

The Library

APA (6th edition) Referencing Style

This referencing style sheet is to be used in conjunction with the Library's general Guide to Citing & Referencing. The information is based on the following manual from the American Psychological Association (APA):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

For help with referencing items not covered in this guide

You might like to refer to either the *Publication manual of the American Psychological Association* (6th ed.) or the more compact version, *Concise rules of APA style* (6th ed.). Both manuals are available in the Library, on Level 3, at shelf mark 808.06615 AME. You can also access the following ebook via the Library Catalogue: [The complete guide to referencing and avoiding plagiarism](#) - this includes examples for APA and other styles.

Citation

The APA uses an author-date style of referencing with details entered in round brackets, for example:

The traditional approach to human cognition is over-simplified in assuming that processing is typically serial (Eysenck & Keane, 2010).

Treatment of **multiple authors** when a work has two authors, cite both authors every time. When a work has three, four or five authors, cite all authors the first time a reference occurs. In subsequent citations, include only the surname of the first author followed by et al. See:

Kiangau, Lyranu, Hosea, and Joseph (2007) found that ... [first time cited]

Kiangau et al. (2007) found that ... [subsequent citations]

When a work has six or more authors, cite only the surname of the first author followed by et al. and the year of publication for the first and subsequent citations.

Reference list

The reference list should contain full details of all the sources mentioned in your text, arranged alphabetically by surname of first author.

Reference examples

Below are some examples of the more common types of document you might want to reference. Each gives the APA 6th ed. format for the reference, followed by an example. **Treatment of multiple authors within reference list:** when authors number eight or more, include the first six authors' names then insert three ellipses and add the last author's name. For example:

Kiangau, A., Lyranu, B., Hosea, C., Joseph, D., Rogers, T., Tyles, C., . . . , Humphreys, L. J. (2007). *Psychology*. Birmingham: ABC Press.



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The sixth edition of the Publication Manual of the American Psychological Association 2010 provides the means by which students and educators can communicate. This manual contains considerable information for the student or educator to process. Thus, this manuscript was created as a tool to support those who are learning the style by providing additional examples and also by providing access to a downloadable checklist to assist in meeting APA style requirements. This manuscript represents a supplement to the style manual that will help the reader further consider paper organization, ethical considerations, construction of tables and figures, typing instructions, citing within text, and referencing resources. Good writers take the viewpoint of the reader in order to determine or decide how best to clearly present the information. Effortless reading of information invariably stems from authors putting forth a lot of work to make it easy to read and understand. To facilitate the understanding of the intended audience, good writers also give considerable attention to how the content in a manuscript is organized. By engaging in these activities, good writers become adept at organizing their thoughts and analyzing information. A fortunate consequence of this process is that it helps develop critical thinking and writing skills related to the upper levels of the Bloom, Englehart, Furst, Hill, and Krathwohl 1956 taxonomy of cognitive objectives. To this end, we believe that the use of the American Psychological Association APA style guide is important for teachers, school counselors, and educational leaders. In helping practitioners use the style manual, providing an explanation for why there is a need for a system that guides writing in education and

the social sciences is essential. <http://galluccifaibano.com/userfiles/c2002-type-2-manual.xml>

Without a coherent argument for such a system, practitioners may view writing in APA style as a burdensome hurdle to navigate instead of as a means to efficiently and clearly communicate within a discipline. There are at least two plausible reasons why a universal format is helpful. First, papers organized and executed in a common manner allow the reader to focus his or her time and effort on understanding and reacting to the content of the writing, not the format. This helps the readers of your work efficiently consume the written material by being able to anticipate the information being presented next. For example, if one wanted to know the operational definitions of the variables mentioned in the abstract or introduction, then one would only need to turn to the procedure section of the article. By learning the setup and organization of the style, one will understand the framework and blueprint that other researchers are using. This knowledge should enable one to more quickly determine the research most relevant to a particular situation. When systematically written, other researchers are able to properly replicate and, if appropriate, meta-analyze previous work by knowing which specific sections contain the relevant information. While we see these two reasons as important, we recognize that students are often overwhelmed by the APA manual, and learning APA style for the first time seems like a very daunting task. By summarizing the key aspects of the manual, the learning process for beginners is simplified by focusing their attention to most relevant aspects of the manual. The purpose of this paper is to help readers use the newest version of the manual, the sixth edition, in their own research and writing. We believe this paper will help both writers and readers of research in education and the social sciences. This article provides an overview to the latest edition of the Publication Manual.

The fundamental requirements or guidelines are covered to provide a synopsis of APA style. We extracted what we believe are the fundamental requirements for those required to use this editorial style of report writing. The information provided in this article reinforces, rather than replaces, the Publication Manual. Paper Organization APA style refers to editorial style rather than how one expresses an idea. Editorial style involves how manuscripts or papers are formatted; it allows for consistency in presentation across authors. As such, format of an APA style paper provides rules or guidelines for how the standards set forth in the Publication Manual are widely used in other disciplines. An APA style manuscript is organized into four main sections i.e., introduction, Method, Results, and Discussion. Each of the main sections is typed on continuous pages with subsections specified in the Method section, which will be described later. The Publication Manual recommends that one's writing reflect an economy of expression and the consistent use of verb tense. These two overall recommendations keep the reader focused and help facilitate the flow of thought. Past and present perfect tense e.g., participants had completed are suggested for the introduction and Procedure sections when discussing prior events. Past tense alone and present tense, respectively, are recommended for the Results and Discussion sections. Although not directly mentioned, the Participants, Apparatus, and Materials sections are presented in past tense, active voice. There are exceptions to the use of past tense in these, and other, sections in the Publication Manual. For example, when describing a published instrument in the materials section, the use of the present tense is appropriate. The Abstract is written using the same verb tense from the sections where the content is obtained.

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The use of first person pronouns I and we is preferred over more ambiguous third person pronouns e.g., the researchers when referring to the authors of the study. The use of the second person you is not explicitly mentioned in the manual, though one should use good judgment when deciding whether to use it. The manual is explicit in its recommendations to avoid the use of colloquial expressions, jargon, and ambiguous pronouns. It also makes specific recommendations on the use of comparisons and attributions i.e., third person, anthropomorphism, and the editorial we. For

example, the current Publication Manual encourages authors to balance the rules with their own judgment. However, there are numerous formatting rules that must be used. All manuscripts use a running head, 1 inch margins, leftjustification, doublespacing throughout, and two spaces after end punctuation in the body of the manuscript. We created a downloadable set of instructions for formatting an APA style paper in Microsoft Word 2007. This may be downloaded from the following URL <http://addi800.com/images/bosch-she44c-service-manual.pdf> at2007.pdf The first page of an APA style paper is the title page. All APA style papers have a running head, which consists of a brief title that serves as an article identifier for readers, and pagination. The running head is located .5 inch down from the top of the page above the 1 inch margin and is leftjustified. The page numbers are typed flush with the right margin. The remaining parts of the title page are center justified in the upper half of the page, and include the title, authors, and affiliation of each of the authors. In the title, wording such as investigation of... or study of... is avoided because such wording unnecessarily increases the length of the title and can pose problems for indexers. The names of the authors is presented below the title followed by each author's institutional affiliations underneath.

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A wellwritten introduction can be developed along any number of guidelines or For example, it may present relevant ideas from the general to the specific in a logical progression or by reviewing increasingly relevant studies as the problem under investigation is examined. The Publication Manual provides a set of general guidelines to consider when composing the introduction in section 2.05 pp. 27-28. Method The next portion of the report is designated by the Level 1 heading Method as illustrated above. The method section is comprised, minimally, of two subsections Participants and Procedure but may have additional subsections as warranted e.g., Research Design, Apparatus, Materials. They are designated as Level 2 headings that use upper and lower case bolded letters, and begin flush with the left margin. If the design, complexity, number, or sequence of conditions is complicated a Research Design or Summary of Design section may be used. The Publication Manual provides a set of general guidelines to consider when composing the method in section 2.06 pp. 2932. The Participants section details the characteristics of the sample, how it was selected, and the determination of sample size i.e., power analysis. Authors should use participants when referring to humans and subjects for animals. One should include the number of male and female participants,

the type of sample i.e., haphazard, convenience, random, etc., age range including descriptive statistics, and the diversity of the sample i.e., American Indians, Asians, etc.. If applicable, the method used to assign participants to conditions and number of participants in each condition can be presented in this section or in the results section dependent upon author preference. Some authors also include a statement indicating compliance with The Ethical Considerations section of this manuscript provides additional information about this topic.

For apparatus, the description should identify model numbers and supplier information. In the case of complex or custom made equipment, a drawing or illustration of such equipment can be included in a figure or appendix. Typical laboratory equipment can be mentioned without going into a detailed description. For materials, the descriptions should include the traits the instrument was designed to measure, sample items, response options, items that are reverse scored, the meaning of a lower or higher score, special instructions, and psychometric information i.e., past reliability and validity, if available, and the reliability of the measure in the present sample. The Procedure section is perhaps the most straightforward part of an APA style paper. In this section, an exact description detailing how the experiment was conducted is provided. The information contained within the procedure section should provide enough detail so that the procedures could be replicated by the reader. Results After the Method section, the Results section begins with a level 1 heading. In this section, one reports the findings in an unbiased manner. All findings are explicitly stated without interpretation; as Officer Joe Friday stated in multiple episodes of *Dragnet*, "All we If an author prefers to do so, then we recommend including such information in the first paragraph of this section. We also recommend specifying which effect size will be reported. The results are organized with level 2 headings to help the reader navigate the information provided. When reporting each set of findings, present the analysis conducted, the measure or dependent variable used, and whether the finding was significant supported by an appropriate statement e.g., *F* statement. When the results are significant, describe those results using group means and standard deviations when appropriate.

The findings are often presented in order from most important or relevant to those that are of lesser importance. If a manipulation check was conducted, as is the case in many experimental studies, then the results of that analysis should come first as such information assists in establishing internal validity. When writing the results section, one should assume the reader has a working knowledge of statistics. When reporting a value that can exceed 1.0 e.g., *F* value but the value is less than 1.0, one places a zero before the decimal point e.g., 0.54. When the probability value is .000 or less, one uses " *p* listing smaller values. There is a delicate balance that drives the decision to present information graphically, as well as how many graphics to include. Too many graphics, at the expense of sparse text, and the reader may be unable to maintain and comprehend the overall points. A basic guideline is to include graphics when doing so aids the presentation and understanding of the results section. The Publication Manual presents almost 40 pages of information and details concerning the creation of tables and figures in an electronic format. As such, addressing the various nuances is beyond the scope of this paper. However, representing graphical information in the form of tables and figures is a skill that must be developed to convey data succinctly. While tables and figures are referenced in the results section, they are presented on separate pages after the references, respectively. Tables. Tables are used primarily to report quantitative data. The table number, using an Arabic numeral, appears at the top of the page and is left justified, as is the italicized caption or title of the table that appears below it. It is explicitly labeled so that the table is easily interpreted without needing to refer to the text in the results section.

With in the text, the table must be referenced, for example "The means and standard deviations are presented in Table 1." Below Table 1 contains a hypothetical sample layout of a table. As seen in

Table 1, the exact probabilities for multiple comparisons are not listed. In cases where reporting exact probabilities might lead to an unmanageable graphic, return to using the "p" in the fifth edition of the Publication Manual. Also, note that only the first letter of the first word of a label is capitalized. Figures. Figures are most often used to illustrate a general pattern of results minus the quantitative elements found in a table. However, any graphic that is not a table is considered a figure. Because of the advances in technology, researchers have many options regarding figure creation. The approach selected to create a figure varies dependent upon the content of the graphic. Line and bar graphs, though, are more frequently used than others. When creating a line graph, the independent variable is always plotted on the horizontal axis x and the dependent variable on the vertical axis y. The measurement scale of the dependent variable is presented in equal intervals along the y axis as well. To avoid distorting the findings pictorially, a general guideline is to make the y axis two-thirds the length of the x axis. A notable exception is a 2 x 2 comparison where displayed results are not distorted by a symmetrical presentation. For example, Figure 1 illustrates an interaction from a hypothetical 2 x 2 analysis of variance. The caption is presented below the figure and in the same font as the figure labels i.e., Arial, Futura, Helvetica, or other sans-serif font. The label of the independent variable along the horizontal axis is presented in boldface type using upper and lower case letters as is the dependent variable label along the vertical axis.

The levels of the independent variable along the The caption begins with the italicized identifier "Figure 1." followed by a descriptive phrase that serves as the title of the figure. One presents additional clarifying information after the descriptive phrase, because, as with a table, the figure should be self-explanatory. A general rule is to use line graphs when illustrating continuous categories of data and bar graphs to represent discrete categories of data. As previously stated, the results section contains "just the facts" and any interpretation of the data is limited to a description of the findings. One may find a description of the results containing a statement illustrating support of the hypothesis, for example, "Contrary to the hypothesis regarding attractiveness, an attractive witness was not found more believable than an unattractive witness." An inappropriate statement would be "The results are inconsistent with Camaro 2010." The previous statement is an interpretation of the data, which more appropriately belongs in the discussion section. Discussion The Discussion level 1 heading begins with an interpretation of the findings as they relate to the hypotheses. In essence, the purpose of this section is to inform the reader what has been learned in a clear and concise manner. This section may include methodological limitations, alternative explanations of the findings, theoretical implications, applications for applied settings, and future research suggestions. Some suggest that this section is perhaps the most difficult part of the paper to write. Each hypothesis is discussed in a single paragraph to avoid confusing the reader. Often, the discussion section is opened with an account of how well the data supported the hypothesis. Then, the results are restated describing the pattern of findings for the majority of participants.

There likely will be studies which the present results support or fail to support; the authors' job is simply to state which studies are supported and refuted by the current findings, and perhaps why. For each investigation, a theoretical framework is typically used to examine the phenomena under study. As such, the theoretical importance or relevance of the findings must be discussed. The implications of these findings are often developed in one or more paragraphs. The authors should be reasonable and justified when discussing how the findings impact theoretical or applied problems. No single study is perfect. There are always aspects of a study that, in retrospect, we would change if we could. A discussion of known or plausible or possible concerns of the study should be addressed. A common concern involves the generalizability of the findings due to the sample of participants used in the study that may pose problems for replication with other populations. In fact, such criticism must present a strong argument why such findings would not be present in other populations. One benefit to more and varied individuals attending colleges and universities is that

generalizability becomes less of a criticism. The concluding paragraph of the discussion should be broad and have a closing statement. This statement should end the discussion on a high note or in a powerful way. The recommended practice is to focus on the most important findings related to the problem. The remainder of this paper is divided into the following sections: a) ethics associated with research, b) typing instructions, c) citations used in the paper, and d) reference page construction. Instructions consist of a list of dos and don'ts with examples and referrals to the Publication Manual where appropriate. This version contains more detail on ethics and copyrights than previous editions. See sections 1.111.16, pp. 1620, and section 8.04, pp. 231236.

Participants' Rights and Welfare Authors should clearly document their adherence to ethical standards when describing their participants for databased manuscripts. Additionally, researchers are expected to maintain confidentiality and avoid exploitation of This may prove particularly challenging when presenting case studies within a manuscript. When using case studies, authors may choose to allow participants to review the paper and then obtain written consent for publication before submission or change various aspects of the case slightly to preclude identification of participants. As previously stated, authors are required to certify in writing that they have followed all ethical standards in conducting their research when submitting a research study for publication. To document research integrity, authors submitting a manuscript for publication are asked to certify in writing any conflicts of interests or affiliations with products or services referenced in the manuscript. As an additional safeguard, authors may choose to disclose any relationship or affiliation that may be perceived as a conflict of interest in the author note of the manuscript.

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Text following a level 3 heading begins on the same line as the heading. All headings should be brief i.e., 2 or 3 words and describe the section being introduced. Examples of levels 1, 2, and 3 are presented below. Level One The exceptions to this rule are described and illustrated in Section 4.21 pp. 104106 of the manual. Citations 1. Quotations must have a citation that includes the surnames of the authors, the publication date, and the pages where the quotation is located. Follow the 5word rule If five or more words from the source are used and are in the same order, then the rules for quoting need to be followed. All paraphrased works must also be cited within the body of the paper unless a single article is being reviewed. Always paraphrase accurately. Citations for paraphrased works require the surnames of the authors and the date one is strongly encouraged to also cite the pages where the paraphrased content is located. Cite as early in a paragraph as possible. Once a source is cited, the reader understands that everything from that point forward is from either that source or the author, until another source is cited. Cite the appropriate source as you move from information in one source to information from another source, then back to the original. If citing the authors in text with the date given parenthetically, later citations to that source in the same paragraph do not require the date parenthetically. The first time a work is cited, all authors if five or less are cited in order, by their surnames. Sources with only one or two authors require that their surnames be reported each time the work is cited. Works with three to five authors, require that all of their surnames are given in the first citation. Later citations to that source will give the first authors last name followed by the expression et al., date, and specific page numbers.

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