

# Quick Guide for the APA Handbook, 7<sup>th</sup> Edition

Section I – APA Documentation in Text

Section II – Formatting Title Page, Abstract(if required), Text, & Reference list

## APA Quick Reference Guide: Section I

APA style uses the author-date method of citation: the last name of the author and the year of publication are inserted in the text at a specified point. This method gives readers useful information in text and helps them locate the citation easily in the alphabetical reference list. For direct quotations, the page number must be cited as well. Generally, the author and year should not be separated.

**\*Note: If your instructor's guidelines differ from those specified in this guide, follow your instructor's requirements.**

**\* Note – all APA format is double spaced (single here to save paper).**

### Works with One Author

If the name of the author occurs in the sentence and you are paraphrasing/summarizing the original material, cite only the year in parentheses. If the sentence does not mention the author's name, cite both the author and the year in parentheses, but separate the author and year with a comma.

Paraphrase:

Jackson (1996) identifies three key problems that lead to stress in today's families.

Today's families face three main problems that can cause stress (Jackson, 1996).

Direct Quotations:

Jackson (1996) identifies “three key problems that lead to stress in today's families” (p. 45).

Today's families face “three main problems that can cause stress” (Jackson, 1996, p. 45).

In further use of the same source, after the first parenthetical citation, cite the author's name without the year. If the reader might misinterpret the source of the information, provide the year of publication.

Davidson (1996) concludes that societal pressure is the problem. His studies reveal that pressures tend to build. Davidson suggests that parents recognize the effects of these pressures.

Note that this form can only be used if the author's name is included in the sentence. If the name and year are both used in a parenthetical in the first reference, further references should include the year.

Studies of adolescents reveal that pressures tend to arise during the early years of psychological development (Davidson, 1996). Davidson (1996) elaborates that...

### Works with Two Authors

If a work has two authors, always cite both authors' names every time you cite the source. **Double Space**

Braden and Darly (1997) recognize the benefits of this tax deduction. If individuals apply by September 1, 1997, then their tax liability is decreased by \$200.00.

Braden and Darly suggest that individuals file one month in advance of the deadline.

For parenthetical citations of two authors, use the ampersand symbol “&” instead of the word “and.” For parenthetical citations of two authors, insert a comma between the last name mentioned and the year of publication.

Qualifying individuals need to file at least one month in advance (Braden & Darly, 1997).

### Works with More than Two Authors

If the work has **three or more authors**, cite the surname of the first author followed by “et al.” (use a

period following al.)

Jarvis et al. (1996) indicate that the system is efficient. The program works well, and it provides more user options. Jarvis et al. conclude that this system is the best on the market.

For divided discussion or where confusion may result, place the year after et al.

The authors indicate that web technology enables anyone to publish: The approval or sanction of others is not needed. The effect is that writers are liberated, but readers bear the burden because they must be more critical of what they read (Jarvis et al., 1996).

Be careful with citations of two sources that have the same first name and same year.

Harkins, Straight, and Kemper (1996)

Harkins, Madison, and Levitt (1996)

In subsequent citations, each source above could technically be cited as Harkins et al. (1996) in text, making the two indistinguishable. In such cases, cite the last names of the first authors and of as many of the subsequent authors as necessary to distinguish the two references: (Harkins, Straight et al., 1996) would be the correct citation.

Note: **In the reference list, a study with more than twenty authors** has the first nineteen authors listed, an ellipsis, and the final author listed.

### **Works with Corporate or Group Authors**

When a group (corporations, associations, government agencies) serve as the author of an article, the name of the group should be spelled out in the first reference. For most groups, use a shortened form of the group to be used in subsequent references. To decide whether to use an abbreviation, consider whether the abbreviation form is common enough to locate the source on the reference list.

The first time corporate/group authors are used, spell out, followed by abbreviated form in parentheses.

The Department of Public Safety (DPS, 1997) explained that the increase in traffic.

The increase in traffic is worse in a given location (Department of Public Safety [DPS], 1997).

If the name of the group is short or if abbreviation is unknown or could be confusing, spell out the entire group name each time it is used.

\* Note: In the reference list, always write out the full corporate or group author name (pp. 288 of the *APA Manual*, 7<sup>th</sup> ed.

### **Works with No Authors or Anonymous Author**

If a work has no author, use the first two or three words of the source's title and the year.

The title of an article, chapter, or webpage with no author should be enclosed in quotation marks: The juvenile detention center contains many repeat offenders ("Juvenile Recidivism," 1997).

The title of a book, periodical, brochure, or report with no author should be italicized:

Most employees experience violence in the workplace at least once (*Business Trends*, 1996).

If a work indicates the author is anonymous, cite in text the word Anonymous followed by a comma and the date. In the reference list, alphabetize by the word Anonymous.

Copyrights are often used as part of the print culture (Anonymous, 2001). \*Note: Legal materials should be treated as a work with no author using the first few words and the year in the in-text reference (pp. 357-368 of *APA Manual* for further information).

### **Two or More Separate Works by Different Authors**

When citing several works by different authors within the same parentheses, list them in order by the first author's last name. Separate the citations by semicolons.

Several studies by environmentalists indicate that the rain forests soon will live only in our memories (Decker & Nowles, 1997; Marley, 1995; Sullivan, 1996).

If one of the studies is a major citation, it can be separated from the others within the parentheses by inserting a phrase such as *see also* before the other citations included.

(Dabney, 1936; see also Woodward, 1971; Grantham, 1983).

### **Secondary Sources**

Secondary sources are works that reference other authors. Always try to locate and use the original work. If it is not possible to do so, cite the source who originally stated the idea in your sentence and the secondary source where you actually located the information and its year of publication in parentheses. Include the words as cited in for the parenthetical documentation of the secondary source. Provide a year of publication only for the source where you located the information since only this source will be listed in your reference section.

According to Sampson (1954), individuals tend to vote the party supported by their ancestors (as cited in Povarick, 1996).

Note: Sampson= original person making the observation

Povarick = secondary source where Sampson's observation is discussed.

### **Personal Communications**

Personal communications include interviews, e-mails, electronic bulletin boards, letters, memos, and telephone conversations. Use the interviewee's initials or first name, the surname, and the exact date of the communication. Identify this source as personal communication and provide the date at the end of the first sentence referencing the source by name.

Personal communications are considered non-recoverable data and should not be listed in the references.

Dr. J. Thompson, humanities professor at Purdue, stresses point of view in a piece of literature (personal communication, January 17, 1997). She emphasizes that it is a unique feature within fictional texts.

Some forms of communication facilitate informality in communication; information cited should always have scholarly relevance.

### **Direct Quotations**

When directly repeating words from a source, use quotation marks to indicate the original wording used by the source.

When citing print sources you have quoted, include the page number in your citation. Electronic sources may or may not have page numbers. Include the page number if the electronic source **does** have a page number. If the electronic source **does not** have a page number, include paragraph numbers (if visible). If paragraph numbers or page numbers are not visible and headings are within the document, cite the heading and the number of the paragraph following the heading to direct the reader to the quoted material. Use the abbreviation "para." When no page, or paragraph is used or if the headings are too unwieldy to cite in full, it may be necessary to use a shortened version of the title in quotation marks instead (p. 172 in the *APA Manual*).

### **Short Quotations** (fewer than 40 words)

For long quotations, use the block quote format and omit the quotation marks, unless the author uses quoted information. To identify information within a block quotation that is already quoted, use double quotation marks around the quoted material. Introduce the source, add a colon, and begin the quote on a new line indented ½ inch from the left margin only. Type the block quotation using double spacing between the lines. Place a period at the end of the quotation, followed by a single space, and then type "p." and the page number(s) in parentheses. Note that no period follows the closing parenthesis.

Haley (1996) explains how the bonding process occurs within the first two weeks after birth:

The bonding process among infants exhibits a unique characteristic within the 14-day post-partum period. During this time, infants can identify and later recognize characteristics unique to the caretaker. These characteristics can include the tone of voice, body scent, and smile of a given caretaker. (p. 61)

This bonding process can significantly affect the relationship that develops during the pre-school years.

Always include at least one sentence of your own following a block quote. For quotes from two or more pages, use "pp." and the page numbers (pp. 56-57).

### **General Tips**

- Use a topic sentence to "set up" the discussion within an entire paragraph.
- Avoid "stringing together" sources, which involves placing one author's information in one sentence and moving on to another source's information in the next. Comment on, conclude, interpret, or "tie up" one author's information before adding another source.
- Spell out numbers zero through nine; use the Arabic representations for 10 and over.
- Use APA preferred spelling and capitalization for common terms: database, email, FTP, Internet, online, PDF, URL, and Web.

### **APA Quick Reference Guide: Section II**

How to format the paper using APA style and tips to create a professional document.

#### **Title Page**

A sample title page is provided. Elements of the title page include a title, author's name, school, course number and name, instructor name, assignment due date, and page number. If you do need to include an author's note see pp. 35-37 in the *APA Manual, 7<sup>th</sup> ed.*

#### **Tips for the Title Page**

In the header position type a running head on the left margin. This should be titled "Running head:" and be followed by a shortened version of the title written in all capital letters, as shown on the sample page. Use no quote marks here. The running head should not exceed 50 characters, including spaces and punctuation. On the right margin of the header include the page number; for a title page this should be 1. Center the paper's title, your name, and the school's name in the upper half of the page. (see pages 30-31 in the *APA Manual, 7<sup>th</sup> ed.*)

**Abstract (Note: the current version of APA does not require abstracts for student submissions. The abstract will only be included if required by specific instructors.)**

The abstract is no longer required for student papers, unless an instructor requests it. If so, the abstract provides a brief description of the contents of the paper.

#### **Tips for the Abstract**

- The abstract should have the page number 2.
- Three lines below the header type the word Abstract. Center it horizontally.
- Double space between the word Abstract and the text.
- Do not indent the text on this page; keep it all one unindented paragraph.

### **Tips for Writing the Abstract**

- Write the abstract last, after the paper is finished to ensure all information is included. Keep it short – 150 words is average. It should range from 150-250 words.
- Double space abstract but do not indent the first line of text.
- Use only your own words with no outside sources. The only time that outside sources should ever be noted in an abstract is if the document replicates or expands a prior study.

The exact content of the abstract may vary based on the type of study that the document provides. For a list of suggested elements, see pages 38 of the *APA Manual*.

### **First Page of Text**

The first page of your text should follow the format shown on the sample paper.

#### **Tips for the First Page of Text**

- Include the page number right justified as a header. If no abstract is included, this will be page 2. If an abstract is included, the “first page” of the paper will be page 3.
- Three lines below the header type the complete title of the paper (the same title that appears on your title page). The title should be written in bold font.
- Double space between title and text, and continue double spacing throughout the text.

### **References Page**

The references page enables readers to retrieve and use the sources, so the information provided should be as complete and accurate as possible. Writers are responsible for the completeness and accuracy of their reference lists. Entries for sources from print media and electronic media both send readers to the source's location, but electronic source entries often have more parts because they require more information to get readers to the source. A sample reference page, including sample references, can be found at the end of the sample paper.

#### **Parts of the basic print entry**

Author(s). (Date). Title(s). Publication data.

#### **Parts of the basic electronic entry**

Author(s). (Date). Title(s). Print publication data. Access data (including URL or DOI if available).

For more specific information on electronic entries and guidelines on what to do if your source is different from the kind of source listed here, see pages 281-302 of the *APA Manual*, 7<sup>th</sup> ed.

#### **Tips for the Reference Page**

- Arrange entries in alphabetical order.
- Maintain double spacing on the reference page, with no extra spaces between references.
- Begin reference entries flush left. Indent the second and subsequent lines of each entry.
- Pay special attention to APA's conventions for capitalization.
- Many journal articles contain a DOI, a universal identification number. If the article, whether print or online version, has a DOI, provide in the references.

#### **Tips for Citing Electronic Sources on the Reference Page**

- Internet entries often have no author, so these sources should provide a document title and description, date, and Web address.
- Use "retrieved from" to indicate information obtained from a document on the Internet.
- Finish the retrieval element with a period unless it ends with a Web address.

**Three Types of Communication and Effective Online Teaching in the Technical Communication Field**

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**Note: Most student papers will no longer contain an abstract unless a professor requires it. If not, this page would be omitted and is only shown as example.**

### **Abstract**

This paper introduces a new approach to the technical communication field by discussing the student- instructor, student-student, and student-content communications that must occur successfully within an online course to make it valuable to students. This approach appears often in discussions surrounding distance education or online teaching, but it has not been directly applied to teaching technical communication online. Specifically, this paper examines five strategies for each of these communication types and draws on research in the technical communication and distance learning fields in order to offer a mix of theory and practice, but it focuses more on successful practices so that it may be of immediate use for instructors new to teaching online. This paper defines online teaching as instruction where the instructor and student are physically separate and learning takes place primarily online (the Internet or World Wide Web). This instruction may occur either synchronously or asynchronously.

### **Three Types of Communication and Effective Online Teaching in the Technical Communication Field**

Even a cursory search of the Internet reveals the growth of distance education, of schools reaching out to students. In the technical communication field, students can find certificate programs, bachelor and master programs available via a variety of distance means (correspondence, ITV, and partially or fully online) from a variety of different traditional and non-traditional institutions and organizations. Simply put, students have ever-increasing options for their education in technical communication. For those instructors teaching online the question then becomes, what composes a successful online course or program in technical communication?

Various authors (Boyden et al., 1988; Tebeaux, 1995, and Wendel, n.d., to name a few) have begun to suggest some answers for the technical communication field. Tebeaux suggests that communication is what underlies successful online courses and successful online learning. Two communication themes are explicit in Tebeaux's discussion: "student-instructor (instructor becomes facilitator) and student-content (student takes an active role in acquiring knowledge" (p. 45). A third communication theme is more subtle but just as vital, namely student-student communication. This paper uses these three communication dimensions as an organizing framework that a technical communication instructor would want to consider when teaching an online course.

#### **Online Teaching Defined**

The literature surrounding online teaching uses many terms to refer to this concept. Examples include web-based teaching, computer-based classrooms, and many others specific to the discipline. Learning these terms is the first step in effective online teaching. Using the correct term and supplying the definition early on aids in retention of the basic ideas of the material being taught.



## References

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