

APA 7 Citation and Style

APA Title Page Student Papers

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APA 7 Workshop for WCC Consultants:
Citations and Style per the American Psychological Association

First and Last Name
Department of Writing and Communication, Nova Southeastern University
COMP 3000: Course Name
Professor's Name
January 1, 2020

Components:

- Page Number
 - Upper right-hand corner
 - Ensure the font has been changed accordingly
- **Assignment title (BOLD)**
- Name
- Affiliation
- Course Number and Name
- Instructor Name
- Due Date

Newly Accepted Fonts



Double-spaced with 1-inch
margins all around

- 11-point Calibri
- 11-point Arial
- 10-point Lucida Sans Unicode
- 12-point Times New Roman
- 11-point Georgia
- 10-point Computer Modern

Abstract

2

Abstract

A large body of assessment literature suggests that students' evaluations of their teachers (SETs) can fail to measure the construct of teaching in a variety of contexts. This can compromise faculty development efforts that rely on information from SETs. The disconnect between SET results and faculty development efforts is exacerbated in educational contexts that demand particular teaching skills that SETs do not value in proportion to their local importance (or do not measure at all). This paper responds to these challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values.

Keywords: college teaching, student evaluations of teaching, scale development, EBB scale, pedagogies, educational assessment, faculty development

- Title
 - Centered
 - **Bolded**
- No indent
- Flush left
- No more than 250 words
- *Keywords:*
 - *Italicized*
 - Indented

Body

- Use headings/section headers to help organization and flow throughout your paper
- Each heading will correspond to a level between 1–5. (See chart for specific formats)

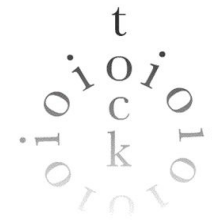
Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Flush Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph.
5	<i>Indented, Bold Italic, Title Case Heading, Ending With a Period.</i> Text begins on the same line and continues as a regular paragraph.

Technicalities





Age & Time



→ When discussing **Quantity**

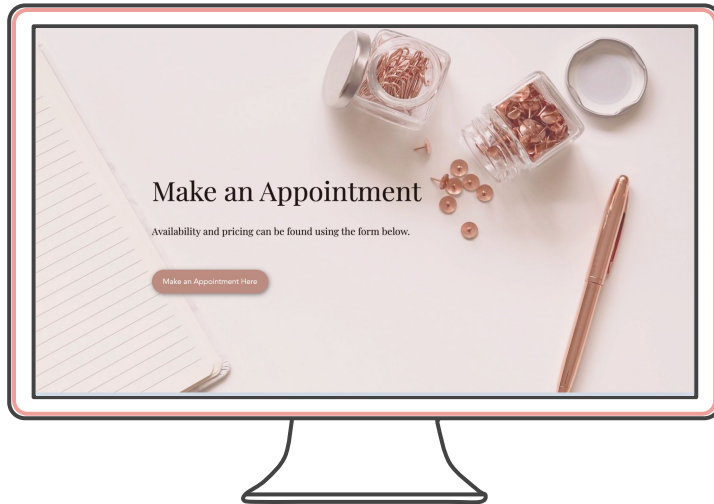
- ◆ **1-10:** Written out number
 - Example:
 - “When conducting the survey, researchers found only **three** participants responded to the last question.”
- ◆ **10+:** Numeral
 - Example:
 - “When conducting the survey, researchers found **20** participants did not respond to the first question.”

→ When discussing **Age and Time**

- ◆ **ALWAYS** use the numeral
 - Example:
 - “Researchers reported a majority of the subjects were **3 years old**.”
 - “The surveyors decided the respondents would be given **5 minutes** to complete the assessment.”
- This is also used for other time intervals such as 2 weeks, 3 months, and 7 years.

Misc. Rules

These are things I
can help with during
our consultations!



- **Likert scales**
 - The ratings are italicized
 - *strongly agree, agree, disagree, strongly disagree*
- **Block quotes**
 - Quotes that are more than 40 words
 - The period goes **before** the parenthetical citation/page number
 - No quotation marks
 - Entire quote is indented to 0.5 margin
- **Tables and figures**
 - Considered second-level headings
 - Bolded
 - Flush left
 - Title Case
 - Italicized description below
- **Page numbers**
 - Sequence of pages use (pp. 3-5).

In - Text Citations

Author Rules

Type of Citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Karl (2003)	Karl (2003)	(Karl, 2003)	(Karl, 2003)
One work by two authors	Smith and Woods (2009)	Smith and Woods (2009)	(Smith & Woods, 2009)	(Smith & Woods, 2009)
One work by three or more authors	Weaver et al. (2007)	Weaver et al. (2007)	(Weaver et al., 2007)	(Weaver et al., 2007)
Groups (abbreviation)	World Health Organization (WHO, 2013)	WHO (2013)	(World Health Organization [WHO], 2013)	(WHO, 2013)
Groups (no abbreviation)	Nova Southeastern University (2010)	Nova Southeastern University (2010)	(Nova Southeastern University, 2010)	(Nova Southeastern University, 2010)

Other Author Rules

★ Secondary citations

- **Mid-text**
 - *Karl (2003, as cited in Weaver et al. 2007) states the MLA training is not as comprehensive as APA training in writing centers.*
- **End-text**
 - *Karl (2003) states the MLA training is not as comprehensive as APA training in writing centers (as cited in Weaver et al. 2007).*

★ Symbol vs Word

- Use *and* when writing authors in text.
 - *Smith and Woods (2009) found that receiving APA training will increase client satisfaction in writing centers.*
- Use *&* when using a parenthetical citation.
 - *According to research, APA training for consultants correlates with an increase client satisfaction (Smith & Woods, 2009).*

★ Separation of authors

- Use a semicolon to separate more than one author in parenthetical citations and sort alphabetically.
 - *(Karl, 2003; Smith & Woods, 2009; Weaver et al. 2007)*

References List

An abstract geometric design featuring a light purple shaded area in the bottom right corner. A black line descends from the top left and meets a brown line that ascends from the bottom left. Two red lines also ascend from the bottom left, parallel to the brown line. The text 'References List' is centered in the upper half of the image.

Reference Rules

Important Changes from 6th edition:

- DOI
 - Now: <https://doi.org/>
- Publisher
 - Salinger, J. D. (2001). *The catcher in the rye*. Back Bay Books.
 - **No publisher city/state**
- 20 authors
 - Now up to 20 authors can be used in the reference before using ellipses (...)
- Website URLs
 - no longer need to be preceded with “Retrieved from” unless there is also a retrieval date.

Formatting Guidelines:

- Sources in ABC Order
- Hanging indent
- Sentence Casing for Titles
 - **Example:** Increasing the odds: Applying emergentist theory in language intervention
 - All lowercase **except when a word is a proper noun, an acronym, or follows punctuation.**



Reference Extras

- If using a citation machine or other program, ensure that the highlight is removed and **Black** text is restored.
 - ◆ Hyperlinks can either remain [blue](#) hyperlinks OR be black with an underline.
 - ◆ They only need to be kept consistent throughout the reference page.
- The margins begin on the 0" mark and the hanging indent begins on the .5" mark (see next slide for sample)
- The word **Reference** should be bolded and centered.
 - ◆ If there is more than one reference, be sure to make the word plural (e.g., **References**)
- If using a secondary citation, only cite the primary source in the reference list.
 - ◆ In text reference: According to Smith (2004) ... (as cited in Thomas, 2007).
 - Only cite Thomas (2007) in the references

Sample

0" mark

0.5" mark

Revised DOI

Bolded

References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. American Psychiatric Publishing.
- Botting, N., Durkin, K., Toseeb, U., Pickles, A., & Conti-Ramsden, G. (2016). Emotional health, support, and self-efficacy in young adults with a history of language impairment. *British Journal of Developmental Psychology*, 34(4), 538-554.
<https://doi.org/10.1111/bjdp.12148>
- Justice, L. M., Bowles, R. P., Turnbull, K. L., & Skibbe, L. E. (2009). School readiness among children with varying histories of language difficulties. *Developmental Psychology*, 45(2), 460-476. <https://doi.org/10.1037/a0014324>
- Pentimonti, J. M., Justice, L. M., & Kaderavek, J. N. (2014). School-readiness profiles of children with language impairment: Linkages to home and classroom experiences. *International Journal of Language & Communication Disorders*, 49(5), 567-583. <https://doi.org/10.1111/1460-6984.12094>
- Poll, G. H. (2011). Increasing the odds: Applying emergentist theory in language intervention. *Language, Speech, and Hearing Services in Schools*, 42(4), 580-591.
[https://doi.org/10.1044/0161-1461\(2011/10-0041\)](https://doi.org/10.1044/0161-1461(2011/10-0041))
- Stanton-Chapman, T. L., Justice, L. M., Skibbe, L. E., & Grant, S. L. (2007). Social and behavioral characteristics of preschoolers with specific language impairment. *Topics in Early Childhood Special Education*, 27(2), 98-109.
<https://doi.org/10.1177/02711214070270020501>

Most Common References

Journal

Author's Last Name, First Initial. Second Initial If Given. (Year of Publication). Title of article: Subtitle if any. *Title of Journal*, *Volume Number*(Issue Number), first page number-last page number. DOI

Example:

Sebire, S. J., & Jago, R. (2013). Parenting quality and television viewing among 10 year old children. *Preventive Medicine*, 56(5), 348–350.
<https://doi.org/10.1016/j.ypmed.2013.02.008>

Book

Author's Last Name, First Initial. Second Initial If Given. (Year of Publication). *Title of book: Subtitle if any*. Publisher.

Example:

Santrock, J. W. (2016). *Children* (3rd ed.). McGraw-Hill Education.

Example (chapter in a book):

Daradoumis, T., & Xhafa, F. (2005). Problems and opportunities of learning together in a virtual learning environment. In T. S. Roberts (Ed.), *Computer-supported collaborative learning in higher education* (pp. 219–233). Idea Group Publishing.

- The American Psychological Association is now including the use of bias-free language when referring to people or entities.
 - ◆ This means using the word “they,” “them,” and “their” to represent a singular person who identifies as such instead of gendered pronouns such as “he,” “she,” “his,” and “her.”
- Descriptive phrases should be preferred instead of nouns to describe people.