Information Literacy & Library Instruction

Magale Library

APA Citation Basics:
Citing Books, Journal Articles, and Webpages
MLA vs APA

• APA focuses on the active voice
• MLA Works cited citations use first and last name of author; APA uses first and middle initials and last name
• Both use different running head/page number formatting
• APA uses doi numbers
• Citations have basic elements in different order
Today’s Workshop: APA Citation Basics: Citing Books, Journal Articles, and Webpages

• Focus on the basics of citing books, journal articles, and webpages.
• Attention will be given to in-text and parenthetical citations and Reference list references.
• Students will also learn about Magale’s APA Style resources and other useful tools relating to this unique writing style.
Needed Information for APA References

- Author(s) names
- Publisher name and location if using a book
- Publication date
- Title of specific article, chapter, entry, etc.
- Title of journal, book, website, etc.
- Any specific page numbers
- Any volume, issue, and/or edition numbers
- Page numbers for entire article and specific pages for direct quotes
- DOI number if given
- URL if accessed online
In-text or Parenthetical Citations: Purpose

• Indicates the author being cited in our “References” page(s)
Respondents were female, 36% of the teachers and 35% of the counselors. The age range was 21 to over 34 years, with 45% of the teachers and 37% of the counselors being in the 40-49 years age range. Ethnic origin of the respondents was approximately 3/4 European-American with the other 1/4 of respondents indicating African American, Hispanic, Asian, or Native American. The majority of teachers indicated that they held a Bachelor's degree and the majority of counselors indicated a Master's degree as the highest educational degree obtained. Years of professional experience for teachers and counselors ranged from one to over 20 with their current school levels ranging from grades 1 through 8 including Special Education and Resource classes.

Social and Emotional Competency (SEC)

In order to ensure that teachers and counselors were in agreement regarding content taught as part of SEC, Goleman's (1995) definition of SEC skills as "a different way of being smart" was used for purposes of this study. These skills, which Goleman classified as emotional skills, cognitive skills, and behavioral skills, enable a person to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development" (ASCD, 1997, 2).

Emotional skills, which are primarily related to feelings, were categorized as identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, reducing stress, and knowing the difference between feelings and actions. These skills were clearly differentiated from the cognitive skills, which are processed in the brain, and the behavioral skills, which can be observed. Emotional skills are integrally related to the other two types of SEC skills and are critical for the development of positive behavioral skills.
(1995) definition of SEC skills as "a different way of being smart" was used for purposes of this study. Goleman classified as emotional skills, cognitive skills, and behavioral skills, enable a person to "unexpress the social and emotional aspects of one's life in ways that enable the successful management of learning, forming relationships, solving everyday problems, and adapting to the complex demands of life following emotional skills, which are primarily related to feelings, were categorized as identifying and labeling feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, and knowing the difference between feelings and actions. These skills were clearly differentiated from higher-order intellectual and academic skills. Cognitive skills were not labeled as "skills.")

References


In-text Narration and Parenthetical Citations

• Citing resources within a paragraph
  – Direct Quotes
  – Indirect Quotes
In-text Narration Citations: Direct Quotes

• Introduces resource as part of the text of the sentence
• Usually uses the last name(s) of the author(s) of the resource
• Should include page or paragraph number

APA: According to Jones (2017), “mental illness is rising in today’s society” (p. 95).
Parenthetical Citations: Direct Quotes

• When we use someone else’s thoughts word-by-word
• Must cite the source within the sentence
• Must include page number (as provided)

APA:  (Lastname, Year, p. #).
(Doe, 2011, p. 222).
(without page numbers)
(Doe, 2011, para. 27)
In-text Narration Citations: Indirect Quotes

• Introduces resource as part of the text of the sentence
• Usually uses the last name(s) of the author(s) of the resource
• Does not necessarily need to include page number where we found the information

APA: According to Jones (2017), mental illness is becoming prevalent in society.
Parenthetical Citations: Indirect Quotes

• When we use someone else’s thoughts, but we state them using our own words

• Must cite the source within our sentence OR must cite the source within our paragraph, if our entire paragraph is based on the one author’s thoughts

• Does not necessarily need to include page number where we found the information

APA: (Lastname, Year). (Doe, 2011).
In-text Citation Variations: Direct Quotes

1. According to Doe (2011), “all professionals should base their practice on quality, proven research that has been peer-reviewed” (p. 222).

2. “All professionals should base their practice on quality, proven research that has been peer-reviewed” (Doe, 2011, p. 222).
**In-text Citation Variations: Indirect Quotes**

1. According to Doe (2011), it is important for professionals to only use in their daily work what has been proven through quality research.

2. It is important for professionals to only use in their daily work what has been proven through quality research (Doe, 2011).
In-text Narration Citations: Multiple Authors

2 Authors: (within a sentence)
Lastname1 and Lastname2 (Year) remainder of sentence.

3+ Authors: (within a sentence)
Lastname1 et al. (Year) remainder of sentence.

EXAMPLE:
According to Doe et al. (2011), “all professionals should base their practice on quality, proven research that has been peer-reviewed” (p. 222).
Parenthetical Citations: Multiple Authors

2 Authors (end of sentence)
(Lastname1 & Lastname2).

3+ Authors (end of sentence)
(Lastname1 et al., Year).

EXAMPLE:
“All professionals should base their practice on quality, proven research that has been peer-reviewed” (Doe et al., 2011, p. 222).
Parenthetical Citations

(Doe, 2011, p. 222).

In-text Citation

According to Doe (2011), the writing process...

References:

Referencing an article from database (w/o doi)

Lastname, I. (2011). Title only capitalizing the 1st letter of the 1st word, proper nouns, abbreviations, and 1st letter of 1st word following a colon. *Name of Journal, V(I),* page #s.

Referencing article from database (w/doi)

Lastname, I. (2011). Title only capitalizing the 1st letter of the 1st word, proper nouns, abbreviations, and 1st letter of 1st word following a colon. *Name of Journal, V(I),* page #s. doi:#

MLA & APA Differences (Journals)

**MLA**

Parenthetical:
(Doe 222)

**APA**

Parenthetical:
(Doe, 2011, p. 222)

**Works Cited:**

**References:**
Maina et al. BMC Veterinary Research (2017) 13:25
DOI 10.1186/s12917-017-0947-1

RESEARCH ARTICLE

Food-specific sublingual immunotherapy is well tolerated and safe in healthy dogs: a blind, randomized, placebo-controlled study

E. Maina1, M. Pelst1, M. Hesta2 and E. Cox1

Abstract

Background: Food allergies are increasing in prevalence but no treatment strategies are currently available to cure dogs with food allergy. Over the past decade, experimental food allergen-specific sublingual immunotherapy (FA-SLIT) has emerged as a potential treatment for food allergies in human medicine. However, FA-SLIT has not been investigated in dogs. Therefore, the objective of this study was to prospectively evaluate the safety, tolerability and dispenser sterility of FA-SLIT in healthy dogs before testing it in food allergic dogs.

Eight experimental healthy beagle dogs, never orally exposed to peanut, were randomized in two groups to receive SLIT with peanut or placebo for 4 months. Subjects were monitored daily for local and systemic adverse
NOTE: Review the instructions at EBSCO Support Site and make any necessary corrections before using. Pay special attention to personal names, capitalization, and dates. Always consult your library resources for the exact formatting and punctuation guidelines.

AMA
(American Medical Assoc.)

APA
(American Psychological Assoc.)

Chicago/Turabian:
Author-Date

Export to Bibliographic Management Software
(EndNote, ProCite, Reference Manager, RefWorks, BibTeX, etc.)
Maina et al. BMC Veterinary Research (2017) 13:25
DOI 10.1186/s12917-017-0947-1

RESEARCH ARTICLE

Food-specific sublingual immunotherapy is well tolerated and safe in healthy dogs: a blind, randomized, placebo-controlled study

E. Maina¹, M. Pelst¹, M. Hesta² and E. Cox¹
Referencing a Book


Referencing an Electronic Book


MLA & APA Differences (for Books)

MLA
• Works Cited:

APA
• References:
Referencing Webpages

Lastname, I. (Year, Month Day). *The title of the work*. Website Name. URL

Referencing News Webpages

• Include Website producer’s name if provided, such as a newspaper or news feed

Lastname, I. (Year, Month Day). *The title of the article*. Title of Newspaper or Source. URL


George Washington Carver, The Black History Monthliest Of Them All

February 11, 2014 · 3:46 PM ET

Peanuts.

*He did something, probably a lot of*
How do you reference a web page that lists no author?
When there is no author for a web page, the title moves to the first position of the reference entry:

Example:

Common Citation Error

• We do not quote the author that is quoted by the author(s) of the resource we are using.
Respondents were female, 86% of the teachers and 90% of the counselors. The age range was 21 to over 64 years, with 46% of the teachers and 37% of the counselors being in the 40-49 years age range. Ethnic origin of the respondents was approximately 3/4 European-American with the other 1/4 of respondents indicating African American, Hispanic, Asian, or Native American. The majority of teachers indicated that they held a Bachelor's degree and the majority of counselors indicated a Master's degree as the highest educational degree obtained. Years of professional experience for teachers and counselors ranged from one to over 20 with their current school levels ranging from grades 1 through 8 including Special Education and Resource classes.

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Emotional skills, which are primarily related to feelings, were categorized as identifying and labeling feelings, expressing feelings, assessing the intensity of feelings, managing feelings, delaying gratification, controlling impulses, reducing stress, and knowing the difference between feelings and actions. These skills were clearly differentiated from the cognitive skills, which were anticipated to be more universally held. Cognitive skills were anticipated to be related to the students' intellectual function and academic performance.
PROMOTING SOCIAL AND EMOTIONAL COMPETENCY THROUGH TEACHER/COUNSELOR COLLABORATION.

Education 120.4 (Summer 2000): p668. (2281 words)

Author(s): LESLIE MARLOW, KIM BLOSS and DAN BLOSS.

Document Type: Magazine/Journal

Bookmark: Bookmark this Document

Full Text: COPYRIGHT 2000 Project Innovation

Introduction

There is a continuing need to improve the collaborative efforts of teachers and classrooms. This need is manifested in a shortage of qualified teachers and counselors. Social and Emotional Competency (SEC) education, a model that encourages...
Quoting a Quote

According to Goleman, it is important for individuals to be able to “understand, manage, and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems” (Marlow, Bloss, & Bloss, 2000, p. 669).
PROMOTING SOCIAL AND EMOTIONAL COMPETENCY THROUGH TEACHER/COUNSELOR COLLABORATION.

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Introduction

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More on APA Style

- Magale’s Video Tutorial Citing Resources
- APA official website
  - http://www.apastyle.org/
- Purdue’s Online Writing Lab (OWL)
  - https://owl.english.purdue.edu/owl/
APA paper formatting

• Overview and how-to’s
  – http://www.apastyle.org/

• Example papers
  – via APAstyle.org
  – via Purdue’s OWL
    • (printable with directions)
When/where/why do I include citations?

• Anytime you use another author’s work.
  – Usually best if you introduce the author and his/her work early in your paragraph, particularly if you are summarizing their thoughts throughout the paragraph
    • Often done through an in text citation
  – Provide citations for all direct quotes
  – When it becomes unclear whose thoughts are being expressed
  – Professional/scholar practice: ethically, socially, legally handling information
Learning Styles and the Need for an Inventory

Learners differ in the way they learn and the way they prefer to be taught. According to James and Galbraith (1985) and Wislock (1993) learners have three major categories by which they prefer to learn, “visual, verbal, and tactile or psychomotor” (as cited in Knowles, Holton, and Swanson, 2015, p. 195). Knowles, Holton, and Swanson (2015) note the importance of instructors recognizing “characteristics of instruction and instructional settings” in learning how they may align with student learning needs and preferences. While the Personal Adult Learning Style Inventory (PALSI) does not provide measures for students using all these categories, the inventory can be used to collect information on student instruction and instructional setting preferences. The teacher may use the findings of the inventory to plan and modify their teaching approach to create an alignment between how students prefer to learn and how the instructor teaches.
Incorporating Resources into Academic Writing, Presentations, and other Assignments: Example Method

• MEAL Plan:
  – Main idea
  – Evidence
  – Analysis
  – Lead in

Learning Styles and the Need for an Inventory

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