APA Style Citation Tutorial

APA Style Citation Tutorial

7th edition

SARAH ADAMS AND DEBBIE FEISST

NORQUEST COLLEGE LIBRARY AND ALISSA DROOG

UNIVERSITY OF ALBERTA LIBRARY
EDMONTON

APA Style Citation Tutorial Copyright © 2020 by University of Alberta Library is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

APA Style Citation Tutorial by University of Alberta Library is an adaptation of Introduction to APA Library Tutorials by NorQuest College Library licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

This book was produced with Pressbooks (https://pressbooks.com) and rendered with Prince.

Contents

Introduction 1

Why Do We Cite?

Why Do We Cite? 4
Why APA Style? 8

Exploring Source Types

Exploring Source Types 10
Source Type: Journal Article Cues 12
Source Type: Trade Publication Cues 15
Source Type: Webpage Cues 16
Source Type: Book & eBook Cues 17
Source Types Summary 18

Reference List Citations

Two Types of Citation 20
What is a Reference List Citation? 22

Creating Reference List Citations 24
Creating Reference List Citations Activity 30

In-Text Citations

What is an In-Text Citation? 38
In-Text Citations Activity 44

How it All Works Together

How it All Works Together 46
Matching Reference and In-Text Citations Activity 50

APA and Writing Support 53
Conclusion 55
References and Attribution 56
Version History 59

Introduction

Welcome to the APA Style citation tutorial for your EDU 100/300 course created by the University of Alberta Library. In this tutorial, you will be introduced to APA Style citation based on the 7th edition guidelines.

Learning Outcomes

After completing this tutorial, you will be able to:

1. Identify why using citations is important,
2. Recognize cues within sources to identify their source type,
3. Create and format reference list and in-text citations in APA Style,
4. Access resources to help you with APA Style citation.

Image from: Publication Manual of the American Psychological Association, 7th edition.

WHY DO WE CITE?

Why Do We Cite?

Learning Outcome

After completing this chapter, you will be able to:

- Identify why using citations is important.

It's important to understand why citations are a fundamental part of any research assignment, aside from being a requirement. A citation is a reference to a source that contains key pieces of information about that source in order to find them.

The following are 3 key reasons why citing is important.

Reason 1: For Scholarly Communication

By reading, analyzing, and including scholarly sources in your assignments, you are contributing to and participating in scholarly communication!

You grow in your understanding of a field of study by learning from its subject experts. As educators, you apply educational research to improve your teaching practices and meet Alberta Education's Teaching Quality Standard 2d.

Reason 2: To Give Credit and Show Professionalism

This is key for showing professionalism and evidence in your paper.

You will mainly use scholarly and professional sources as evidence to support your research and give credit to their findings. Citations allow others (and you!) to find the sources used in your paper to learn more about them.

Reason 3: To Avoid Plagiarism

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openeducationalberta.ca/introapatutorial7/?p=5#video-5-1

Watch this short video to learn about plagiarism and how to avoid it.

Module 5.1 – Plagiarism Video Transcript

It might help to think: is this my own idea or did I read or hear about it in one of my sources? If it came from somewhere else, cite it.

Summary

The main reasons why we cite are to:

1. Participate in scholarly communication,
2. Give credit to our sources,
3. Avoid plagiarism.

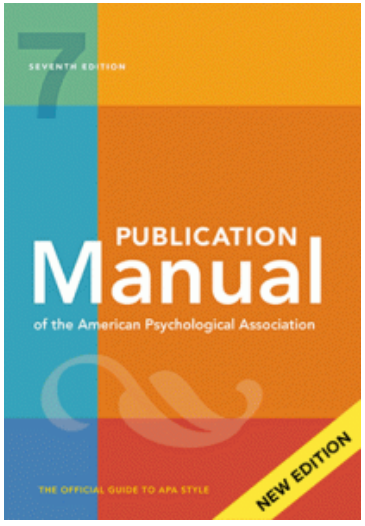
Media attribution:

"[What exactly is citing summary]" from NorQuest College Library's Intro to APA tutorials is licensed under CC BY-NC-SA 4.0 International.

Why APA Style?

APA Style citation is a standardized set of guidelines used in social sciences and professional programs, such as Education. It includes guidelines for formatting your paper (document formatting), citing sources in the text of your paper (in-text citations), and citing sources at the end of your paper (reference list citations).

The 7th edition of APA guidelines includes some key changes, particularly for online sources. If you're interested in learning more about these changes you may watch the following video (optional).



One or more interactive elements has been excluded from this version of the text. You can view them online here: https://openeducationalberta.ca/introapatutorial7/?p=24#oembed-1

Media attribution:

Image from: Publication Manual of the American Psychological Association, 7th edition.

Scribbr. (2019, November 26). APA *manual 7th edition: 17 most notable changes | Scribbr* [Video]. YouTube. https://www.youtube.com/watch?v=zeSIXD6y3WQ

EXPLORING SOURCE TYPES

Exploring Source Types

Learning Outcome

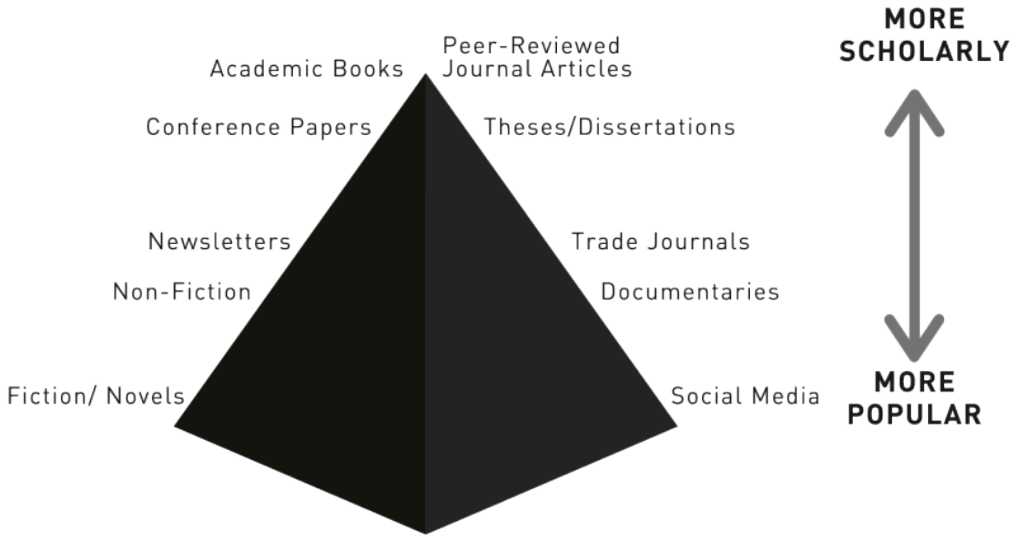
After completing this chapter, you will be able to:

- Recognize cues within sources to identify their source type.

To identify the correct APA citation elements needed for your reference list citation, you first need to know what type of source you have. Looking at a source's visual cues and descriptions from a library catalogue or database can help you figure this out.

Now that so many sources are online, it can be a bit confusing figuring out a source's type. To help, we will go through some examples of source types and cues to look for together.

SCHOLARLY AND POPULAR SOURCES



Source Type: Journal Article Cues

In the following source type examples, examine the different sources and click on the symbol to learn about each cue that helps identify a source's type.

First, we will examine a scholarly journal article.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=126#h5p-1

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=126#h5p-2

Work's reference citation:

Kirkpatrick, L., Brown, H. M., Searle, M., Smyth, R. E., Ready, E. A., & Kennedy, K. (2018). Impact of a one-to-one iPad initiative on Grade 7 students' achievement in language arts, mathematics, and learning skills. *Computers in the Schools*, 35(3), 171-185. https://doi.org/10.1080/07380569.2018.1491771

Source Type: Trade Publication Cues

Examine the source and click on the symbol to learn about each cue that helps to identify a trade publication.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=128#h5p-3

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=128#h5p-11

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=128#h5p-6

Work's reference citation:

Stone, A. (2020, January/February). The end of discipline in the classroom. *Teach*, 26-29. https://issuu.com/teachmag/docs/teach_jan-feb2020

Source Type: Webpage Cues

Examine the source and click on the symbol to learn about each cue that helps to identify a webpage.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=132#h5p-12

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=132#h5p-13

Work's reference citation:

CAST. (2018). *Universal design for learning guidelines version* 2.2. http://udlguidelines.cast.org

Source Type: Book & eBook Cues

Examine the source and click on the symbol to learn about each cue that helps to identify a Book or eBook.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=134#h5p-14

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=134#h5p-15

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=134#h5p-17

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=134#h5p-18

Work's reference citation:

Kanu, Y. (2011). *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities and challenges*. University of Toronto Press.

Source Types Summary

The first step in creating an APA reference citation is to identify the type of source you are using.

After figuring out the type of source you are citing, you can move on to identifying the information needed to create a reference list citation for that source. Using a previous reference citation example can help!

REFERENCE LIST CITATIONS

Two Types of Citation

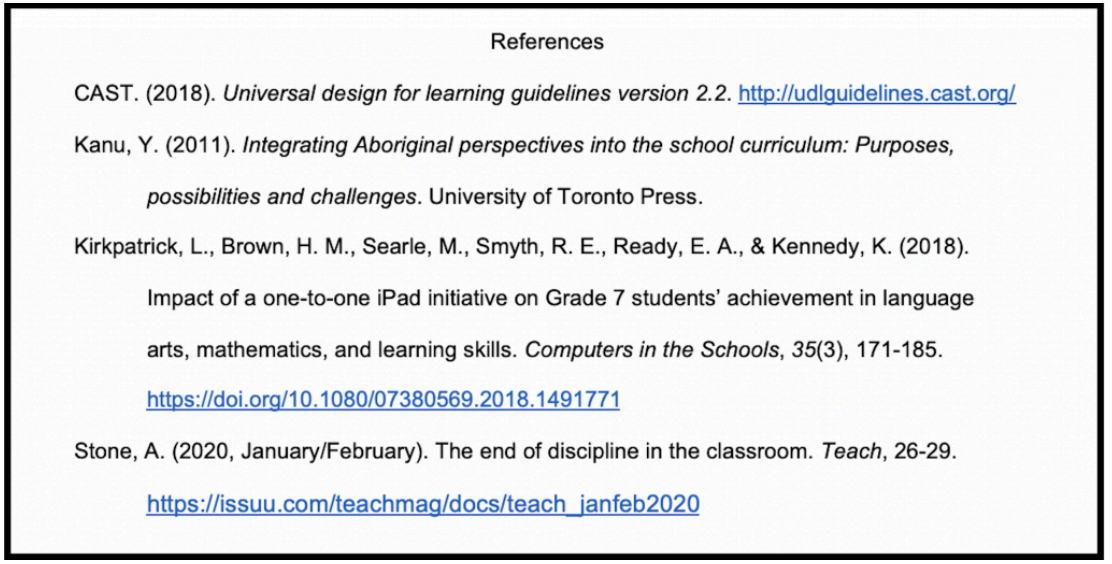
Learning Outcome

After completing this chapter, you will be able to:

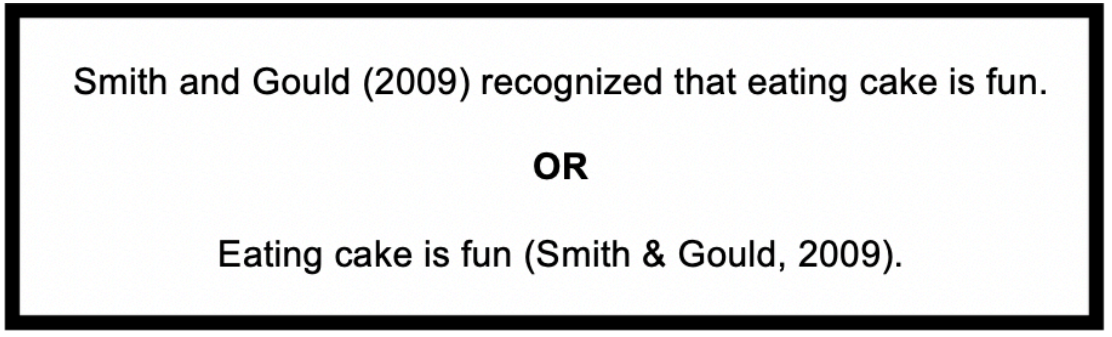
- Create and format reference list citations in APA style.

In APA Style, there are two parts to every citation: an in-text citation and a reference list citation.

Reference list citations are longer citations that provide enough information needed to describe and find your source again, physically or online.



In-text citations are the shortened form of a reference list citation where a source is credited in your paper. It has enough information to locate its matching reference citation.



We will discuss both of these separately first and then together later. First, we will discuss reference list citations.

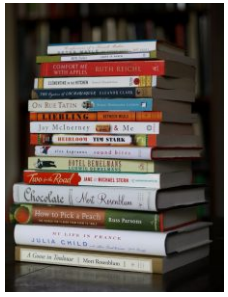
Media attribution:

"[Smith and Gould In-text Citation Example]" from NorQuest College Library's Intro to APA tutorials is licensed under CC BY-NC-SA 4.0 International / Border added and refocused.

What is a Reference List Citation?

Let's begin by discussing what a reference list is. A reference list is an alphabetized list located on a separate page at the end of your paper that lists all the reference citations for the sources used in your paper to support your research.

Each reference citation includes key elements referred to as the **Four W's**:

Who?	When?	What?	Where?
			
Author	**Date**	**Title**	**Source Location**

Asking these 4 questions helps identify the key elements needed for a reference list citation.

You're not expected to memorize APA guidelines. Instead, use available resources (APA Quickguide and this tutorial) to help guide you. Over time you will become more comfortable with creating citations yourself.

Using APA resources to help create a reference citation is like using a recipe. The ingredients are the key pieces of information about a source (4Ws). If you're missing an ingredient, leave it out or substitute it.

Following a recipe's directions is like following a citation example. If you follow the directions and add the ingredients at the right point, then your recipe (i.e. your citation) will turn out!

Image Attributions:

"stack-of-food-books-2" by Cannelle is licensed under CC BY 4.0 International.

"512px-Internet2" by Fabio Lanari is licensed under CC BY-SA 4.0 International.

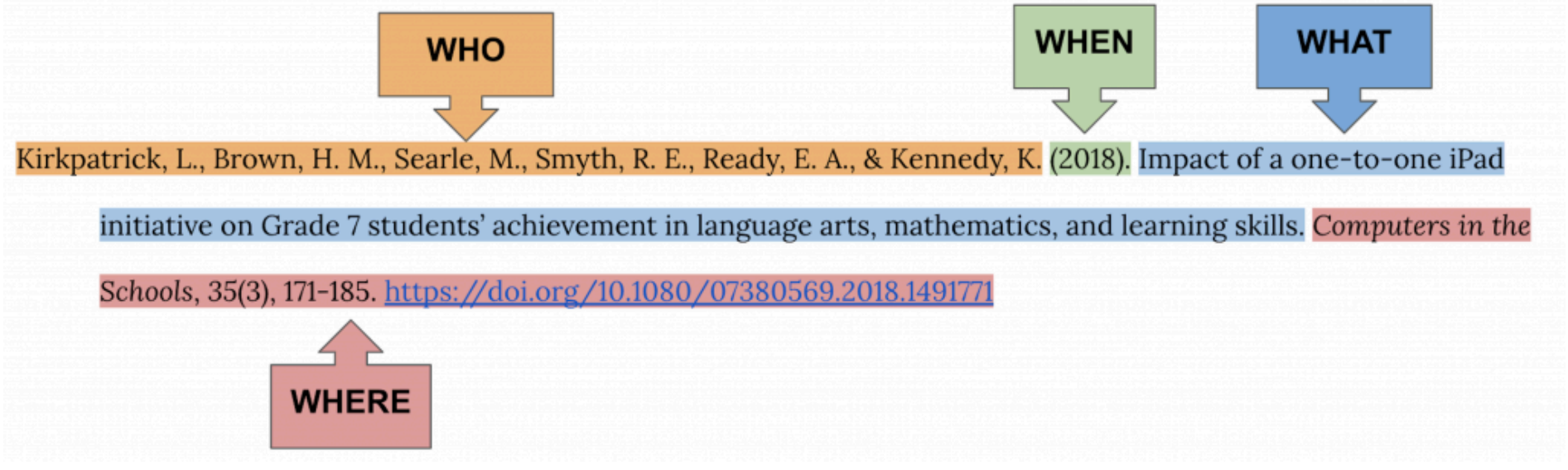
"Pancake recipe with ingredients Free Vector" by pikisuperstar is licensed under CC BY 4.0 International.

Creating Reference List Citations

Next, we will use the 4 W's to look at each reference citation for the works evaluated during the "Exploring Source Types" section. Pay close attention to the punctuation and font emphasis (italic, underline) used for each source type.

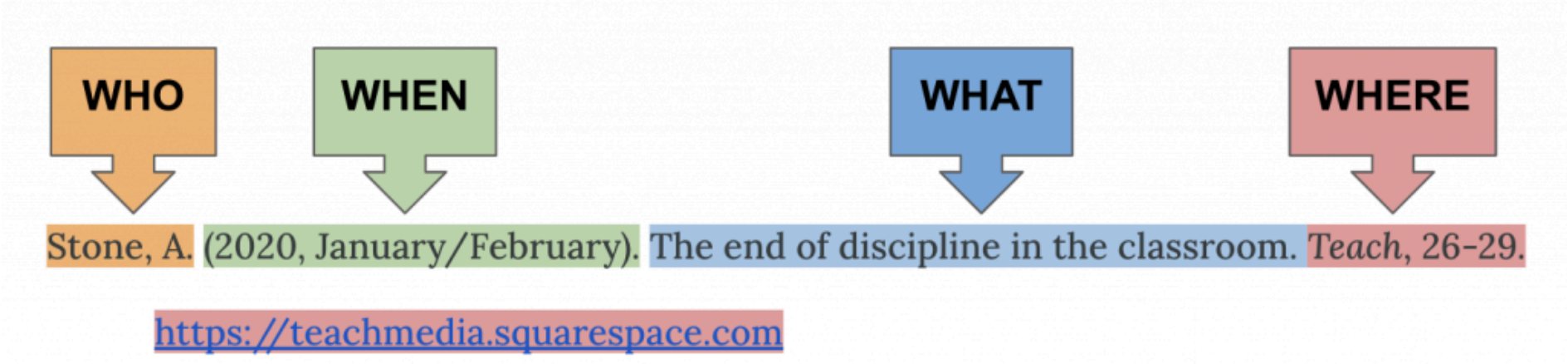
The Library's APA QuickGuide is a great resource to have on hand for creating reference citations.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=141#h5p-21



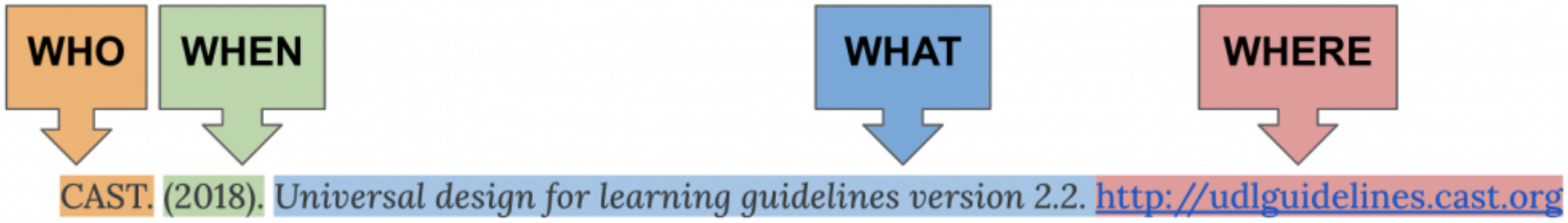
The example above is a typical reference citation for a journal article with a DOI.

- **Author**: is the Family name, Initials. for each author, with a comma in between, and ampersand before the last author.
  - Authors are always ordered as they appear on the work.
- **Date**: is the publication date (Year) of the article.
- **Title**: is in sentence-case, as are all titles of works cited in APA Style.
- **Source location**: is the *Scholarly Journal Title* (in Title-Case and italics), *Volume* and Issue number, the article's page range, and hyper-linked DOI.
  - The article is part of a larger source (the scholarly journal), so the source is *italicized* and **not** the article.



The example above is an article in a trade publication accessed through its online version on a website.

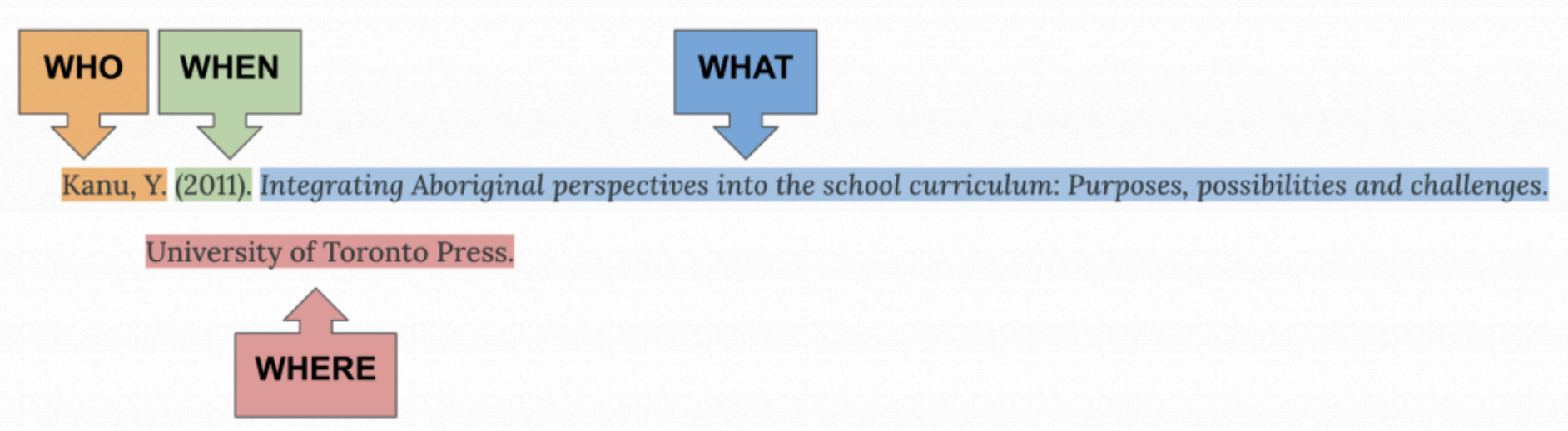
- **Author:** the article's individual author.
- **Date:** the journal's publication date, which follows Year-First format, followed by the seasonal publication date.
- **Title:** the article title in sentence-case.
- **Source location:** is the *Magazine*'s *Title* (in Title-Case and italics), the article page range, and hyperlinked URL.
    - This example has no volume or issue numbers, so they are skipped.



The example above is a webpage with a group author that is the same as the website title.

- **Author:** CAST is the full organization's name, not an acronym.
    - If the author is an acronym, spell out their full name.
- **Date:** the publication date of the webpage.
    - Do not use the website's copyright date for the date.
- **Title:** is in sentence-case and italics as it is an individual work.
- **Source location:** is the URL of the webpage.

- Webpage citations usually include the website title, but here the author is the same as the title so only the author is included.



The example above is an eBook accessed through a library database with no DOI.

- **Author:** is the book's individual author.
- **Date:** the copyright date of the book, found on the copyright page (©2011).
  - This is the guideline for all books and eBooks. The release date of a book is not used.
- **Title:** is in sentence-case and italics as it is a stand alone work and it includes a subtitle separated by a colon (:) with the first word upper-cased.
- **Source location:** is the book's publisher. The book has no DOI and no URL is included because it's located in a library database.

If a work from a library database does not have a DOI, your instructor may prefer to have its URL. We advise asking your instructor.

The infographic below provides an overview of each of the 4W's with some examples.

You can download the full 2-page APA 7th edition overview infographic shown throughout this tutorial here: APA 7th Edition Overview Infographic [PDF].

Author

AUTHOR TYPE

People

Individual author
- Lucas, G.

Multiple authors
- Lucas, G., & Evans, C.

Group

Organization
- World Health Organization.
- Alberta Teachers' Association.

Government Agency
- Alberta Education.
- Statistics Canada.

Missing Author?

Replace with the **title** of the work

Golden lion tamarin. (n.d.). National Geographic. https://www.nationalgeographic.com/animals/mammals/g/golden-lion-tamarin/

REFERENCE LIST ENTRY CITATIONS

Reference list entries of:

1-20 authors include: all authors

21+ authors include: first **19** authors...last author.

Author Entry Structure:

Single author: Family name, Initials.
Example: Smith, J. J.

Multiple authors: Family name, Initials, & Family name, Initials.
Example: Smith, J. J., Lucas, G., & Evans, C.

IN-TEXT CITATIONS

For **1 author** include: Family name
Example: (Smith, 2010)

For **2 authors** include: Family name & Family name
Example: (Lucas & Evans, 2011)

For **3+ authors** include: First author, et al.
Example: (Smith et al., 2010)

For Group authors with abbreviation include:
- 1st citation: Full name [abbreviation]
  Example: (World Health Organization [WHO], 2020)
- After 1st: Abbreviation
  Example: (WHO, 2020)

Date

Date Type	Date Format	Used	Example
Year	(YYYY).	Most often (ex. book, article)	(2020).
Year, month	(YYYY, Month).	Source published monthly	(2020, September).
Year, season	(YYYY, Season).	Source published seasonally	(2020, Fall).
Exact date	(YYYY, Month DD).	Source frequently published	(2020, September 6).
Missing date	(n.d.).	No date for source	(n.d.).

- All citations use **Year First** format, except for personal communication in-text citations which use **Month DD, YYYY** format.
- For **books/eBooks** use **copyright date** for all citations. But do **not** use website **copyright** date for **webpages**.
- "**Accessed on**" and "**Retrieved from**" dates are mostly **not** included in reference citations.
  - ***Exception:** citing changeable unarchived sources [Dictionary, Twitter profile, Facebook page, Google Maps, etc.]

Title

Title written in Sentence case.

Only capitalize:
- First word of title
- First word of subtitle
- Proper nouns

When to italicize the Work's Title:

When it's a standalone work; most common
- Examples: Books, Reports, Dissertations & Theses, Films & TV Series, Social Media, Webpages, YouTube Video

Citation example - Webpage template:
Name. (Date). *Webpage title*. Website Title. URL

When to use brackets:

For non-textual, non-scholarly works.
- Examples: Multimedia, social media

Citation example - YouTube Video:
Fogarty, M. [Grammar Girl]. (2016, September 30). *How to diagram a sentence (absolute basics)* [Video]. YouTube. https://www.youtube.com/watch?v=delEY5Yo1ol

Missing the title?
insert your own [descriptive title]

When to italicize the Work's Source?

When it's a part of another source
- Examples: Article within a Journal, Newspaper or Periodical Article, Edited Book Chapter, Blog Post, TV Episode

Citation example - Journal Article:
McCauley, S. M., & Christiansen, M. H. (2019). Language learning use: A cross-linguistic model of child language development. *Psychological Review, 126*(1), 1-51. https://doi.org/10.1037/rev0000126

Creating Reference List Citations Activity

As you've learned, creating a reference citation requires a few steps:

1. Identify the type of source,
2. Identify the 4W's of the work (Who, When, What, Where),
3. Write the reference citation using the 4W's and guidance from a correct example (APA QuickGuide),
4. Lastly, it's also important to proofread your work.

When creating a reference citation, pay attention to the 4W's and how to correctly format each reference citation using punctuation and font emphasis (italics).

Complete the activities below to practice creating reference citations. You may click on any of the images to enlarge them.

Activity 1

AJSLP

Research Article

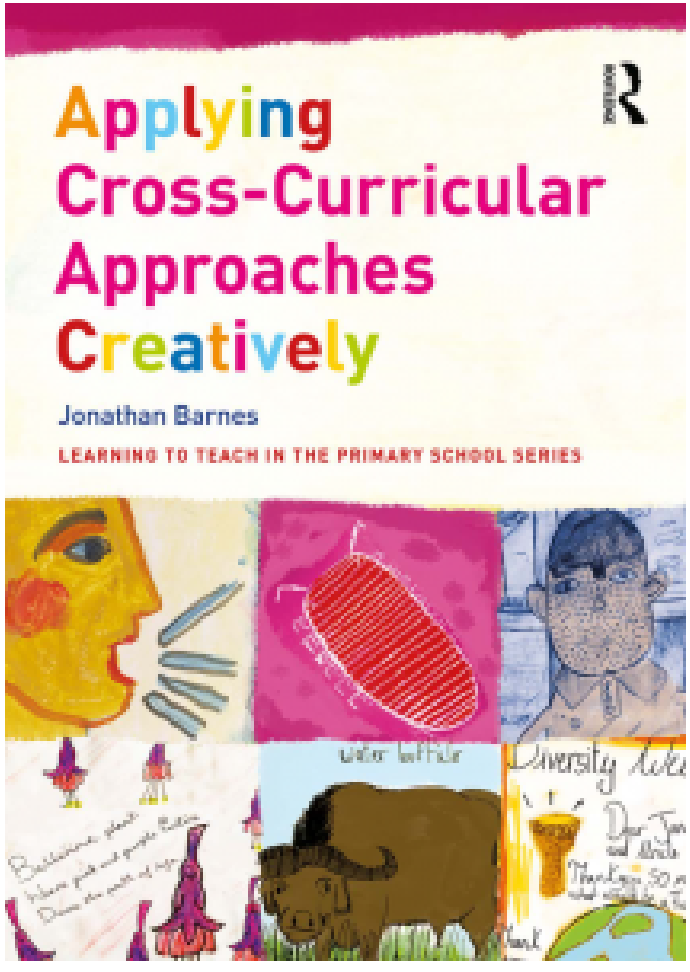
The Development of a Self-Efficacy Measurement Tool For Counseling in Speech-Language Pathology

Kristen R. Victorino[a] and Michelle S. Hinkle[b]

Purpose: This study aimed to develop and administer an adapted survey tool to measure counseling skills in graduate students and early-career speech-language pathologists, focusing on the concept of counselor self-efficacy.
Method: An online survey, adapted from the Counselor Activity Self-Efficacy Scales (Lent, Hill, & Hoffman, 2003), was administered. Two hundred ninety-four surveys were completed. An exploratory factor analysis was conducted, along with measures of reliability and validity, in order to determine the psychometric properties of the tool.
Results: Factor analysis supported a 5-factor solution, with subscales reflecting Emotional Support Skills, Session Management Skills, and Helping Skills in 3 domains: Exploration, Insight, and Action. Strong internal consistency was found for each subscale and for the total scale scores. Significant intercorrelations between subscale scores were expected and confirmed. Construct validity was examined with reference to American Speech-Language-Hearing Association and Council for Academic Accreditation in Audiology and Speech-Language Pathology practice guidelines and clinical competencies. Preliminary comparative data were analyzed to demonstrate utility of the tool in measuring effects of experience on self-efficacy ratings.
Conclusion: The adapted Counselor Activity Self-Efficacy Scales for speech-language pathologists is psychometrically sound; factor analysis, reliability, and validity were in line with reported values for the original survey tool. Potential uses for the survey tool within the field of speech-language pathology are discussed, along with implications for graduate education and clinical supervision related to counseling skills.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=143#h5p-23

Activity 2



First published 2018
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an Informa business

© 2018 Jonathan Barnes

The right of Jonathan Barnes to be identified as author of this work has been asserted by him in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data
A catalog record for this book has been requested

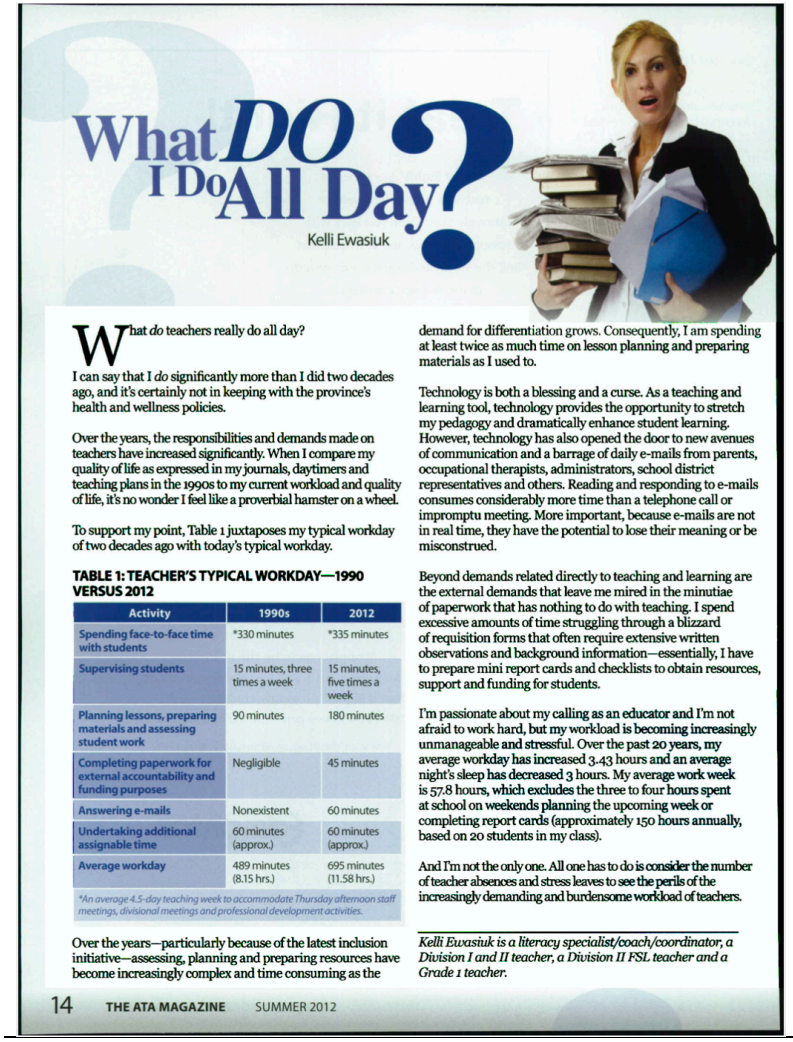
ISBN: 978-1-138-20092-0 (hbk)
ISBN: 978-1-138-20095-1 (pbk)
ISBN: 978-1-315-51361-4 (ebk)

Typeset in Times New Roman and Helvetica Neue
by Apex CoVantage, LLC

You want to create a reference citation for the eBook shown above. Drag and drop each element of the reference citation's 4Ws into their corresponding box to create the eBook's complete reference citation.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=143#h5p-25

Activity 3



What DO I Do All Day?

Kelli Ewasiuk

What *do* teachers really do all day?

I can say that I *do* significantly more than I did two decades ago, and it's certainly not in keeping with the province's health and wellness policies.

Over the years, the responsibilities and demands made on teachers have increased significantly. When I compare my quality of life as expressed in my journals, daytimers and teaching plans in the 1990s to my current workload and quality of life, it's no wonder I feel like a proverbial hamster on a wheel.

To support my point, Table 1 juxtaposes my typical workday of two decades ago with today's typical workday.

TABLE 1: TEACHER'S TYPICAL WORKDAY—1990 VERSUS 2012

Activity	1990s	2012
Spending face-to-face time with students	*330 minutes	*335 minutes
Supervising students	15 minutes, three times a week	15 minutes, five times a week
Planning lessons, preparing materials and assessing student work	90 minutes	180 minutes
Completing paperwork for external accountability and funding purposes	Negligible	45 minutes
Answering e-mails	Nonexistent	60 minutes
Undertaking additional assignable time	60 minutes (approx.)	60 minutes (approx.)
Average workday	489 minutes (8.15 hrs.)	695 minutes (11.58 hrs.)

**An average 4.5-day teaching week to accommodate Thursday afternoon staff meetings, divisional meetings and professional development activities.*

Over the years—particularly because of the latest inclusion initiative—assessing, planning and preparing resources have become increasingly complex and time consuming as the demand for differentiation grows. Consequently, I am spending at least twice as much time on lesson planning and preparing materials as I used to.

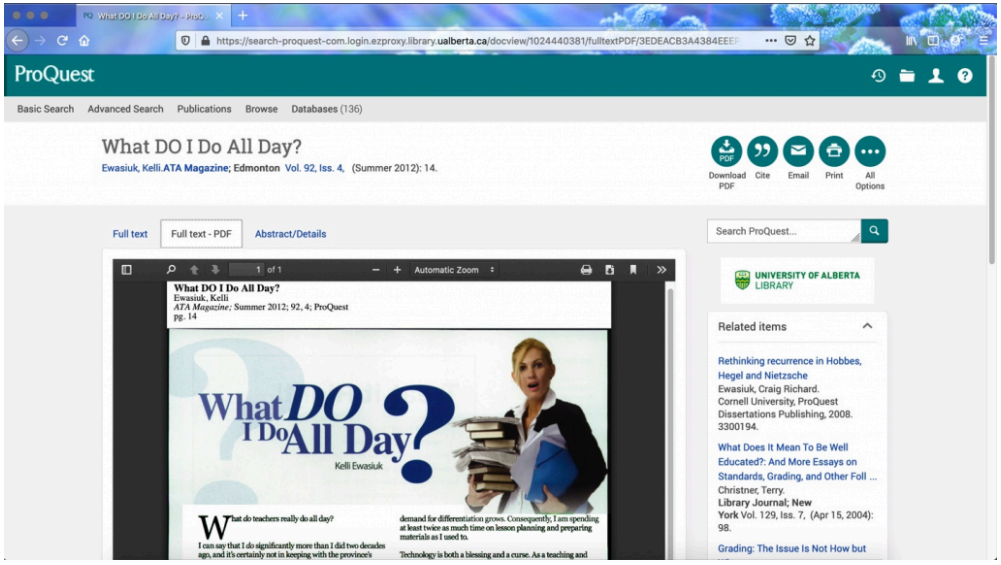
Technology is both a blessing and a curse. As a teaching and learning tool, technology provides the opportunity to stretch my pedagogy and dramatically enhance student learning. However, technology has also opened the door to new avenues of communication and a barrage of daily e-mails from parents, occupational therapists, administrators, school district representatives and others. Reading and responding to e-mails consumes considerably more time than a telephone call or impromptu meeting. More important, because e-mails are not in real time, they have the potential to lose their meaning or be misconstrued.

Beyond demands related directly to teaching and learning are the external demands that leave me mired in the minutiae of paperwork that has nothing to do with teaching. I spend excessive amounts of time struggling through a blizzard of requisition forms that often require extensive written observations and background information—essentially, I have to prepare mini report cards and checklists to obtain resources, support and funding for students.

I'm passionate about my calling as an educator and I'm not afraid to work hard, but my workload is becoming increasingly unmanageable and stressful. Over the past 20 years, my average workday has increased 3.43 hours and an average night's sleep has decreased 3 hours. My average work week is 57.8 hours, which excludes the three to four hours spent at school on weekends planning the upcoming week or completing report cards (approximately 150 hours annually, based on 20 students in my class).

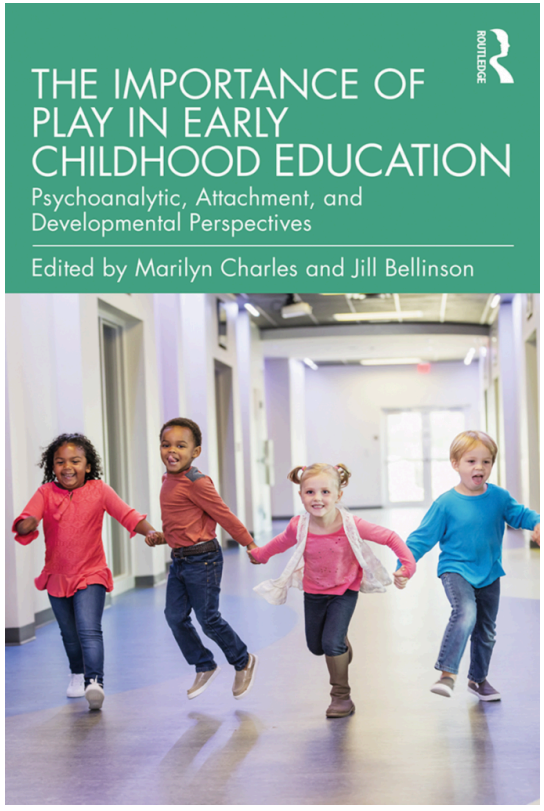
And I'm not the only one. All one has to do is consider the number of teacher absences and stress leaves to see the perils of the increasingly demanding and burdensome workload of teachers.

Kelli Ewasiuk is a literacy specialist/coach/coordinator, a Division I and II teacher, a Division II FSL teacher and a Grade 1 teacher.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=143#h5p-27

Activity 4



THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION

Psychoanalytic, Attachment, and Developmental Perspectives

Edited by Marilyn Charles and Jill Bellinson

Routledge
Taylor & Francis Group
LONDON AND NEW YORK

First published 2019
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
52 Vanderbilt Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2019 selection and editorial matter, Marilyn Charles and Jill Bellinson; individual chapters, the contributors

The right of Marilyn Charles and Jill Bellinson to be identified as the authors of the editorial material, and of the authors for their individual chapters, has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks and are used only for identification and explanation without intent to infringe.

British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data
A catalog record has been requested for this book

ISBN: 978-1-138-74992-4 (hbk)
ISBN: 978-1-138-74993-1 (pbk)
ISBN: 978-1-315-18009-0 (ebk)

Typeset in Bembo
by Taylor & Francis Books

CONTENTS

List of illustrations *viii*
List of contributors *ix*
Acknowledgements *xvi*

Introduction 1
Marilyn Charles

PART I
Theories of play **9**

1 Child development through play 11
Stephanie Creekpaum

2 Pretend play in the classroom: Helping children grow 19
Sandra W. Russ and Alexis W. Lee

PART II
Understanding play **33**

3 Play as communication 35
Brenda Lovegrove Lepisto

4 From reaction to reflection: Mentalizing in early childhood education 50
Norka T. Malberg

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=143#h5p-28

IN-TEXT CITATIONS

What is an In-Text Citation?

Learning Outcome

After completing this chapter, you will be able to:

- Create and format in-text citations in APA Style.

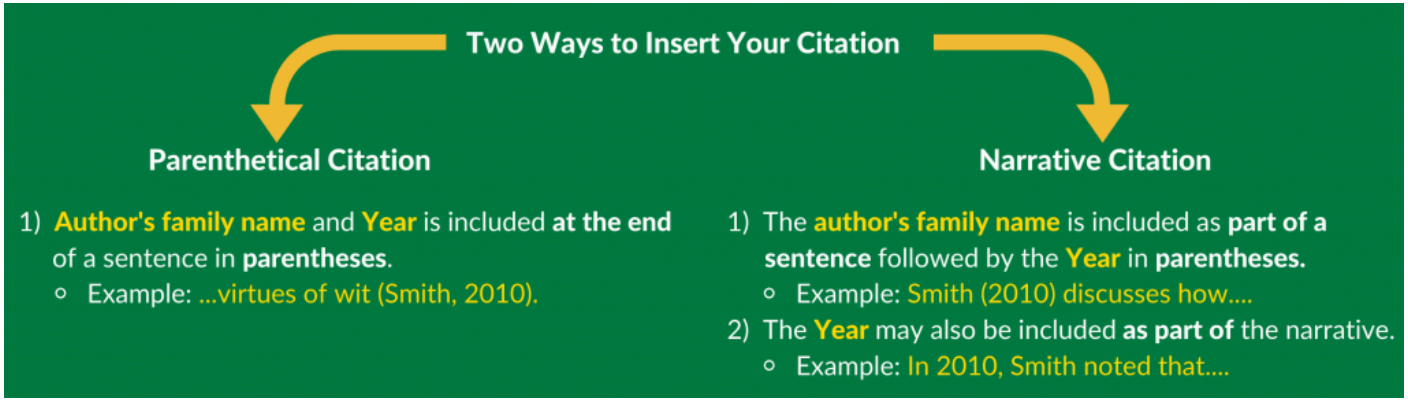
You find a great idea or argument in a source that supports your topic and you want to include it. To do this you need to create an in-text citation and add it to your paper where you have discussed evidence from that source, either as a direct quote or a paraphrase. In-text citations tell your reader which ideas belong to you and which ideas belong to someone else.

There are two different ways that you can include in-text citations into your assignments: as a parenthetical citation or as a narrative citation.

The following example shows how these two types of in-text citations have been included in a paper. Click on the ⓘ symbol to learn about them.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=145#h5p-29

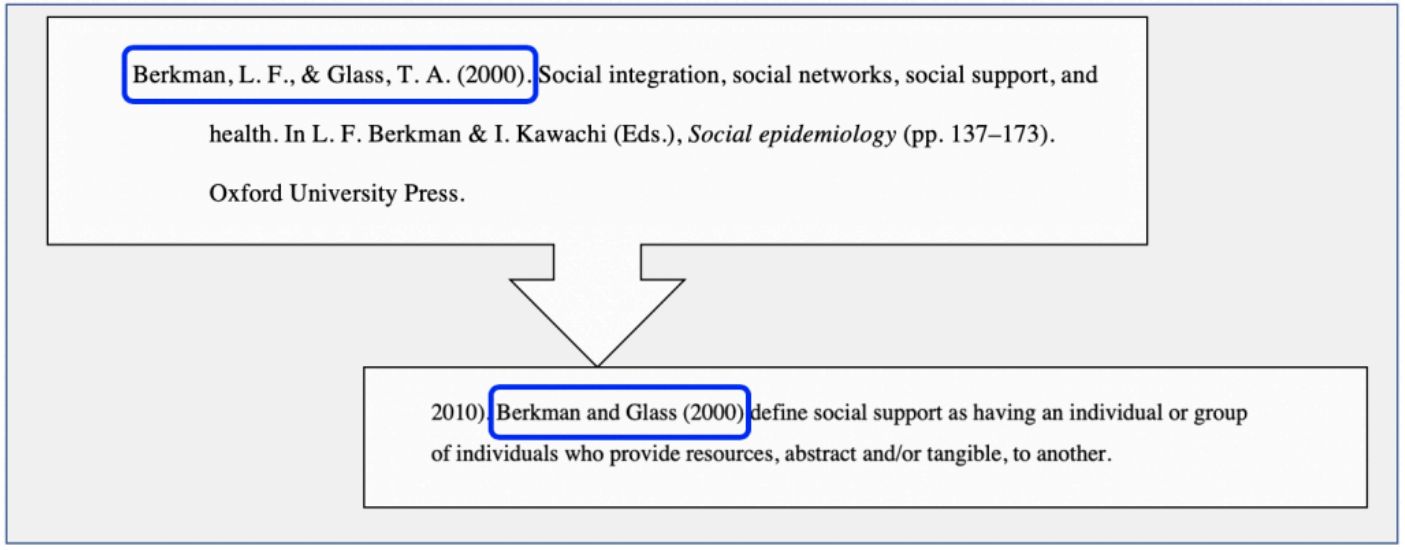
The image below provides an overview of these two types.



As you can see, an in-text citation is formatted using three key pieces:

1. Parentheses,
2. Author's family name or group name, and
3. Year.

In-text citation information is pulled directly from its matching reference list citation. So, it is easiest to create the reference citation first and then its matching in-text citation.



So far we have focused on paraphrasing examples. So next, we're going to look at quotation examples for in-text citations.

When you use a direct quote instead of a paraphrase, you also need to include the quote's location in the work. Additionally, when you paraphrase specific passages in longer-length works, you include the location. Location information is added to your in-text citation directly after the date. For example, a parenthetical citation would look like: (Smith, 2010, pp. 3-4).

> *Note that instructors often prefer location information for all in-text citations, so check with your instructor.*

For the following quotation examples, click on the symbol to learn about how to add in-text citations for short quotes and block quotes.

Short Direct Quote In-Text Citation Examples

Narrative Citation

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=145#h5p-30

Parenthetical Citation

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=145#h5p-31

Block Direct Quote In-Text Citation Examples

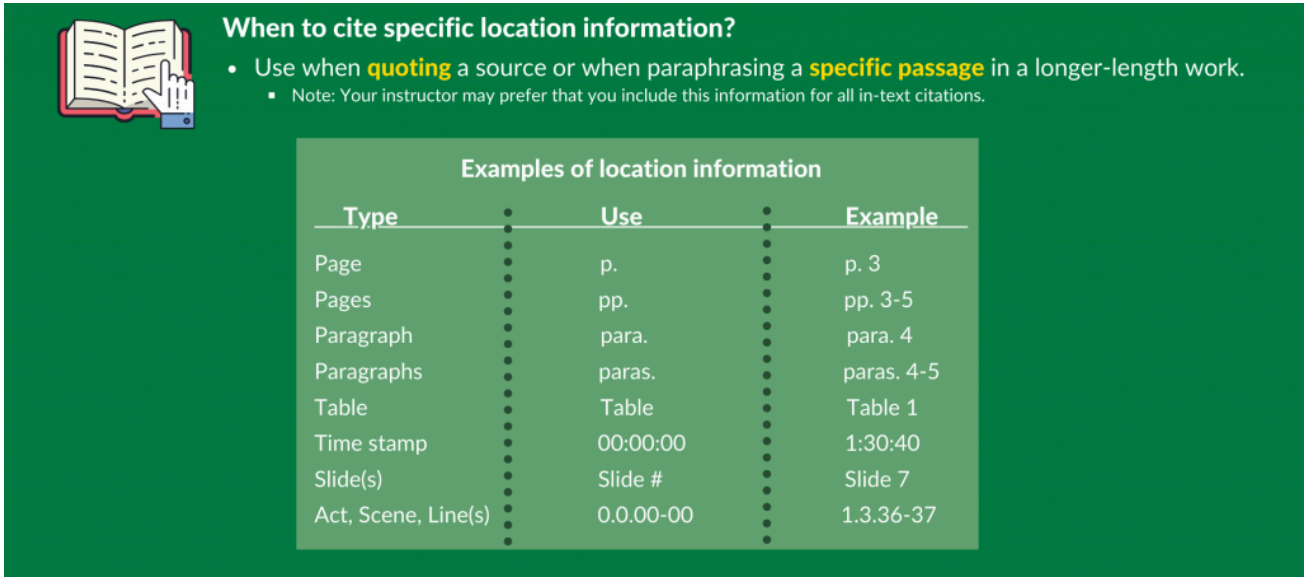
Narrative Citation

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=145#h5p-33

Parenthetical Citation

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=145#h5p-32

The image below details some location information examples and their appropriate abbreviation.



Note: Your instructor may prefer you include location information for all in-text citations. We advise asking your instructor.

Now that we've covered the basics of in-text citations, head to the next section to complete a few in-text citation practice activities.

Image attribution:

"Illuminated crumpled yellow paper light bulb idea on white background Free Photo" by Freepik is licensed under Freepik Licence, attribution required.

In-Text Citations Activity

In this section, complete the following three activities to practice creating parenthetical and narrative in-text citations by typing in the in-text citation.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=147#h5p-35

HOW IT ALL WORKS TOGETHER

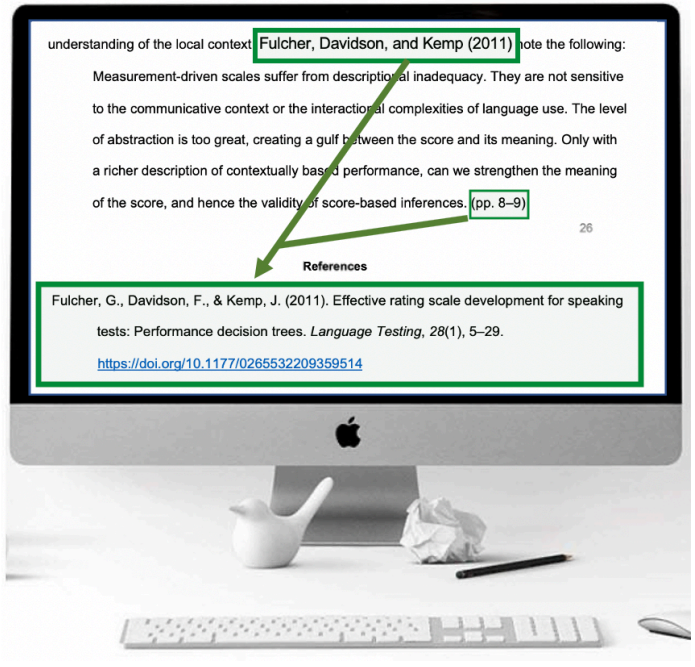
How it All Works Together

Learning Outcome

After completing this chapter, you will be able to:

- Create and format reference list and in-text citations in APA Style.

As we have covered, reference list citations and in-text citations should match each other. They work together to clearly indicate which sources provide support to your assignment.


understanding of the local context Fulcher, Davidson, and Kemp (2011) note the following:
Measurement-driven scales suffer from descriptional inadequacy. They are not sensitive to the communicative context or the interactional complexities of language use. The level of abstraction is too great, creating a gulf between the score and its meaning. Only with a richer description of contextually based performance, can we strengthen the meaning of the score, and hence the validity of score-based inferences. (pp. 8–9)
26
References
Fulcher, G., Davidson, F., & Kemp, J. (2011). Effective rating scale development for speaking tests: Performance decision trees. Language Testing, 28(1), 5–29.
https://doi.org/10.1177/0265532209359514

You wouldn't want to wear mismatched socks, just like you don't want mismatched citations!

You want your in-text and reference list citations (and socks) to match each other!

One exception is personal communication, which is cited as an in-text citation, but is not included in the reference list.

Why? Your reader can't access your personal experiences.

In the next activity, you will practice matching in-text citations with their reference citation.

Image attribution:

"[In-Text Citation Example in Apple MAC Desktop Computer]" from NorQuest College Library's Intro to APA tutorials is licensed under CC BY-NC-SA 4.0 International / Added updated reference and in-text citation images.

"Mismatched Socks Solidarity Day" by Rik Panganiban is licensed under CC BY-NC-SA 4.0 International.

"X-ray socks" by unknown author is licensed under CC BY-NC-SA 4.0 International.

Matching Reference and In-Text Citations Activity

For the four questions in this activity, match the reference citation to their corresponding in-text citation by choosing the correct in-text citation from a selection of choices.

Godin, K. M., Patte, K. A., & Leatherdale, S. T. (2018, February). Examining predictors of breakfast skipping and breakfast program use among secondary school students in the COMPASS study. *Journal of School Health*, *88*(2), 150-158. https://doi.org/10.1111/josh.12590

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=151#h5p-36

Centre for the Study of Historical Consciousness. (n.d.). *Historical thinking concepts*. Historical Thinking Project. http://historicalthinking.ca/historical-thinking-concepts

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=151#h5p-37

McRae, P. (2020, Winter). Ambiguous but gaining momentum. *ATA Magazine*, *100*(2), 30-32. https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/ATA%20Magazine/Vol%20100/Vol100-No2-Winter_2020.pdf

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=151#h5p-38

Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=151#h5p-39

APA and Writing Support

Learning Outcome

After completing this chapter, you will be able to:

- Access available resources to help you with APA Style citation.

The University of Alberta has a number of resources to turn to if you need help with APA Style citation, library services and resources, and writing.

Citing in APA Style

On the Library Citation Guide, the library has resources to help you with APA Style, including the APA QuickGuide and Purdue OWL.

Another resource is the 2-page APA overview infographic seen throughout this tutorial; you can download it here.

The Official APA Style and Grammar Guidelines website also has many resources to help, including handouts, sample papers, and other resources. The Official APA website also has information about how to cite a source that is cited within the work you are reading here.

Foundational Tutorials

The Library has foundational tutorials to help you during your research process. Each tutorial is a short video on a particular topic to help you develop a search strategy, learn about different types of sources, start your search, and your research journey.

EDU 100/300 Library Subject Guide

Need help with finding sources or knowing which database to use for your assignments? A library subject guide was created to help support you during your EDU 100/300 course.

Ask Us!

If you have questions library staff are here to help! Use the Ask Us button on the Library website to chat with library staff, book a consultation with a librarian, or email the library.

Writing and Other Support

For writing assistance and other services available for you at the University of Alberta, visit the Student Services webpage provided by the Dean of Students.

Conclusion

Thank you for completing the APA Style Citation Tutorial!
This tutorial is available for you to return to at any time to access the tutorial's content and support links.

The University of Alberta Library would appreciate it if you could complete the Exit Ticket below or click here to access the form on your mobile device. Your response will help us improve this tutorial and learn about your experience.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://openeducationalberta.ca/introapatutorial7/?p=37#h5p-4

Thank you for completing the Exit Ticket

Reminder: The staff at the University of Alberta Library are here to help if you have any questions about citation or our library services and resources.

References and Attribution

References

Barnes, J. (2018). *Applying cross-curricular approaches creatively*. Routledge. https://doi.org/10.4324/9781315513614

CAST. (2018). *Universal design for learning guidelines version 2.2*. http://udlguidelines.cast.org/

Centre for the Study of Historical Consciousness. (n.d.). *Historical thinking concepts*. Historical Thinking Project. http://historicalthinking.ca/historical-thinking-concepts

Creekpaum, S. (2019). Child development through play. In M. Charles & J. Bellinson (Eds.), *The importance of play in early childhood education: Psychoanalytic, attachment, and developmental perspectives* (pp. 11-18). Routledge. https://doi.org/10.4324/9781315180090

Ewasiuk, K. (2012, Summer). What do I do all day? ATA *Magazine*, 92(4), 14.

Godin, K. M., Patte, K. A., & Leatherdale, S. T. (2018, February). Examining predictors of breakfast skipping and breakfast program use among secondary school students in the COMPASS study. *Journal of School Health*, 88(2), 150-158. https://doi.org/10.1111/josh.12590

Kanu, Y. (2011). *Integrating Aboriginal perspectives into the school curriculum: Purposes, possibilities and challenges*. University of Toronto Press.

Kirkpatrick, L., Brown, H. M., Searle, M., Smyth, R. E., Ready, E. A., & Kennedy, K. (2018). Impact of a one-to-one iPad initiative on Grade 7 students' achievement in language arts, mathematics, and learning skills. *Computers in the Schools*, 35(3), 171-185. https://doi.org/10.1080/07380569.2018.1491771

McRae, P. (2020, Winter). Ambiguous but gaining momentum. ATA *Magazine*, 100(2), 30-32. https://login.ezproxy.library.ualberta.ca/login?url=https://www.proquest.com/trade-journals/ambiguous-gaining-momentum/docview/2729121592/se-2?accountid=14474

Purdue Online Writing Lab. (n.d.). *APA sample paper.* https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Scribbr. (2019, November 26). *APA manual 7th edition: 17 most notable changes | Scribbr* [Video]. YouTube. https://www.youtube.com/watch?v=zeSIXD6y3WQ

Sensoy, Ö., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education* (2nd ed.). Teachers College Press.

Stone, A. (2020, January/February). The end of discipline in the classroom. *Teach*, 26-29. https://issuu.com/teachmag/docs/teach_jan-feb2020

Media Attributions

"book-collage_tcm11-262933_w1024_n" by American Psychological Association.

"Silhouette Head Bookshelf Knowledge" by Gerd Altmann is licensed under Pixabay Licence, no attribution required.

"[What exactly is citing summary]" from NorQuest College Library's Intro to APA tutorials is licensed under CC BY-NC-SA 4.0 International.

"[Publication Manual of the APA, 7th Edition Book Cover]" by American Psychological Association.

"[Smith and Gould In-text Citation Example]" from NorQuest College Library's Intro to APA tutorials is licensed under CC BY-NC-SA 4.0 International / Border added and refocused.

"write-writer-type-machine-creative-idea" by mohamed hassan is licensed under CC0 1.0 International.

"[Calendar Months]" by unknown author is licensed under CC0 1.0 International.

"stack-of-food-books-2" by Cannelle is licensed under CC BY 4.0 International.

"512px-Internet2" by Fabio Lanari is licensed under CC BY-SA 4.0 International.

"Pancake recipe with ingredients Free Vector" by pikisuperstar is licensed under CC BY 4.0 International.

"[Journal article publication and summary information]" from NorQuest College Library's Intro to APA tutorials is licensed under CC BY-NC-SA 4.0 International.

"Illuminated crumpled yellow paper light bulb idea on white background Free Photo" by Freepik is licensed under Freepik Licence, attribution required.

"[In-Text Citation Example in Apple MAC Desktop Computer]" from NorQuest College Library's Intro to APA tutorials is licensed under CC BY-NC-SA 4.0 International / Added updated reference and in-text citation images.

"Mismatched Socks Solidarity Day" by Rik Panganiban is licensed under CC BY-NC-SA 4.0 International.

"X-ray socks" by unknown author is licensed under CC BY-NC-SA 4.0 International.

"Opinion" by unknown author is licensed under CC0 1.0 International.

All other images in this tutorial are created by the University of Alberta Library. The use of these images should be credited to the University of Alberta Library using the Creative Commons Licence CC BY-NC-SA 4.0 International.

Version History

This page provides a record of edits and changes made to this book since its initial publication. Whenever edits or updates are made in the text, we will provide a record and description of those changes here. If the changes are minor, the version number increases by 0.1. If the edits involve substantial updates, the version number increases to the next full number. Routine hyperlink checks will also occur, which will be noted below but will not impact version number.

The files posted by this book always reflect the most recent version. If you find an error in this book, please contact us at oer@ucalgary.ca.

Version	Date	Change	Affected Web Page
1.0	April 2020	Original publication date	
1.0	December 2022	Hyperlinks updated	whole book
1.0	December 2023	Updated tip for In-Text Citations Activity Question #7	In-Text Citation Activity