

**APA STYLE: REFERENCES**  
[Double-space everything--I'm saving space here]

**Book**

Weinstein, C. S., & Mignano, A. (1993). Organizing the elementary school classroom: Lessons from research and practice. New York: McGraw-Hill.

**Book with multiple editions**

Woolfolk, A. E. (2001). Educational psychology (8<sup>th</sup> ed.). Boston: Allyn & Bacon.

**Edited book**

Wittrock, M. (Ed.) (1986). Handbook of research on teaching (3<sup>rd</sup> ed.). New York: Macmillan.

**Chapter in an Edited book**

Anderson, L. M. (1989). Classroom instruction. In M. Reynolds (Ed.), Knowledge base for beginning teachers (pp. 101-116). New York: Pergamon.

**Journal Article**

Gage, N. L. (1989). The paradigm wars and their aftermath: A "historical" sketch of research on teaching since 1989. Educational Research, 18, 4-10.

Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (in press). Teacher efficacy: Its meaning and measure. Review of Educational Research.

**Journal Article in a Journal that begins with page 1 in every issue**

Derry, S. J. (1989). Putting learning strategies to work. Educational Leadership, 47(5), 4-10.

**Magazine Article**

Posner, M. I. (1993, October 29). Seeing the mind. Science, 262, 673-674.

**Newspaper**

New drug cuts risk of heart failure. (1993, July 15). The Washington Post, p. A12.

**Eric Document**

Mead, J. V. (1992). Looking at old photographs: Investigating the teacher tales that novices bring with them (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 346 082)

## **Electronic Media**

Electronic reference formats recommended by the American Psychological Association. (2000, August 22). Washington, DC: American Psychological Association. Retrieved August 29, 2000, from the World Wide Web: <http://www.apa.org/journals/webref.html>

All references begin with the same information that would be provided for a printed source (or as much of that information as is available). If no publication date is available for a document, use "n.d." (stands for "no date") in its place. The Web information is then placed in a retrieval statement at the end of the reference. It is important to give the date of retrieval because documents on the Web may change in content, move, or be removed from a site altogether.

For more information about electronic citations, including citing e-mail, see:

<http://www.apa.org/journals/webref.html>

For frequently asked questions about APA Style in general, see:

<http://www.apa.org/journals/faq.html>

## **Class Handouts**

For handouts from classes, give author(s) if known, date, title, Course title: Class handout. College of Education, The Ohio State University, Columbus, OH.

## APA STYLE: CITATIONS

### 1. Crediting an idea when you paraphrase or draw upon a source:

Results of research on teaching suggest that classroom organization is a key to student learning (Anderson, 1992; Evertson, Emmer, & Marshall, 1986; Good, 1989). [NOTE: Articles are alphabetical by first author's name within parens.]

OR

Results of research by Anderson (1992), Evertson, Emmer, and Marshall (1986), and Good (1989), suggest that classroom organization is a key to student learning.

### 2. Quotations

*Short quotations (fewer than 40 words) are incorporated into text.*

Dewey (1940) said, "once is never enough when it comes to a good idea" (p. 79) and this characterizes the thinking of many educators.

OR

"Once is never enough when it comes to a good idea" (Dewey, 1940, p. 79) characterizes the thinking of many educators.

OR

Many educators agree with Dewey's (1940) statement, "once is never enough when it comes to a good idea" (p. 79). [period **after** paren]

*Quotations of 40 words or more are blocked and indented on the left but not the right.*

Miele (1993) found the following:

The placebo effect, which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore the behaviors *were never exhibited again* [italics added], when reel [sic] drugs were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect. (p. 276) [period **before** paren]

## APA STYLE: GENERAL RULES

1. **Spacing** -- Everything is double spaced--text, quotes, references, journal entries--everything.
2. **Numbers**--Use numerals to express numbers 10 and above, use words to express numbers nine and below.

Exceptions:

- when numbers below 10 are grouped with larger numbers in comparisons  
3 of the 21 schools  
the 6<sup>th</sup> of the 12 groups
- numbers that immediately precede a measurement  
a 5-mg dose of aspirin  
a 4-inch line
- exact fractions, percentages, ratios, time, money  
.33 of the group  
a ratio of 16:1
- Table, figure, row, chapter numbers  
Table 1  
row 6  
page 5  
chapter 7

### 3. **Headings: Two Levels**

Second Level

First Level

### **Headings: Three Levels**

Second level

Third level.

First Level

### **Example of three levels:**

Objectives for Learning

The items listed in the overview at the beginning of this chapter are examples of learning objectives. Although there are many different approaches to writing objectives, each assumes ....

### Kinds of Objectives

At a very general, abstract level are the grand goals society may have for graduates of public schools, such as increased intellectual development and effective citizenship. But very general goals become meaningless ...

Mager: Start with the specific. Robert Mager has developed a very influential system for writing instructional objectives. Mager's idea is that objectives ought to describe what students will be doing .....

4. **Page number**--are in the upper right hand corner.

5. **Order of the paper is:**

Cover page

Paper

References

Appendix or appendices (if used)

Footnotes (if used)

Tables (if used)

Figures (if used)

### Grammar and style:

#### Some very common mistakes, ones I made for years until editors made me quit:

- Everyone is singular. Everyone cannot go with “their.” Everyone does his or her own work, not their own work. If it gets awkward, make the subject plural--“All students must do their own work.”
- The same holds for any singular subject. “They” or “their” shouldn’t turn up in sentences about “the student,” for example. The student is singular. The teacher cannot change their minds. The teacher changes his or her mind. To avoid the awkwardness of using her/his all the time, try using plurals wherever possible. For example, instead of saying “The teacher must assess learning in his/her classroom,” say “Teachers must assess learning in their classrooms.”
- Periods and commas go inside a quotation mark--always. Colons and semicolons go outside. Dashes, exclamation points, and question marks go inside if they belong to the quote or outside if they are part of the larger sentence.
- Sentences should have a verb somewhere that pertains to the subject.
- Most people overuse “which” when “that” is usually what they mean. Don’t use “which” if you can do without the clause it introduces; if you don’t have a comma, you may not need the “which.” [Notice the period inside the quotation marks.]
- Don’t use “that” to indicate a person. The girl that came to dinner should be the girl who came to dinner.
- If a paragraph goes on for almost a page, find places to break it into two or more paragraphs.
- A two or three word phrase used as an adjective is hyphenated: Examples: *Higher-order thinking*, *open-ended questions*, *sixth-grade classroom*, *problem-solving strategies*. If used as a noun, no hyphen is needed. Example: *Problem solving is hard*.
- Many writers use “since” when they mean “because.” [Notice the period inside the quotation marks.] Since implies the lapse of time, as in “Since my baby left me, I found a new place to dwell.” If you find yourself using “since,” replace it with “because” and see if the sentence is clearer.
- *Principal* is the head of a school or the main element (Example: principal finding, principal problem, principal remaining on your mortgage). *Principle* is a comprehensive and fundamental rule (example: the principle of reinforcement).
- *Affect* as a noun is emotion and feeling; as a verb it is to influence (example: color affects your impression of the painting). *Effect* as a noun is an outcome or consequence; as a verb it means to cause to happen (Example: effect the overthrow of the government).
- You don’t need page numbers in a citation unless you give a direct quote. When quotes are blocked and indented, no quotation marks are needed.
- References are cited, not sited or sighted.
- When a source is used several times in a paragraph and is the only source for the paragraph, just cite it once, at the beginning or the end--don’t cite after every sentence or point made.
- There should be a few sentences after an A- or B-level heading before the next heading--don’t “stack headings.”