


# NFV APA Guidelines

## APA 7th Edition

Page intentionally left blank

## Table of Contents

Research Writing Process ..... 4
Asking Questions ..... 4
What is Common Knowledge? What Do I Need to Cite? ..... 5
Scholarly vs. Popular Sources ..... 6
Primary vs. Secondary Sources ..... 8
CRAAP Test for Research Sources ..... 9
Useful Verbs for Integrating What an Author/Source Says ..... 9
Integrating Sources: Summarizing, Paraphrasing, and Quoting ..... 10
In-Text Citation Examples ..... 11
Transitions ..... 12
APA Paper Format Requirements ..... 13
Where to Find Reference Information ..... 14
How to Create a Reference When Information Is Missing ..... 14
Reference Page Examples ..... 15
Citing Information from an Interview ..... 20
Annotated Bibliographies ..... 20
Glossary ..... 22
Additional APA Resources ..... 23

## *NFV's Statement on Artificial Intelligence (AI)-Generated Writing

NFV strives to nurture students' critical thinking and individual voices as writers. Writing assignments are a vital key to the learning process as they develop students' thinking and help teachers assess student learning. While the recent influx of a variety of AI tools (including ChatGPT) can be tempting and helpful in some situations, it is imperative students submit academic work which is their own writing and thinking--rather than work generated by one of those sources.

Utilizing Artificial Intelligence to generate written work intended to earn a grade in a class at NFV will earn a grade of 0 until sufficient plagiarism consequences have been met.

**Proof of Authorship**

**If academic dishonesty is suspected, students bear the burden of proof** that the assessment is that student's own work. If a teacher questions the authorship, the student will be required to complete any or all of the following in order to earn the credit:

- show the writing process or drafts (possibly a version history)
- define any vocabulary used within the writing
- redo at least a portion of the assignment in a teacher's or designee's presence
- provide a verbal summary of the assignment
- verify sources cited in writing and/or references list

## Research Writing Process

**Topic/Purpose**
- Choose a topic that is meaningful to you and something you want to know more about.

**Questions**
- Brainstorm and identify questions you want to answer about your topic.

**Research**
- Conduct extensive research on your topic, evaluate your sources, and take appropriate notes.

**Voice**
- Add your voice to the research by analyzing your findings as opposed to listing the research.

**Write**
- Write, revise, and publish your paper.

## Asking Questions

Research begins with questions, but not all questions are created equal. Different types have different purposes.

- **Guiding questions** (or **driving questions**) direct your research.
- **Pointed questions** deepen and broaden your research.
- **Journalistic questions** gather details about a situation or an event.
- **Socratic questions** refine and evaluate your thinking.

## Identifying Your Guiding Question

*Once you have a research topic, your next task is to identify your guiding questions.*

| **Assignment:** | **Possible guiding questions:** |
|---|---|
| Write a 5- to 7-page paper on the history of immigration in the U.S. | How has the U.S. immigration policy changed over 230 years?<br>Where have most U.S. immigrants come from and when?<br>Where have U.S. immigrants settled and for what reasons? |
| Redecorating a room | What does the room need to function well and look good?<br>What furniture suits this room, and where can I get it?<br>What tools and supplies do I need to wallpaper the room? |
| Visiting another country | What country do I especially want to visit and why?<br>How can I apply to programs for student travel?<br>What preparations must I make to travel outside the U.S.? |

## *Generating Pointed Questions*

*Once you have settled on a guiding question, generate a list of related questions about the topic.*

| **Guiding question:** | **Pointed questions:** |
|---|---|
| What preparations must I make to travel outside the U.S.? | What legal documents do I need?<br>What medical records do I need?<br>How much will the trip cost?<br>How can I prepare for any cultural or language differences?<br>What will I need to pack?<br>What are my luggage limitations? |

Adapted from: King, R., Erickson, C. & Sebranek, J. (n.d.). *Inquire: A student handbook for 21st-century learning.* Thoughtful Learning.

## Using Journalistic Questions

*Answering who, what, when, where, why, and how can provide important details about a subject. Asking these questions about the past creates analysis, and asking about the future creates prediction and persuasion. Questions about the present take either form.*

| | Past | Present | Future |
|---|---|---|---|
| ***Who?*** | Who was central to the event? | Who is involved in the situation? | Who will be affected by the situation? |
| ***What?*** | What happened, in detail? | What process is taking place? | What is predicted to happen? |
| ***When?*** | When did the event occur? | What time frame is involved? | How long will the situation last? |
| ***Where?*** | Where did the central events each happen? | Where is the situation unfolding? | Where will events likely occur? |
| ***Why?*** | Why did the situation happen as it did? | Why should we care about the event? | Why is the issue vital for the future? |
| ***How?*** | How did it occur? | How are we affected? | How will we cope? |

## Employing Socratic Questions

*Socratic questions like the following help you think in new ways about your topic.*

**Questions of clarification**

- How can I state the main idea?
- Why do I believe that?
- Can I put the idea in different terms?
- What am I really saying?

**Questions about viewpoints or perspectives**

- What is my viewpoint?
- Why do I think that way?
- What other viewpoint may be valid?
- How would I respond to it?

**Questions that probe assumptions**

- What assumptions am I making?
- What am I implying?
- What alternatives are there?
- What might readers infer?

**Questions that probe implications**

- If it is true, what else is true?
- Would it always happen this way?
- How is this related to other effects?
- Should this apply in all cases?

**Questions that probe reasons and evidence**

- What evidence supports the idea?
- What evidence challenges it?
- How can I find out if the idea is true?
- What other information do I need?

**Questions about the question**

- How can I find out?
- What does this question assume?
- How could I ask this differently?
- Why does this question matter?

## What Is Common Knowledge? What Do I Need to Cite?

**There are two main categories that can be considered common knowledge:**

1. Information that most people know
2. Information shared by a specific group of people, such as a national or cultural group, or members of a certain professional field

Unlike quoted, summarized, or paraphrased ideas, information considered "common knowledge" does not need to be cited. Again, common knowledge is information considered widely known or easily verified.

**Common Knowledge (not necessary to cite the source) Examples:**

- The Iowa state bird is the American Goldfinch.
- Water freezes at 32°F.

***NOTE:*** *Anything not considered common knowledge* ***MUST*** *be cited both in text and in a reference list to avoid plagiarism. Plagiarism occurs when you claim others' words and/or ideas as your own and is a serious offense that can lead to failure of a course, removal from a school/college, and even consequences of a legal nature. This includes self-plagiarism, which occurs when you present a previously created work as new work.*

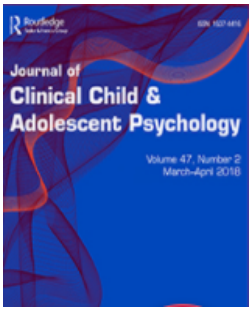
***NOT*** **common knowledge (necessary to cite the source) examples:**

- The Iowa Legislature designated the Eastern Goldfinch, also known as the Wild Canary, as the official state bird in 1933. It was chosen as the state bird because it is commonly found in Iowa and often stays through the winter.

Adapted from Iowa Ornithologists' Union. (2023). *Birds of Iowa*. https://www.iowabirds.org/Birds

**Scholarly vs. Popular Sources**

Scholarly sources are written by researchers who are experts in their field. People who write for academic journals are employed by colleges, universities, or other institutions of education or research. The most prestigious academic journals subject articles to the peer-review process. When conducting research, it is important to distinguish between journal articles and magazine articles. Journal articles are typically referred to as "scholarly," while magazine articles are usually considered "popular." A third category, "trade" magazines or journals, is written for professionals in a particular field but is not strictly research related.

| **Scholarly vs. Popular Periodicals** | | | |
|---|---|---|---|
| **Criteria** | **Scholarly Journal** | **Popular Magazine** | **Newsletter / Trade Journal** |
| **Example** |  |  |  |
| **Content (accuracy)** | In-depth, primary account of original findings written by the researcher(s); very specific information, with the goal of scholarly communication | Secondary discussion of someone else's research; may include personal narrative or opinion; general information, purpose is to entertain or inform | Current news, trends, and products in a specific industry; practical information for professionals working in the field or industry |

| **Scholarly vs. Popular Periodicals** (continued) | | | |
|---|---|---|---|
| **Criteria** | **Scholarly Journal** | **Popular Magazine** | **Newsletter / Trade Journal** |
| **Language (coverage)** | Specialized terminology or jargon of the field; requires expertise in subject area | Vocabulary in general usage; easily understandable to most readers | Specialized terminology or jargon of the field, but not as technical as a scholarly journal |
| **Graphics (coverage)** | Graphs, charts, and tables; very few advertisements and photographs | Graphs, charts and tables; lots of glossy advertisements and photographs | Photographs; some graphics and charts; advertisements targeted to professionals in the field |
| **Layout and Organization (currency)** | Structured; includes the article abstract, goals and objectives, methodology, results (evidence), discussion, conclusion, and bibliography | Informal; may include non-standard formatting; may not present supporting evidence or a conclusion | Informal; articles organized like a journal or a newsletter; evidence drawn from personal experience or common knowledge |
| **Accountability (objectivity)** | Articles are evaluated by peer-reviewers or referees who are experts in the field; edited for content, format, and style | Articles are evaluated by editorial staff, not experts in the field; edited for format and style | Articles are evaluated by editorial staff who may be experts in the field, not peer-reviewed; edited for format and style |
| **References (objectivity)** | Required; quotes and facts are verifiable | Rare; little, if any, information about source materials is given | Occasional brief bibliographies, but not required |
| **Paging** | Page numbers are consecutive throughout the volume | Each issue begins with page 1 | Each issue begins with page 1 |
| **Other titles** | *Annals of Mathematics*, *History of Education Quarterly*, almost all with *Journal* in the title | *Sports Illustrated*, *National Geographic*, *Time*, *Newsweek*, *This Old House*, *Cooking Light*, *Discover* | *Architectural Record*, *PC World*, *Restaurant Business*, *American Libraries*, *Psychology Today*, *School Band and Orchestra* |

Adapted from:
Middlebury Library. (2019, June 4). *Scholarly versus popular periodicals*. https://middlebury.libguides.com/scholarvspopular

## Primary vs. Secondary Sources

If a source is providing first-hand information, it is a **primary source**. Look for things like original data collection or eyewitness accounts. The government or any aspect of it is usually a good primary source because it collects its data on almost everything.

If a source is taking information from someone or somewhere else and restating or interpreting it, though, it is a **secondary source**. They are not the ones creating the information; they are just talking about it.

For example, if the U.S. Bureau of Labor Statistics publishes a study they conducted on the number of jobs available in the nursing field, they are a **primary source**. They collected the information and then published it.

However, if a newspaper writes a story on the study, they are a **secondary source**. They did not collect or publish the original information; they just interpreted it in their own way and then talked about it.

Note: Some sources can be either primary or secondary depending on what information you are using from them.

| Primary Sources | Secondary Sources |
|---|---|
| **These are original documents or original research.** | **These are works that synthesize, summarize, and/or interpret primary sources.** |
| **Examples:**<br>➢ Diaries<br>➢ Interviews<br>➢ Speeches<br>➢ Academic research - often printed in scholarly journals<br>➢ Fiction (novels, poetry, short stories) | **Examples:**<br>➢ Encyclopedias<br>➢ Histories<br>➢ Reviews<br>➢ Textbooks<br>➢ Magazine articles<br>➢ Biographies |

## CRAAP Test for Research Sources: Definitions/Evaluating Questions

**Currency: The timeliness of the information**

- ➔ When was the information published or posted?
- ➔ Has the information been revised or updated?
- ➔ Is the information current or out-of-date for your topic?
- ➔ Are the links functional?

**Relevance: The importance of the information for your needs**

- ➔ Does the information relate to your topic or answer your question?
- ➔ Who is the intended audience?
- ➔ Is the information at an appropriate level?
- ➔ Have you looked at a variety of sources before choosing this one?
- ➔ Would you be comfortable using this source for a research paper?

**Authority: The source of the information**

- ➔ Who is the author/publisher/source/sponsor?
- ➔ Are the author's credentials or organizational affiliations given?
- ➔ What are the author's credentials or organizational affiliations?
- ➔ What are the author's qualifications to write on the topic?
- ➔ Is there contact information, such as a publisher or e-mail address?
- ➔ Does the URL reveal anything about the author or source?

**Accuracy: The reliability, truthfulness, and correctness of the content**

- ➔ Where does the information come from?
- ➔ Is the information supported by evidence?
- ➔ Has the information been reviewed or refereed?
- ➔ Can you verify any of the information in another source?
- ➔ Does the language or tone seem unbiased and free of emotion?

**Purpose: The reason the information exists**

- ➔ What is the purpose of the information?
- ➔ Do the authors/sponsors make their intentions or purpose clear?
- ➔ Is the information fact? opinion? propaganda?
- ➔ Does the point of view appear objective and impartial?
- ➔ Are there political, ideological, cultural, religious, institutional, or personal biases?

## Useful Verbs for Integrating What an Author/Source Says

| | | |
|---|---|---|
| … acknowledges that _____ | … emphasizes _____ | … agrees that _____ |
| … explains _____ | … argues that _____ | … illustrates _____ |
| … asserts that _____ | … points out _____ | … believes _____ |
| … questions whether _____ | … claims _____ | … reveals _____ |
| … comments that _____ | … shows _____ | … concludes that _____ |
| … states _____ | … confirms that _____ | … suggests _____ |
| … demonstrates that _____ | … supports _____ | … shares _____ |

## Integrating Sources

You **integrate sources** into your writing when you combine information or ideas from other writers with your own. To integrate sources well, you use three techniques: **summarizing**, **paraphrasing**, and **quoting**. These techniques are essential for synthesizing sources. When you synthesize sources, you connect them to one another and to your own thinking in an original paper.

| **Summarizing, Paraphrasing, and Quoting** | | |
|---|---|---|
| ***Summarizing*** is when you put the main idea from another source into your own words, giving the author credit for the information. | ***Paraphrasing*** is when you rephrase a more specific passage from the text, mostly in your own language, giving the author credit for the specific idea. | ***Quoting*** is when you use the exact words from the text. We say *quoting* because you are quoting someone else's exact words, even if these words are written. |

**Source Sample Information:**
By and large Yosemite has been preserved as though it were a painting. The boundaries of the park are the gilt frame around a masterpiece, and within the frame we are urged to take only pictures, leave only footprints. There are enormously important reasons to do so—there are too many people coming to the park to do it any other way—and yet I cannot help feeling something is sadly missing from this experience of nature. Looking is a fine thing to do to pictures, but hardly an adequate way to live in the world. It is nature as a place in which we do not belong, a place in which we do not live, in which we are intruders. A tourist is by definition an outsider, a person who does not belong, a stranger in paradise.

Solnit, R. (1999). *Savage dreams: A journey into the landscape wars of the American west.* University of California Press.

| **Sample Summary:** | **Sample Paraphrase:** | **Sample Quotation:** |
|---|---|---|
| Conservation efforts traditionally have represented Yosemite as a work of art marked by distinct borders (Solnit, 1999). While Solnit (1999) acknowledges that this representation may serve to protect the park, she also suggests that it limits the individual's relationship to the landscape. | Solnit (1999) argues that because conservation efforts have conceived of Yosemite as a work of art, the park is represented as nature appropriately experienced as one might experience a painting: through sight only. While this representation makes sense in light of the throngs of people flocking to Yosemite, it limits the ways in which an individual might experience the park's landscape, since it implies that nature is to be viewed and not altered, that it is to be visited and not lived in (Solnit, 1999). | Solnit (1999) worries that such a distance between nature and visitor at Yosemite implies that nature is "a place in which we do not belong, a place in which we do not live, in which we are intruders" (p. 263). This distanced relationship with a place differs drastically from one in which the individual interacts with and relies upon the land, sometimes altering it and sometimes being altered by it. |

Adapted from: University of Montana Writing and Public Speaking Center. (2019). *Summary, paraphrase, and quotation: Some examples* [PDF File]. https://www.umt.edu/writingcenter/docs/resourcesforwriters/usingsources.pdf

| **Other Resources** | *Quoting, Paraphrasing, Summarizing Presentation* https://tinyurl.com/muhuuc93 | *Academic Guides* https://tinyurl.com/2r5whzfu |
|---|---|---|

## In-Text Citation Examples

***There are many different ways to cite information in text. Here are four ways to cite the same source, which are all correct.***

Frana and Stevens (2019) report "dairy cows merely producing an average of 67 pounds of milk a day may need feed rations adjusted" (p. 6).

"Dairy cows merely producing an average of 67 pounds of milk a day may need feed rations adjusted" (Frana & Stevens, 2019, p. 6).

Frana and Stevens (2019) concluded their research on increasing dairy production with the recommendation that pasture grazing dairy cattle in England must have diets supplemented with a higher caloric feed.

| |
|---|
| In order to increase dairy production for pasture-grazing dairy cattle in England, the cattle's diets must be supplemented with a higher caloric feed (Frana & Stevens, 2019). |

**Examples of in-text citations without direct quotations:**

The best predictor of a student's success is her work ethic (Smith, 2008).

**This is the most common way to cite for those who aren't used to citing sources. The author's last name and year come at the end of the information, but before the period. This is also the most boring way, so try to use the others whenever possible.*

According to Smith (2008), the best predictor of a student's success is his work ethic.

**Notice in this example, the author's name was mentioned in the actual writing, so it does not go in parentheses. However, the date comes immediately after the author's last name.*

According to a 2008 article by Smith, the best predictor of a student's success is her work ethic.

**Notice in this example, the year and the author's last name are both worked into the writing, so they are not included in any parentheses.*

**Examples of in-text citations with direct quotations:**

"The findings of a lengthy experiment identified the best predictor of student success was indeed how hard the student worked and applied himself during the school day" (Smith, 2008, p. 12).

**This quotation has quotation marks to show it is word-for-word, and also contains the page number within the parentheses.*

According to Smith (2008), "The findings of a lengthy experiment identified the best predictor of student success was indeed how hard the student worked and applied himself during the school day" (p. 12).

**Notice the quotation above follows the rule that the date always follows the author, while the page number always follows the quotation.*

**Transitions**

A **transition** is a word or group of words that connects one idea to another. Useful strategies for creating transitions include transitional expressions, conjunctive adverbs, parallelism, and planned repetition of key words and phrases.

| Transition Examples and Transitional Expressions: Types and Uses | | |
|---|---|---|
| **For ADDING IDEAS:**<br>● also<br>● another<br>● in fact<br>● equally important | **For MAKING A CONTRAST:**<br>● however<br>● although<br>● on the contrary<br>● even though | **For ELABORATING (expanding upon a point):**<br>● by extension<br>● to put it another way<br>● to put it bluntly |

| | | |
|---|---|---|
| • moreover<br>• furthermore<br>• additionally<br>• indeed<br>• in addition | • all the same<br>• on the other hand<br>• by contrast<br>• nonetheless | • in short<br>• most important<br>• to put it succinctly<br>• in other words<br>• ultimately |
| **For SHOWING RESULTS:**<br>• accordingly<br>• consequently<br>• as a result<br>• thus<br>• therefore | **For COMPARING:**<br>• likewise<br>• equally<br>• along the same lines<br>• similarly<br>• in comparison<br>• in the same way | **For REINFORCING AN IDEA:**<br>• especially important<br>• above all<br>• most noteworthy<br>• a significant factor<br>• most of all |
| **For CITING AN EXAMPLE:**<br>• for example<br>• in other words<br>• in fact<br>• for instance<br>• specifically<br>• after all<br>• consider | **For CONCEDING A POINT**<br>• admittedly<br>• of course<br>• although it is true that<br>• naturally<br>• granted<br>• to be sure | **For CONCLUDING:**<br>• clearly<br>• hence<br>• consequently<br>• obviously<br>• therefore<br>• thus<br>• in short<br>• all in all |

**Adapted from:** Graff, B. and Birkenstein, C. (2016). *They say, I say: The moves that matter in academic writing.* W. W. Norton & Company.

## APA Paper Format Requirements

**General formatting (all pages):** Times New Roman font, size 12, inch margins, double-spaced
**Title page:** Information below is centered and double-spaced, moved down ⅓ of page from the top

1

**Increasing Milk Production in Holstein Cattle *(Full Paper Title)***

James A. Frana *(Student Name)*
North Fayette Valley High School
Mrs. Amy Ihde, Advisor *(Advisor Name)*
English III
October 28, 202__

**Body page headings:**
APA Style has 5 levels of headings, but the level of headings needed for a paper depends on its length and complexity. Usually, only the 3 levels of headings listed below are needed in student papers. ***All headings are bold 12 pt. Times New Roman, even the title.***

| Level | Format |
|---|---|
| 1 | **Centered, Bold, Title Case Heading**<br>Text begins as a new paragraph, indented. Use this for the paper title. |
| 2 | **Flush Left, Bold, Title Case Heading**<br>Text begins as a new paragraph, indented. Use this to start a new section. Do not use this for "Introduction" as all researchers know papers begin with an introduction. |
| 3 | ***Flush Left, Bold Italic, Title Case Heading***<br>Text begins as a new paragraph, indented. Use this to make a smaller section within a level 2 heading, but only use it if you have 2 or more sections to go beneath a level 2 heading. For example, if you are talking about **Styles of Dance** as your level 2 heading, then ***Ballet*** and ***Western*** would be your level 3 headings. |

**Reference page format:**

- References begin on a new page.
- The word '**References**' is centered at the top of the page and bolded.
- References must be in alphabetical order.
- All lines after the first line of each entry should be indented one-half inch from the left margin. This is called a hanging indentation. (Press 'Enter', then Tab.)

**Where to Find Reference Information**

On a regular website, common places to look for reference information include the top near the title or the bottom after the article. Some newspapers have started to list the author with a picture on the right-hand side of the page. Often there is a "date published" and a "date last updated" — always use the most recent date.

**How to Create a Reference When Information Is Missing**

| Missing Element | Solution | Template | |
|---|---|---|---|
| | | Reference list entry | In-text citation |
| Nothing - all elements are present | Provide the author, date, title, and source of the work. | Author. (Date).<br>Title. Source. | (Author, year)<br>Author (year) |
| Author | Provide the title, date, and source. | Title. (Date).<br>Source. | (Title, year)<br>Title (year) |

| | | | |
|---|---|---|---|
| Date | Provide the author, write "n.d." for "no date," and then provide the title and source. | Author. (n.d.). Title. Source. | (Author, n.d.)<br>Author (n.d.) |
| Title | Provide the author and date, describe the work in square brackets, and then provide the source. | Author. (Date). [Description of work]. Source. | (Author, year)<br>Author (year) |
| Author and date | Provide the title, write "n.d." for no date, and then provide the source. | Title. (n.d.). Source. | (Title, n.d.)<br>Title (n.d.) |
| Date and title | Provide the author, write "n.d." for "no date," describe the work in square brackets, and then provide the source. | Author. (n.d.) [Description of work]. Source. | (Author, n.d.)<br>Author (n.d.) |
| Author, date, and title | Describe the work in square brackets, write "n.d." for "no date," and then provide the source. | [Description of the work]. (Date). Source. | ([Description of work], n.d.)<br>[Description of work] (n.d.) |
| Source | Cite as personal communication or find another work to cite | No reference list entry | (C.C. Communicator, personal communication, month day, year)<br>C.C. Communicator (personal communication, month day, year) |

**Reference Page Examples**

**Academic or Scholarly Article (from a database such as Gale with a DOI #)**

| |
|---|
| Author Last Name, First Initial. (Year). Title of article. *Title of Journal, Volume*(Issue), Pages. DOI |

Yough, M., Merzdorf, H. E., Fedesco, H. N., & Cho, H. J. (2019). Flipping the classroom in teacher education: Implications for motivation and learning. *Journal of Teacher Education*, *70*(5), 410-422. http://dx.doi.org/10.1177/0022487117742885

**Academic or Scholarly Article (from an online journal found through Google Scholar)**

| |
|---|
| Author Last Name, First Initial. (Year). Title of article. *Title of Journal, Volume*(Issue), Pages. DOI |

Essler, V., Antony, A. & Stickley, T. (2009, August 26). Using a school-based intervention to challenge stigmatizing attitudes and promoting mental health in teenagers. *Journal of Mental Health, 15*(2), 243-250. https://doi.org/10.1080/09638230600608669

**Journal Article without a DOI, with a Non-Database URL**

| |
|---|
| Author Last Name, First Initial. (Year). Title of article. *Title of Journal*, *Volume*(Issue), Pages. URL |

Ahmann, E., Tuttle, L.J., Saviet, M., Wright, S.D. (2018). A descriptive review of ADHD coaching research: Implications for college students. *Journal of Postsecondary Education and Disability*, *31*(1), 17-39. https://www.ahead.org/professional-resources /publications/jped/archived-jped/jped-volume-31

**Print Book (written by a single author)**

| |
|---|
| Author Last Name, First Initial. (Year). *Title of book.* Publisher. |

Roblyer, M. (2012). *Integrating educational technology into teaching, student value*. Pearson.

**Print Book (with more than one author)**

| |
|---|
| Author Last Name, First Initial., & Author Last Name, First Initial. (Year). *Title of book.* Publisher. |

Graff, B., & Birkenstein, C. (2016). *They say, I say: The moves that matter in academic writing.* W. W. Norton & Company.

**For a book by more than twenty authors, list by last names and initials; commas separate author names. After the nineteenth author's name, use an ellipsis in place of the following author names. Then provide the final author name.*

**Book (with editor and author)**

| |
|---|
| Author Last Name, First Initial. (Year). *Title of book* (Editor's First Initial. Last Name, Ed.). Publisher. |

Meadows, D. H. (2008). *Thinking in systems: A primer* (D. Wright, Ed.). Chelsea Green Publishing.

**One Chapter or Section of a Print Book (with author and editor)**

| |
|---|
| Author Last Name, First Initial. (Year). Title of chapter in Editor's first initial. Editor's last name. (Ed.). *Title of book.* (Edition, Vol. number, pp. #). Publisher. |

Brooks, G. (2017). We real cool in J. Burke. (Ed.). *Uncharted territory.* (1st ed., pp. 27-28). W. W. Norton & Company.

**Book (entry in a dictionary, thesaurus, or encyclopedia, with group author)**

| |
|---|
| Group Author Name. (Year). Title of entry. In *Title of reference*. Retrieved Month Day, Year, from URL |

American Psychological Association. (n.d.). Positive transference. In *APA dictionary of psychology.* Retrieved July 10, 2023, from https://dictionary.apa.org/ positive-transference

Merriam-Webster. (n.d.). Self-report. In *Merriam-Webster.com dictionary*. Retrieved July 10, 2023, from https://www.meriam-webster.com/dictionary/self-report

**The words "Retrieved from" and the date are provided for online references expected to change often*

**Book (by a group, organization, or corporate author)**

| |
|---|
| Organization Author. (Year). *Title of reference* (ed., Vol. Number). Publisher. |

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Boston Health Collective. (1998). *Our bodies, ourselves for the new century*. Simon & Schuster.

**When the author and publisher are the same, omit the publisher. (See first example.)*

**Book (other than the first edition)**

| |
|---|
| Author Last Name, First Initial., & Author Last Name, First Initial. (Year). *Title of book* (ed.). Publisher. |

Troyka, L. Q., & Hesse, D. (2013). *Simon & Schuster handbook for writers* (10th ed.). Pearson.

**One Volume of a Multivolume Work**

| |
|---|
| Author Last Name, First Initial. (Year). *Title of work.* (ed., vol.). Publisher. DOI |

Fisk, S. T., Gilbert, D. T., & Lindzey, G. (2010). *Handbook of social psychology* (5th ed., Vol. 1). John Wiley & Sons. https://doi.org/10.1002/9780470561119

**eBook**

| |
|---|
| Author Last Name, First Initial. (Year). *Title of work.* Publisher. URL |

Morey, D. (2010). *Dogs: Domestication and the development of a social bond*. Cambridge University Press. http://search.ebscohost.com/login.aspx?direct=true &db=cat01300a&AN=nicc.245128&site=eds-live

**Web Page with an Author (again, reference is citing ONE page from the website)**

| |
|---|
| Author Last Name. First Initial. (Year, Month Day). *Title of article*. Website name. URL |

Martin, C. M. (2016, December 29). *Be kind to yourself: How self-compassion can improve your resiliency*. Mayo Clinic. https://www.mayoclinic.org /healthy-lifestyle/adult-health/in-depth/self-compassion-can-improve-your-resiliency

**Web Page from a Professional Organization's Web Site (reference is citing ONE page from the web site)**

| |
|---|
| Organization Author. (Year, Month Day). *Title of article.* Website name only if different from author. URL |

American Cancer Society. (n.d.). *Small cell lung cancer.* https://www.cancer.org/cancer/lung-cancer.html

Harvard University. (2016). *Cancer and diet: What's the connection?* https://www.health.harvard.edu/cancer/cancer-and-diet-whats-the-connection

Mayo Clinic Staff. (n.d.). *Autism spectrum disorder: Diagnosis and treatment.* Mayo Clinic. https://www.mayoclinic.org/diseases-conditions/autism-spectrum-disorder/symptoms-causes/syc-20352928

U.S. Bureau of Labor Statistics. (2020, September 9). *Engineers*. Occupational Outlook Handbook. Retrieved July 10, 2023 from https://www.bls.gov/ooh/ education-training-and-library/

**Report by Individual Author(s) at a Government Agency or Other Organization**

| |
|---|
| Author Last Name, First Initial. (Year, Month Day). *Title of report.* Website name. URL |

Fried, D., & Polyakova, A. (2018). *Democratic defense against disinformation*. Atlantic Council. https://www.atlanticcouncil.org/wp-content/uploads/2018/03/Democrati_ Defense _Against_Disinformation_FINAL.pdf

**Newspaper Article (print)**

| |
|---|
| Author Last Name, First Initial. (Year, Month Day). Title of article. *Title of Newspaper*, Pages. |

Duffy, M. (2019, May 27). Metro lauds grads who overcame 'heartbreaking' childhoods. *The Cedar Rapids Gazette,* p. 1A.

**Use the abbreviation p. (or pp. for more than one page) for newspapers. If no author is listed, begin with the title of the article.*

**Newspaper Article (from an online source)**

| |
|---|
| Author Last Name, First Initial. (Year, Month Day). Title of article. *Title of Newspaper*. URL |

Miller, V. (2020, June 15). Iowa public universities take $8 million hit from Iowa Legislature. *The Cedar Rapids Gazette.* https://www.thegazette.com/subject/news/education/iowa's-public-universities-take-8-million-hit-from-iowa-legislature-2000615

**Magazine (print)**

| |
|---|
| Author Last Name, First Initial. (Year, Month Day). Title of article. *Title of Magazine*, Pages. |

Snow, J. (2019, June-July). Aloha from Axis Island. *Field and Stream*, pp. 30-34.

**Magazine Article (from a database such as Gale or online)**

| |
|---|
| Author Last Name, First Initial. (Year, Month Day). Title of article. *Title of Magazine, Volume*(Issue), Pages. URL or DOI |

Fishman, C. (2015, January-February). 5,200 days in space. *The Atlantic*, 315(1), 50+. https://go.gale.com/ps/retrieve.do?tabID=T003&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition

**If volume number, issue, or pages are not included, omit this information.*

**Magazine Article with NO AUTHOR (from a database such as Gale)**

| |
|---|
| Title of article. (Year, Month Day). *Title of Magazine, Volume*(Issue), Pages. URL |

Does playing video games increase behavioural violence in individuals? (2019, January 14). *Animation Xpress*. https://link.gale.com/apps/doc/A578663275/STOM?u=kaea072&sid=STOM&xid=7c420db5

**If the magazine is print, leave off the URL*

**Podcast**

| |
|---|
| Last Name, First Initial. (Role). (Date range of podcast). *Title of podcast* [Audio podcast]. Production company. URL |

Vedantam, S. (Host). (2015-present). *Hidden brain* [Audio podcast]. NPR. https://www.npr.org/series/423302056/hidden-brain

**List the host of the podcast as the author. Alternatively, provide the executive producers, if known.*
**Specify the type of podcast [Audio or Video] in square brackets.*
**If the URL of the podcast is unknown (e.g., if accessed via an app), omit the URL.*

**Video (YouTube)**

| |
|---|
| Author Last Name, First Initial. [Screen name]. (Year, Month Day). *Title of video* [Video]. Streaming Service. URL |

Green, J. [CrashCourse]. (2019, June 2). *Commerce, agriculture, and slavery: Crash course European history #8* [Video]. YouTube. https://www.youtube.com/watch?v=mU2dhPlJWyY

**TedTalk**

Author Last Name, First Initial. [Screen name]. (Year, Month Day). *Title of video* [Video]. Streaming Service. URL

Giertz, S. (2018, April). *Why you should make useless things* [Video]. TED Conferences. https://www.ted.com/talks/simone_giertz_why_you_should_make_useless_things?language=en

**Video Game**

Author Last Name, First Initial. (Year). *Title of video game.* [Video game]. Publisher. URL

Kay, R. (2007). *Guitar hero III: Legends of rock.* [Video game]. Activision.

**Data Set**

Author Last Name, First Initial or Name of Group. (Year). *Title of data set* (Version Number) [Data Set]. Publisher. DOI or URL

D'Souza, A., & Wiseheat, M. (2018). *Cognitive effects of music and dance training in children* (ICPSR 37080; Version V1) [Data set]. ICPSR. https://doi.org/10.3886/ICPSR37080.v1

Pew Research Center. (2018). *American trends panel Wave 26* [Data Set]. https://www.pewsocialtrends.org/dataset/american-trends-pnel-wave-26

**Survey (study you conducted/unpublished raw data)**

Researcher Last Name, First Initial. (Year). Survey topic. [Unpublished raw data].

Johnson, K. (2023). Opinions on gun control in America. [Unpublished raw data].

**Images**

Artist last name, First initial. Middle initial. (Year of publication). *Title of image/artwork* [Description of format]. Name of Individual or Institution Which Owns Work. URL

Golden Retriever Puppy. [Photograph]. (2022). TruDog. https://trudog.com/caring-for-golden-retriever-puppies/

Rousseau, H. (1896). *The ship in the storm* [Painting]. Musee de l'Orangerie, http://www.uwm.edu/~was/rousseau.jpg

## Citing Information from an Interview

**Interview**

Cite in-text only, not on your References page!

(B. Fassbinder, personal communication, October 3, 2022). - **In-text citation only.**

**FIRST TIME CITING:**

In a recent interview this author conducted with Bob Fassbinder, a longtime beekeeper from Elgin, Iowa, several questions were asked about the decline of the bee population. Fassbinder explained how recently many bees are likely to have died due to this severely cold winter (B. Fassbinder, personal communication, October 3, 2022).

**SECOND TIME CITING:**

In the same interview by this author, Fassbinder described how the North American Honeybee is the most at risk for hive rot and disease due to the changing climate (B. Fassbinder, personal communication, October 3, 2022).

## What is an Annotated Bibliography?

An annotated bibliography is a paragraph that first summarizes the source. It then assesses the methods, strengths, and weaknesses of the source. Last, it provides a justification of the source's usefulness for your assignment: paper, project, etc. For your Capstone, you will need an annotated bibliography or a summary for each of the five required sources. Remember, the purpose of the annotation is to provide the reader with a summary and an evaluation of each source.

## Why write an annotated bibliography?

You can discover what your source contains (analysis). You can discover how best to use that information in your paper (organization). You can discover how to restate your topic into a "working" thesis (purpose).

**Questions to consider when writing your annotations:**

1. How is the source written or presented?
2. What is it to the genre? Does that affect anything?
3. Is it a scholarly source? Is it credible or not? Is it well-written?
4. Why should this source be included in your research?
5. How does this source add to my annotated bibliography?

**General tips to remember:**

- Take your sources one at a time.
- Annotated bibliography entries need to be in alphabetical order.
- Format your citations in APA Style.

## Guidelines to follow when writing an annotated bibliography:

1. **Answer the questions in COMPLETE SENTENCES.**
   - What is the main, or most significant idea of this source?
   - What is the author trying to do (purpose)?
   - Who do you think is the author's intended audience?

2. **Now, combine the answers:**
   **Example:** Smith focuses on the dropping illiteracy levels among school children, categorizing socioeconomic levels, racial groups, and parents' educational background. Aiming at a general audience, Smith attempts to convince his readers that most children do poorly in school because their parents do not work with them in home study sessions.
3. **Now answer the next two questions:**
   - What parts of the subject does the source emphasize or de-emphasize?
   - What assumptions does the author make about the topic or audience?
4. **Again, you combine the answers:**
   **Example:** The author emphasizes parents need to be more involved in their children's education and assumes these parents have the time, the expertise, and the inclination to do so.
5. **The final three questions:**
   - Is there any bias or slant in the source?
   - Are there obvious omissions that seem important to the ideas being discussed?
   - Does the evidence clearly support the author's main points?
6. **The last sentences:**
   **Example:** While Smith's data supports his position, his solutions seem too simplistic and very general. Because he ignores the busy schedules, as well as the attitudes and expectations of some parents, his "just do it" advice does not seem likely to change the situation.

**Annotated Bibliography Examples**

| | |
|---|---|
| (1) Trevor, C.O., Gerhart, B. and Boudreau, J.W. (1997) Voluntary turnover and job performance: Curvilinear and the moderating influences of salary growth and promotions. *Journal of Applied. Psychology, 82*, 44-61. http://dx.doi.org/10.1037/0021-9010.82.1.44<br><br>(2) In this article Trevor et al. review the influences of pay and job opportunities with respect to job performance, turnover rates, and employee motivation. (3) The authors use data gained through organizational surveys of blue-chip companies in Vancouver, Canada to try to identify the main causes of employee turnover and whether it is linked to salary growth. (4) Their research focuses on assessing a range of pay structures such as pay for performance and organizational reward schemes. (5) The article is useful to my research topic, as Trevor et al. suggest that there are numerous reasons for employee turnover and variances in employee motivation and performance. (6) The main limitation of the article is that the survey sample was restricted to mid-level management, (7) thus the authors indicate that further, more extensive, research needs to be undertaken to develop a more in-depth understanding of employee turnover and job performance. (8) This article will not form the basis of my research; however, it will be useful supplementary information for my research on pay structures. | **Key**<br><br>(1) Citation<br><br>(2) Introduction<br><br>(3) Aims and Research Methods<br><br>(4) Scope<br><br>(5) Usefulness (to your research/ to a particular topic)<br><br>(6) Limitations<br><br>(7) Conclusions<br><br>(8) Reflection (explain how this work illuminates your topic or how it will fit in |

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America.* Henry Holt and Company.

This nonfiction book is based on a journalist's experiential research. Ehrenreich attempts to establish whether it is currently possible for an individual to live on a minimum wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Walmart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation. Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.

Maak, T. (2007). Responsible leadership, stakeholder engagement, and the emergence of social capital. *Journal of Business Ethics*, *74*, 329-343. https://doi.org/10.1007/s10551-007-9510-5

This article focuses on the role of social capital in responsible leadership. It looks at both the social networks that a leader builds within an organization and the links that a leader creates with external stakeholders. Maak's main aim with this article seems to be to persuade people of the importance of continued research into the abilities that a leader requires and how they can be acquired. The focus on the world of multinational business means that for readers outside this world, many of the conclusions seem rather obvious (be part of the solution not part of the problem). In spite of this, the article provides useful background information on the topic of responsible leadership and definitions of social capital which are relevant to an analysis of a public servant.

## Glossary

**A.I. (ARTIFICIAL INTELLIGENCE)** is the simulation of human intelligence processes by machines, especially computer systems.

**APA STYLE** is the abbreviation for the American Psychological Association. APA style specifies the format and the form of citation and documentation used in source-based research.

**ChatGPT** stands for Chat Generative Pre-trained Transformer.

**INTEGRATING** sources means you combine information or ideas from other writers with your own using quotations, paraphrases, and summaries.

**IN-TEXT CITATION** is a reference to a source inside the body of your paper. When you quote a source or summarize/paraphrase someone else's ideas, you should include a citation inside your text that explains where you found that information.

**PEER-REVIEWED (SCHOLARLY) ARTICLE** is an article that has been evaluated by scholars or editors for its content. These articles may also be referred to as "scholarly," "juried," or "refereed." Most peer-reviewed articles contain information that has been verified or fact-checked, which gives the article a sense of authority. Peer-reviewed journals are written for scholars and researchers instead of the general public and are often

specialized in nature. They contain few (if any) advertisements. The tone of voice is often objective or impersonal, and claims are supported by research.

**PERIODICAL** is a collection of articles on a specific subject. They are regularly or "periodically" published, but each periodical maintains its own publishing schedule (i.e., one periodical may be published every month while another one is published four times a year). Scholarly periodicals are often published by professional associations and are aimed at researchers who are exploring a specific topic. They usually do not contain advertisements.

**PLAGIARISM** occurs when a writer presents another person's words or ideas without giving credit to that person. Writers can plagiarize in two ways: by plagiarizing words or by plagiarizing ideas. In your writing, you must acknowledge the source. Never copy words directly from your source without enclosing quotation marks and including documentation. If you don't acknowledge that the words or ideas came from someone else, you have plagiarized. APA plagiarism also warns against self-plagiarism. This means taking information that you have already published and presenting it as new work.

**PRIMARY SOURCES** are written or created during the time period being studied by someone living then. **Examples:** diaries, newspaper articles, paintings, and photographs.

**SECONDARY SOURCES** are written or created after the time period being studied by someone not living through it. **Examples:** books, journals, and articles.

**SYNTHESIZING** sources means you connect sources to one another and your original ideas.

**Example of a synthesis of two sources:**

Global warming is affecting both the natural and artificial worlds. Rising temperatures have allowed pine beetles to survive winters and thrive, killing over 6.5 million acres of forests (Robbins, 2010). Climate change has also altered life for residents of Arctic regions. For example, eighteen families in Shishmaref, Alaska, had to move their houses away from the coast because the permafrost under the beaches had thawed (Roosevelt, 2004).

## Additional APA Resources

**For types of sources not listed in this guide, see the resources below or talk to your instructor.**

**Purdue OWL:** https://owl.purdue.edu/owl/research_and_citation/apa_style/ apa_formatting_and_style _guide/reference_list_electronic_sources.html

**The APA Style Blog:** https://apastyle.apa.org/blog/

**APA Style:** https://apastyle.apa.org/

**APA Basics:** https://uca.edu/cwc/quick-help/apa-basics/ Center for Writing and Communication

**APA Annotated Bibliographies:**
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

**For more verbs to introduce your sources:** https://wordvice.com/recommended-verbs-for-research-writing/
100+ Strong Verbs That Will Make Your Research Writing Amazing

**JARS Website:** https://apastyle.apa.org/jars/

**APA Digital Learning:** http://digitallearning.apa.org/