

# Writing & Documenting in APA

## *A Concise Guide for GU Students*

*Part Three: Academic Tone, Documentation, and Citing*



Tanya A. Klatt, MA; Timothy P. Goss, MA;  
and Alexander V. Ames, Ph.D

**GRANTHAM**  
UNIVERSITY

## Academic Tone and APA

**Terms to Know:** If you are unfamiliar with these terms, please review them in the Glossary.

- point of view
- first person
- second person
- third person
- contractions
- sexist language
- cliches

While not everything you will be asked to write will follow strict academic tone, it is important to get to know the difference between writing in a personal environment, a professional environment, and in the academic environment (i.e. a University classroom, including an online classroom such as this). Throughout the course, you see a great deal of attention paid to the importance of taking your reader into account. In no situation, perhaps, is this more true than when one is writing for an academic (i.e. scholarly) audience, including adhering to APA style.

Note the differences in style and tone in the following examples. In each instance, each of the three statements communicates more or less the same idea (to a greater or lesser extent), but does so in a style and with a tone distinguishing it from the other statements

### Example One:

#### Personal

*I'm going to have to cancel the game tonight. It's raining cats and dogs and the field is underwater. We'll pick this up next week.*

#### Professional

*Due to excessive water on the field caused by the rain, the employee softball game will be canceled tonight. Per company policy, we will reschedule the game for next week.*

#### Academic

*Weather delays are one of the few drawbacks for outdoor sports. Often, rain causes games to be either delayed or rescheduled. Such were the circumstances in the case of the game originally scheduled for this evening, which will have to be rescheduled due to a rainfall of more than four inches within the last twenty-four hours.*

### Example Two:

#### Personal:

*You really shouldn't wear such revealing clothing at work. It's distracting and you might get sent home or fired.*

**Professional:**

*All employees at DCH Lenders should wear appropriate clothing while working. Appropriate clothing guidelines are set forth in the employee handbook and published on the company website.*

**Academic:**

*Professionals should refer to established company policies when choosing their work attire. Many corporations require traditional, formal, attire of their employees in order to positively impress the public, specifically clients and potential clients, and to minimize distractions to their employees in the workplace. DCH Lenders, for example, sets specific dress codes for their employees and communicate those policies through their employee handbook and company website.*

Notice the increased formality of the Professional style in comparison with the Personal style. The professionally styled text is matter of fact, reading almost as if it were a legal document. Now, compare both the examples of the Professional and Personal style with the examples of Academic style. What differences do you notice? Like the examples of the Professional style, the Academic style is more formal than the personal, and more detailed and precise than either the Personal or Professional style.

The examples of the Personal style may rely upon a degree of familiarity between writer and reader, which allows for merely suggestive statements as “you really shouldn’t wear such revealing clothing at work ...” (e.g. what qualifies as “revealing?”). The Professional style may be concise in its own, direct, way (e.g. statements may read as pronouncements because --in the case of the dress code--the author is simply issuing employees a directive, not trying to convince them of the justice of the dress code in question). Contrastingly, the examples of the Academic style are not only formal in tone, they are far more detailed than those of the other styles because they must present the academic reader with precise evidence of the claims being made.

## Documentation: Overview

**Terms to Know:** If you are unfamiliar with these terms please review them in the Glossary.

attributive tag  
citation  
documentation  
in-text citation  
source

When utilizing ideas other than your own in a document of your own authorship, whether it is a chapter from your Grantham text, a quote from an article you have found through your research, or a personal interview, **always** attribute those ideas to their authors (i.e you **always** need to do the following):

- **Integrate the borrowed idea with your original ideas.** This is done by using attributive tags (also known as signal phrases).
- **Provide an in-text citation.** This means that you need to include an abbreviated citation of your source material in the body of your paper. In-text citations should always appear after the borrowed the material and not at the end of each paragraph. This signals to the reader that what they just read was borrowed material and the in-text citation will give them the information they need to find that particular source in the reference page.
- **Create a full list of the research sources used at the end of the paper.** This is an alphabetized list that provides the reader with the full data they need to located the article. A basic citation will include the following: authors name, source title, and the full publication information.

We will discuss how we do these three things throughout this guide. Our goal, in terms of documentation, is to help you construct a basic understanding of how and where to cite your sources, so that this process becomes a natural step in your writing process and so it will not be so difficult to do in your later coursework.

Here at Grantham University you will be expected to adhere to APA style. With that in mind, anytime a source is used in a paper an in-text citation, a References page is needed to give credit to the author of the original idea.

## Basic APA Constructions

Each reference or source within an APA-style paper appears in two places: 1). within the text following a quotation, summarized, or paraphrased passage, and 2). in a References page. In-text citations (aka. parenthetical citations) show what material is being used at what point within the text, while References page citations show where that reference or source can be found externally.

APA citations are constructed using a basic format:

### In-Text Citations

When using a source or reference, you need to create an in-text citation that includes three basic elements:

- The author's or authors' last names—if no author, use the first five or fewer words of the title of the source. Encase the title in quotation marks.
- The year of publication—if no year, use the letters **n.d.** (meaning “no date”)
- The page or paragraph number—page numbers are preceded with **p.** for one page, **pp.** for multiple pages. Paragraphs are used if there are no page numbers and are preceded with **para.**

These elements should appear within parentheses and follow the quotation or information being cited.

(author's last name, the year of publication, and the page or paragraph number)

### For Example:

(Collins, Magnolia, & Hyde, 2004, pp. 341-349).

(Phillips, n.d., para. 7).

(“Eating with style,” 1987, p. 116).

### References Page Citations

References page citations are grouped on their own page at the end of a paper. The first word or words of the Reference page citation should match the corresponding first word or words of the in-text citation. References page citations can take on many forms, however, they do follow a basic structure.

- The last name of the author or authors, each followed by their first initial(s)
- The year of publication (add the month if available)
- The name of the text
- If part of a collection (website, anthology, journal, magazine, etc.), the name of that source
- The publisher

After this stage, References page citations fluctuate depending on the type of text being cited.

## BASIC CITATION EXAMPLES (References page and in-text citations)

The following list reflects some of the more common citations you will likely use throughout your education.

### Book

Harris, J. (2006). *Rewriting: How to do things with texts*. Logan, Utah: Utah State University Press.

(Harris, 2006, p. 24).

### Chapter or Section within a Book

Braddock, R., Lloyd-Jones, R., & Schoer, L. (2009). From Research in Written Composition. In S. Miller (Ed.), *The Norton book of composition studies*. (pp. 193-215). New York: W. W. Norton and Company.

(Braddock, Lloyd-Jones, & Schoer, 2009, pp. 193-215).

### Online Journal Article with doi

Bercovitch, F. B., & Berry, P. M. (2012). Ecological determinates of herd size in the Thornicroft's giraffe of Zambia. *African Journal of Ecology*, 48(4), 962-971. doi: 10.1111/j.1365-2028.2009.01198.x

(Bercovitch & Berry, 2012, pp. 969-970).

### Online Journal Article without doi

Stanczak, S. (2009). Write what you know, and know what you write. *Writer*, 122(11), 14 (Stanczak, 2009, p. 14).

**Corporate Author or Government Report**

National Park Service, National Trails Intermountain Region. (2012). *About Challenge Cost Share FY 2012*. Retrieved from [http://www.nps.gov/trte/parkmgmt/upload/About-CCSP-FY12-SF\\_SB.pdf](http://www.nps.gov/trte/parkmgmt/upload/About-CCSP-FY12-SF_SB.pdf)  
(National Park Service, 2012, para. 4).

**Motion Picture**

Mark, L. (Producer), & Van Sant. G. (Director). (2000). *Finding Forrester* [Motion picture]. United States of America: Columbia Pictures.  
(Mark, 2000).

**Legal Case**

Missouri v. Cuffley, 927 F. Supp. 1248 (E.D. Mo 1996)  
(*Missouri v. Cuffley*, 1996).

**Website**

USA Today. (2012, June 06). Army to review mental health compensation. *American Psychological Association*. Retrieved from [http://www.apa.org/news/psycport/PsycPORTArticle.aspx?id=usatoday\\_2012\\_06\\_06\\_eng-usatoday\\_news\\_eng-usatoday\\_news\\_023107\\_3675750032905271303.xml](http://www.apa.org/news/psycport/PsycPORTArticle.aspx?id=usatoday_2012_06_06_eng-usatoday_news_eng-usatoday_news_023107_3675750032905271303.xml)  
(USA Today, 2012).

## Blog

Teicheira, D. (2012, April 26). 6 useful ways proofreading can save your research paper [Web log post]. Retrieved from <http://blog.grantham.edu/blog/bid/124655/6-Useful-Ways-Proofreading-Can-Save-Your-Research-Paper>

(Teicheria, 2012)

### Ideas to Remember:

- APA is the only approved documentation style at Grantham University
- The EBSCOhost Database is the preferred research source for many Grantham classes
- Students should include in-text citations and a references page for outside sources used in a paper, journal, or other writing assignment. APA documentation in discussion forums is also highly encouraged in all courses and required in many. If you don't know how this works in your particular class, ask your instructor.

## *Citations in the EBSCOhost Database*

This guide will cover the basic citation styles you will see in EBSCO.

**EBSCO citation tool:** see the link under the Resources tab within the course.

**EBSCO errors:** Although EBSCO has citation tools that you can use to create full sources citations, you will still need to check your citations against the guide below.

### Some known EBSCO errors are:

- Title or author's name in ALL-CAPS
- Titles with capitalization after the first word.
- Improper citations for six or more authors.

If you spot these errors after using the EBSCO citation tool you will need to revise the citation in your paper.

## What is a doi?

Because the URLs of web sites and other web-based/online resources we need to reference can often change as sites, databases, etc. reorganize/relocate their contents, it is important to provide your readers with a stable link to the online materials you cite. Some online content providers now provide an alphanumeric code, known as a DOI (an acronym standing for Digital Object Identifier). If a source you cite provides a DOI, you should include it in your citation instead of the URL, placing it in the space that would otherwise be occupied by the URL in the citation in question. However, if the content provider does not make a DOI available to you should reference the URL for site, database, etc. in question.

## In-Text Citation Examples

one author	(Oates, 2010)
two authors	(Collette & Bradbury, 2009)
three to five authors	First citation: (Martinez, Kock, & Cass, 2011); Subsequent Citations: (Martinez et al., 2011)
six + authors	(Thäder-Voigt et al., 2011)
no author	(Federation of European Biochemical Societies, 1967)

## References Page Citation Examples

one author	Oates, J. (2010). A widow's story. <i>New Yorker</i> , 86(40), 70-79.
two authors	Collette, C. P., & Bradbury, N. (2009). Time, measure, and value in Chaucer's art and Chaucer's world. <i>Chaucer Review</i> , 43(4), 347-350.
three to five authors	Martinez, C., Kock, N., & Cass, J. (2011). Pain and pleasure in short paper writing: Factors predicting university students' writing anxiety and writing self-efficacy. <i>Journal Of Adolescent &amp; Adult Literacy</i> , 54(5), 351-360. doi:10.1598/JAAL.54.5.5
seven + authors	Kimbrell, T., Pyne, J. M., Kunik, M. E., Magruder, K. M., Petersen, N. J., Yu, H., & Qureshi, S.U. (2011). The impact of Purple Heart commendation and PTSD on mortality rates in older veterans. <i>Depression &amp; Anxiety</i> (1091-4269), 28(12), 1086-1090. doi:10.1002/da.20850
no author	Federation of European Biochemical Societies (1967). <i>European Journal of Biochemistry</i> , 1(1), 125-127.
book	Lewis, C.S. (1964). <i>The discarded image: An introduction to medieval and renaissance literature</i> . Cambridge: Cambridge University Press.
magazine / periodical	Oates, J. (2010). A widow's story. <i>New Yorker</i> , 86(40), 70-79.
newspaper	Vega, T. (2011, March 17). Paper admits to plagiarism by reporter. <i>New York Times</i> . p. A3.

## Attributive Tags / Signal Phrases

In order to help introduce our sources, it is always best to introduce quoted, paraphrased, or summarized material with an attributive tag (also known as a signal phrase). An attributive tag is simply an introduction of the author and/or his or her work.

For instance, we could say:

“All ducks like pickles” (Wheelhouse, 2007, p. 27).

But our words would sound more credible were we to say:

According to Arthur Wheelhouse (2007), “All ducks like pickles” (p. 27).

If we can find the authors credentials, we can make this even better (we refer to this as “qualifying the source”):

According to Pulitzer Prize winning author and naturalist Arthur Wheelhouse (2007), “All ducks like pickles” (p. 27).

Now we pay attention. There must be something to that duck and pickle connection. After all, if an award-winning author is talking about it, it must be important, right?

The attribute tag can be used to lend credibility to your quoted source. Therefore, if the goal of your paper is to argue about a hot political topic, you would want to point out that the author of the quote you are about to use is a political science professor. If you are discussing a children’s health topic you would want to note that your quotation is from a pediatrician. Always look at the fine print that follows your article and check the author’s credentials so you can use them to your advantage in an argument or claim.

Another goal of the attributive tag is to help readers identify the author of the quotation as they read it. They will then be able to locate the full source citation in your references, and if interested, they will have the information they need to find the full text by that particular author.

## Basic Formula for Integrating Quotations

Patrick Star (2012) declared, “...”  
 author’s full name + year + attributive tag

If we qualify our source, we might say:

Marine life expert Patrick Star (2012) stated, “...”

If we have already used a quotation from the same author, we only use his or her last name:

Star claimed, “...”

Though we may feel a real connection to our sources, we are never on a first-name basis with them. We can never say, “Patrick claims . . .,” we have to say, “Star claims . . .”

It should be noted that attributive tags are not always at the beginning of a quotation. Sometimes we need to mix things up.

### **Beginning of Sentence:**

In his 2008 article “Fat Toddlers” Ronald Fry suggests that “There are too many fat toddlers these days! Parents need to cut back on the amount of sugary snacks and processed food that they feed their children” (p. 9).

### **Middle of Sentence:**

“There are too many fat toddlers these days!” exclaims Ronald Fry in his 2008 article, “Fat Toddlers” “Parents need to cut back on the amount of sugary snacks and processed food that they feed their children” (p. 9).

### **End of Sentence:**

“There are too many fat toddlers these days! Parents need to cut back on the amount of sugary snacks and processed food that they feed their children” suggests Ronald Fry in his 2008 article, “Fat Toddlers” (p. 9).

## **Common Attributive Verbs**

The following list contains verbs commonly used in signal phrases:

claims	points out
contends	presents
emphasizes	proposes
explains	disputes
expresses	reports
illustrates	states
implies	suggests
maintains	writes

## Block Quotations

In APA style, if you use a quotation that is 40 words or longer, you must format your quotation according to the following rules:

1. Like all other text in the paper, block quotations are double-spaced
1. Block quotations are set apart from the rest of the text as if they are their own paragraph
2. All lines in block quotations should be indented  $\frac{1}{2}$  inch (one tab) from the left margin (the first line should not be further indented)
3. Citations should not be included in the end punctuation
4. Quotation marks should be removed

For example:

In response to Howard Faulkner's book (2000), *The Rules of the Game: An Introductory English Grammar*, Timothy P. Goss (2012), an English instructor at Grantham University and author of several guides to writing, offers the following explanation:

What Faulkner is saying is that, though the English language will eventually accept today's colloquialisms (common language) in formal settings, and while trends in grammar are changing, a poor mastery of current grammar practices causes the speaker to appear socially unrefined, and the misuse of language limits the power of what the speaker is attempting to communicate. Even more importantly for most of us, the misuse of current grammar rules can directly affect the size of one's wallet. (p. 2).

If Goss is correct in his interpretations of Faulkner's work, it would seem communicating effectively is much more important than, how many imagine it to be, merely pleasing one's English teacher and the occasional "grammar geek."

(Goss, 2012)

## References

Goss, T. P. (2012). *A case for clarity*. Unpublished Manuscript.