Square brackets are used to guide the reader to non-routine document formats. There is no official list.

### 2. Canvas file with no author or date

*Evaluating your sources* [PDF]. (n.d.). Canvas@LC.  
[https://lethbridge.instructure.com/courses/17060/files/3116758?module\\_item\\_id=857572](https://lethbridge.instructure.com/courses/17060/files/3116758?module_item_id=857572)

Parenthetical citation: (*Evaluating your sources*, n.d.)

Narrative citation: *Evaluating your sources* (n.d.)

Note: If your instructor does not put their name on documents in their Canvas course space, you cannot infer that they are the author. List the title of the document first. You can ask your instructor about their preference when citing course materials.

### 3. Lecture notes

Wall, S. (2008, March 14). [Lecture notes on wellness for the elderly]. Therapeutic Recreation – Gerontology, Centre for Health and Wellness, Lethbridge College.

Parenthetical citation: (Wall, 2008)

Narrative citation: Wall (2008)

Note: If there is no title given, create a descriptive title and put it inside square brackets. Provide the program title, centre name, and college. If the document is a handout, you cannot provide a URL. If the document is available on Canvas, see examples 38 and 39.

### 4. Coursepack

If you need to cite an article or book chapter included in a coursepack, you should be able to locate the copyright information for that article or book chapter in the coursepack itself. You will cite the article or book chapter, rather than the coursepack.

Graves, R., Hyland, T., & Samuels B. M. (2010). Undergraduate writing assignments: An analysis of syllabi at one Canadian college. *Written Communication, 27*(3), 293-317. <https://doi.org/10.1177/0741088310371635>

Parenthetical citation: (Graves et al., 2008)

Narrative citation: Graves et al. (2008)

Often, instructors include original or unpublished material in their coursepacks. If this is the case for content you are citing from the coursepack, you must cite the coursepack itself. If no author is stated, you can cite the document as an unauthored work. That is, put the title of the document first. You can name the compiler (Comp.) of the coursepack in the same position as the editor (Ed.) of other types of sources (see a work in an anthology or a chapter in an edited book). The title of the coursepack/compilation will be whatever is on the cover or title page (often includes the name of the course).

Action request report format. (2019). In A. Hodgson-Bright (Comp.), *ENG 1155: Scientific and technical writing course notes* (p. 16) [Coursepack]. Lethbridge College.

Parenthetical citation: ("Action Request Report Format," 2019)

Narrative citation: "Action Request Report Format" (2019)

### 5. Mobile app

Epocrates. (2020). Diabetes mellitus. In *Epocrates medical reference* (Version 20.2) [Mobile app.]. App Store. <https://apps.apple.com/us/app/epocrates/id281935788>

Parenthetical citation: (Epocrates, 2020)

Narrative citation: Epocrates (2020)

## References

Note: Most sources have reference entries in Chapter 6. This list only contains sources not included in that chapter. (Among other reasons, we didn't want to have too many examples of books or journal articles.)

Alqudah, M., Balousha, S. A. M., Al-Shboul, O., Al-Dwairi, A., Alfaqih, M. A., & Alzoubi, K. H.

(2019). Insomnia among medical and paramedical students in Jordan: Impact on academic performance. *Biomed Research International*, 2019, 1–7.

<https://doi.org/10.1155/2019/7136906>

Buis, K. (2007). *Reclaiming reluctant writers: How to encourage students to face their fears and master the essential traits of good writing*. Pembroke Publishers Limited.

Cusick, C. N., Isaacson, P. A., Langberg, J. M., & Becker, S. P. (2018). Last night's sleep in relation to academic achievement and neurocognitive testing performance in adolescents with and without ADHD. *Sleep Medicine*, 52, 75–79.

<https://doi.org/10.1016/j.sleep.2018.07.014>

Gruber, R., Somerville, G., Bergmame, L., Fontil, L., & Paquin, S. (2016). School-based sleep education program improves sleep and academic performance of school-age children. *Sleep Medicine*, 21, 93-100. <https://doi.org/10.1016/j.sleep.2016.01.012>

Hershner, S. (2020). Sleep and academic performance: Measuring the impact of sleep. *Current Opinion in Behavioral Sciences*, 33, 51–56.

<https://doi.org/10.1016/j.cobeha.2019.11.009>

Jenkins, H. (2006). *Convergence culture: Where old and new media collide*. New York University Press.

Lea, M. R., & Street, B. V. (2006). The “academic literacies” model: Theory and applications. *Theory Into Practice*, 45(4), 368–377. [https://doi.org/10.1207/s15430421tip4504\\_11](https://doi.org/10.1207/s15430421tip4504_11)

Lo, M. (2017, December 31). From 2017 to 2018. *Malinda Lo*.

<https://www.malindalo.com/blog/2017/12/31/from-2017-to-2018>

McAdoo, T. (2010, February 11). The Frankenreference. *APA Style Blog*. Retrieved May 15,

2020, from <https://blog.apastyle.org/apastyle/2010/02/the-frankenreference.html>

*About math is fun*. (n.d.). Math is Fun. <https://www.mathsisfun.com/aboutmathsisfun.html>

# Appendix

## Table Formatted to APA Style Guidelines

**Table #**

*Title of Table*

Stub heading <sup>b</sup>	Column spanner <sup>a</sup>		Column spanner	
	Column heading	Column heading	Column heading	Column heading
IV	data*	data**	data	data
IV	data	data	data	data
IV	data	data	data	data
IV	data	data	data	data
IV	data	data	data	data
Total	data	data	data	data

*Note.* General notes appear here, including explanations of abbreviations and acknowledgements that a table is reproduced or adapted from another source. IV=independent variable. Adapted from *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed., p. 200), by American Psychological Association, 2020. Copyright 2020 by the American Psychological Association.

<sup>a</sup>Specific notes appear on a separate line below the general notes. These notes refer to a particular column, row, or cell in the table which is identified by a superscript, lowercase letter. A column spanner is a heading that identifies entries in two or more columns of table.

<sup>b</sup>A stub heading is a heading for the leftmost column of a table. The stub heading usually identifies the category for the independent variable.

\*A probability note (*p* value) appears on a separate line after any specific notes. \*\*Any more probability notes follow immediately after a first note.