

TRU Open Learning Social Sciences Style Guide

Structuring, Formatting, and Documenting Student Papers in the Health and Social Sciences

Thompson Rivers University

Structuring Your Academic Paper	1
Formatting Your Academic Paper	2
Documenting Your Sources	5
Citing Sources in the Text of the Paper	5
Preparing the Reference List.....	7
Constructing a Reference.....	8
References to Electronic Media.....	10
Appendices.....	12
Appendix A: Title Page Example	12
Appendix B: Contents Page Example	13
Appendix C: Reference List Example.....	14
Using Footnotes—Not for Citations or References	16

A Note about TRU Open Learning Style Guides

Thompson Rivers University Open Learning (TRU Open Learning) has designed a set of three academic style guides to suit the preferences in different subject areas. The style guides are:

- *TRU Open Learning Essay Writing for University Courses Style Guide*
- *TRU Open Learning Writer's Style Guide*
- *TRU Open Learning Social Sciences Style Guide*

The *TRU Open Learning Writer's Style Guide* draws on *current* Modern Languages Association style (MLA style). It uses in-text citations instead of endnotes or footnotes; it also uses either a list of works cited or a list of works consulted instead of a bibliography. MLA style is used in many North American colleges and universities. For a full version of MLA style, refer to the *MLA Handbook for Writers of Research Papers*, 6th Edition, 2003.

The *TRU Open Learning Essay Writing for University Courses Style Guide* draws on an older version of MLA style that the Modern Languages Association (MLA) published in 1977 and still accepts for an alternative kind of documentation. It uses notes – footnotes or endnotes – to cite sources. It also calls the list of works consulted a “bibliography.” Some departments of history and other disciplines still require those features. The style is sometimes called “Old MLA style.”

The *TRU Open Learning Social Sciences Style Guide* draws on American Psychological Association style (APA style), which uses in-text citations (like MLA citations but not quite the same), as well as a list of cited works that it calls “References.” It is an alternative that many colleges and universities require for courses in social sciences and health sciences. For a full version of APA style, refer to the *Publication Manual of the American Psychological Association*, 5th edition, 2001.

Although each of the TRU Open Learning style guides relies heavily on a version of MLA or APA style, each also modifies and extends that style in some ways.

Regardless of which style guide is prescribed for your course, using the style will help you to do your formatting and documentation with a systematic, disciplined approach. Especially if you are new to academic styles, the experience will enable you not only to apply the particular style but also to learn and apply other styles when the need arises.

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Structuring Your Academic Paper

The appropriate structure for social science papers depends on the purpose. University courses often require academic papers, which need to be structured differently than research papers submitted for journal publication. In the social sciences and health sciences, an academic paper typically has the structure described in this section.

- Title page** On your first page, place the title of your paper, your name, the name of the course, the assignment number, the date, and any other information specified in your course directions. Ensure that the title is self-explanatory and does not merely refer to an assignment. For an example of a title page, refer to Appendix A.
- Abstract** An abstract, which you should include *only if your course directions specify one*, is a summary of your paper in 100–120 words on its own page. If an abstract is required, use it to set the tone for your paper: be organized, comprehensive, precise, and articulate. Aim to get the reader to read the entire paper.
- Table of contents** On the next page, provide a table of contents, which is an outline of every heading, including “References” and appendix headings. For an example of a “Contents” page, refer to Appendix B. Notice how the example uses indentation to show the relative importance of the two “levels” of headings used in the paper.
- Introduction** In the “introduction” (with no heading), concisely state your purpose or thesis, and indicate how you have structured your paper to address it. You may include brief background information on your topic. Avoid uninformative statements like “This paper is about Assignment 1.” Instead, inform your readers about what they can expect to learn by reading your paper.
- “Text” or “body”** After the introduction, normally organize the rest of the “text,” or “body,” of the paper into sections with informative headings. In a complex paper, divide those sections into subsections in order to show more clearly the logical sequence of your ideas. (The needs will become evident if you take the early step of outlining your paper, with headings that capture what you plan to address in each section and subsection.)
- As you express your ideas in the body, draw on the literature about the topic, supporting your statements with direct quotations (“quotes”) or paraphrased ideas. However, overuse of quotes — more than about 10 per cent of your paper — can make your paper seem disjointed. For details about quoting, refer to the subsection titled “Quotations” in “Formatting Your Paper” in this guide.
- Summary or conclusion** Include a final text section of one or two short paragraphs with the heading “Summary” or “Conclusion.” This section provides a synopsis of how the paper has addressed the stated purpose. A summary presents no new ideas, but a conclusion states what you have concluded from your research and reasoning about the topic, including implications for further study, practice, or consideration.
- References** On the next page after the summary or conclusion, list your references under the heading “References.” Normally support all of your paper’s citations of sources with references. (In APA style there are only rare exceptions.) Similarly, always ensure that all your references are cited in the paper. For details about citations and references, see “Documenting Your Sources” in this guide. For a “References” example, refer to Appendix C.
- Appendix** Use an appendix if you want to include lengthy material that will help the reader to understand the topic but that would interrupt the flow of the paper if it were included in the text.

Formatting Your Academic Paper

Attention to the following directions will ensure that your papers adhere to a standard format and have a polished, professional appearance.

- Paper** Type (or word process) your social science papers on “letter-size” sheets, which are 8.5" x 11", or approximately 22 x 28 cm. If your paper is for a course in which handwritten papers are expressly permitted, write neatly and legibly in pen on standard-size lined sheets. Whether you are typing or writing, use only one side of each sheet.
- Typeface** For text and tables, choose a serif type such as this kind, Times New Roman; use 12-point type or a typewriter size (pica or elite). For figures, choose a sans serif type such as this kind, Arial.
- Title case** In the title of your paper, capitalize the first letter of the first word and all major words, i.e., all words except articles, coordinating conjunctions, and prepositions of fewer than four letters. Within your title, italicize the title of any separately published book or play, and use quotation marks around the title of any article, short story, or poem.
- Margins** Allow margins of at least 1", or 2.5 cm. Be consistent.
- Headers** Use a header, including the page number, to identify your pages. A header consists mainly of your title or a shortened form of it. Place it in the top margin, flush right but at least 1", or 2.5 cm, from the edge of the page.
- Pagination** If you wish to number preliminary pages, use lower-case Roman numerals. After the contents page, use Arabic numerals (1, 2, 3, etc.), starting with page 1. Do not enclose any page number in parentheses or follow it with a period. (Note: APA page numbering for *manuscripts* is different.)
- Headings** Use the content and level of your headings to show your readers how you have structured your paper. Academic papers typically need only two heading levels:
- First-Level Heading**
- Next-Level Heading**
- Use first-level headings, which are centred, for the main sections of your paper, including the Summary or Conclusion, References, and appendixes. Use next-level headings, which are often flush left and italicized, for subsections. (In APA style, the next level may be “second level” or “third level,” but that point is not relevant for most academic papers.)
- Spacing** Normally use double spacing. Use single spacing for block quotations, footnotes, and references, but double spacing *between* references. However, because single spacing can be better for on-screen marking, your course directions may encourage it if you will be submitting an electronic document.
- Indenting** Indent the first line of each paragraph at least 1 cm, or 0.25"— or five spaces if you are using a typewriter. Indent block quotations (discussed later) at least 1 cm.
- Aligning** Do not right-justify. Instead, leave the lines uneven — ragged right.
- Titles of publications** Always copy the title of a book from its title page. Except in references, capitalize the first letter of the first word and all major words. Italicize the titles of separately published books and periodicals. Except in references, use quotation marks around the titles of articles.
- Abbreviating** Keep abbreviations to a minimum. Abbreviate *Mr.*, *Mrs.*, *Dr.*, *Jr.*, *Sr.* Do not abbreviate *Prime Minister*, *Governor General*, *President*, *the Reverend*, *Professor*, titles of military rank, names of provinces and states (except in the References list), days of the week, and months.

Capitalizing Keep capitalization to a minimum.

Capitalize *Parliament* and *the Senate*; *the West* and *Westerner*; trade and brand names (*Xerox*); nouns indicating a position in a numbered series (*Experiment 3*, *Conditions 2 and 3*, and *Somnolent Behavior, Factor 5*); official titles of acts (*Narcotic Control Act*) and treaties; committees and departments; and titles of tests (*Stroop Color-Word Interference Test*).

Do not capitalize names of laws, theories, and hypotheses. Do not capitalize terms like *socialism*, *the control group*, *psychological testing*, and *the intelligence test*.

Names Except for a few extremely well known individuals, identify people with their full names (typically first name, middle initial, last name) on first mention in the text, e.g., *Shakespeare, Lincoln*, but *T. S. Eliot, Lester B. Pearson, Emil Durkheim*. Complete identification is necessary even for prominent persons if there is danger of confusion: *John F. Kennedy, Robert F. Kennedy; Karl Marx, Groucho Marx*. Write the names of persons in the form most frequently used: *John A. Macdonald*, not *J. A. Macdonald* or *John Alexander Macdonald*; *E. Pauline Johnson*, not *E. P. Johnson* or *Emily Pauline Johnson*. In subsequent references in the text of your paper, the surname is sufficient.

Normally omit courtesy titles such as *Dr., Professor, Mr., Ms., RN, and PhD*.

Italics Use italics for the titles of books, periodicals, and microfilm publications; [*sic*], foreign language words, and phrases that have not been incorporated into English (consult your dictionary); names of newspapers, with the city italicized only if it is part of the paper's name: *The Globe and Mail* of Toronto, but the *Victoria Daily Times*. Do *not* italicize titles of articles, lectures, and chapters; instead, put quotation marks around them.

If you do not have *italic* type available, use underlining instead.

Numbers In general, use numerals for numbers. Use words when a number below 10 does not express a precise measurement, when a number begins a sentence, and when a word is more readable, e.g., *a budget of \$2.5 billion* and *ten 5-point scales*.

Quotations and citations Incorporate quotations of *fewer than 40 words* into the text in quotation marks.

When quoting, use the exact wording, capitalization, punctuation, and spelling of the original. Use three ellipsis points (typed as three *spaced* periods) like this . . . to indicate words that you have omitted within a sentence.

Enclose the year the document was published in parentheses either immediately after the authors' surnames or at the end of the quote, before the page number.

- Example from a paper: According to Paul and Elder (2001), a skilled learner has "rigorous standards of thought and mindful command of their use" (p. 7).

Notice that the quoted material is enclosed in double quotation marks. Notice the location of the authors' surnames, the year the document was published, the number of the source page, and the final period.

- Example from a paper: One needs to become a "self-directed, self-disciplined, self-monitored, and self-corrective thinker who has . . . rigorous standards of thought and mindful command of their use" (Paul & Elder, 2001, p. 7).

Notice that the authors' surnames, the year of publication, and the number of the source page are all enclosed in parentheses at the end of the quote. Notice that an ampersand (&) joins the authors' names when they are within parentheses. Notice the spaces around the three ellipsis points that indicate omitted words.

If you have retrieved the source document from an Internet document without page numbers, identify the source by means of the section and paragraph number.

- Example from a paper: Woolferden, Dossetor, and Williams (2002) found that “although all the children and adolescents were seen by ED medical staff, in only 12 presentations (6%) was a mental health professional consulted. . . . [For] none of the cases was drug and alcohol services consulted at the acute presentation” (Presentation Characteristics section, para. 3).

Notice how the Internet source is identified. Notice also that the quote is incorporated into the text within double quotation marks (because it has fewer than 40 words). Notice the *four* ellipsis points (including an end-of-sentence period before the three spaced ellipsis points for missing words) and the brackets placed around content added to the quote for clarity.

If there is an error in the original quotation, do not correct it. If it is necessary to indicate the error, insert [*sic*] — Latin for “thus” — in brackets after the error.

For a quotation within a quotation, use *single* quotation marks.

- Example from a paper: Twiname and Boyd (2002) stated, “A major goal of health education programs is to have graduates who are ‘culturally competent’ or who give ‘culturally specific’ or ‘culturally congruent’ care” (pp. 172–173).

The phrases in single quotation marks were in double quotation marks in the source document. Also notice the use of “pp.” for “pages” before the range of page numbers.

Use “block quotation” style for quotations of *40 words or more*. Do not enclose the block quotation in quotation marks, but do indent it at least 1 cm, or 0.25" (5 spaces on a typewriter). The statement introducing a block quotation often ends with a colon.

- Example from a paper: Donaldson, Mitton, and Currie (2002), the authors of a C. D. Howe Institute commentary titled “Managing Medicare: The Prerequisite to Spending or Reform,” proposed a tool for managing Canada’s Medicare:

program budgeting and marginal analysis (PBMA), has been used in the United Kingdom, Australia, and New Zealand. . . . It has the potential to aid in the priority-setting process in Canada and is currently being piloted in health regions in Alberta. . . . [It] is a realistic, output oriented framework that includes explicit consideration of the marginal costs and benefits of treatment options. (p. 14)

Notice the indentation of the block quotation, the period at the end of the quote (*before* the page number in parentheses), and the absence of space before four ellipsis points.

Punctuation Punctuation indicates the cadence of a sentence. For example, a comma indicates a short pause, and a period indicates a stop.

If a comma or period appears with closing quotation marks, place it *before* the quotation marks.

In referring to decades, write *1880s*, rather than *1880’s*.

Do not use contractions (*can’t*, *doesn’t*, *you’re*) in academic papers.

Hyphenation Hyphenate prefixed compounds with a capitalized base word (*neo-Marxist*), a number (*post-1996*), or an abbreviation (*anti-NATO forces*). Hyphenate *self-* compounds (*self-fed*). Hyphenate prefixed words that could be misunderstood (*un-ionized*, meaning *not ionized*), or misread (*anti-intellectual*). Hyphenate compound adjectives that precede what they modify (as in *middle-class attitude*) unless the meaning is clear without the hyphen. Avoid using unnecessary hyphens.

Do not break words at the ends of lines. (Do not use automatic hyphenation.)

Spelling Use the spellings *database*, *e-journal*, *e-mail*, *FTP*, *Internet*, *online*, *PDF*, *URL*, and *Web*.

For other spelling and usage (including hyphenation), use the *Oxford Canadian Dictionary*. Where more than one spelling is given, use the first spelling listed. Be consistent in your spelling.

Documenting Your Sources

Documentation is the acknowledgment in your papers of the source of words, ideas, or interpretations other than your own; these may appear as paraphrases or as direct quotations from a reference source. Besides being a requirement, citing your source may give authority for a fact that the reader might be inclined to doubt.

Documentation is not necessary for matters of common knowledge or facts that are generally accepted as true. Because assigned readings are not considered to be common knowledge, they should be cited to support statements just as if you had sought out the resources yourself. Confidence in knowing when to cite and not cite takes practice. When in doubt, cite!

Citing Sources in the Text of the Paper

The style for citations (the style for citing references) that is described here follows the *Publication Manual of the American Psychological Association* (American Psychological Association [APA], 2001). For further information, see the APA Manual, pages 207–214.

Cite your source when you have either paraphrased or quoted the author’s exact words. Indicate the author, the date of publication, and the page number.

One author With one author, use the base method.

- Example from a paper: Meltzoff (2001) explained that. . . .
An alternative: According to Meltzoff (2001), critical reading is essential for determining the soundness of research reports.

Two authors If there are two authors for a cited work, cite both each time you cite the work:

- Examples: Ewart and Suchday (2002) found that. . . .
Several authors (Ewart & Suchday, 2002; Fergusson & Woodward, 2002) reported that. . . .

More than two authors If there are three, four, or five authors, cite all the authors the first time you cite the work. In subsequent citations, include only the surname of the first author followed by “et al.” and the year:

- Example—first citation: Lewis, Donaldson, Mitton, and Currie (2001) explained. . . .
Subsequent citations: Lewis et al. (2001) explained. . . .

If there are six or more authors, include only the surname of the first author and “et al.” in all citations.

If two references shorten to the same form, cite the surnames of the first author and as many subsequent authors (followed by “et al.”) as are necessary to distinguish the references.

Corporate authors For corporate authors (e.g., associations, agencies), spell out the corporate name in the citation. Subsequent citations may use a readily understandable abbreviation:

- Example—first citation: (American Psychological Association [APA], 2001)
Subsequent citations: (APA, 2001)

- Internet sources** For electronic documents from the Internet, cite the date of publication (not the date that you accessed the document). You can often find the date of publication at the end of an electronic document, but it will sometimes be missing. In that case, indicate “n.d.” (for “no date”).
- No author** If a work has no stated author, cite the title or its first few words:
- Example: (“Hot news flash: Go natural,” 2002)
 - In contrast, your *reference list* would include the full title, alphabetized in the list by the first significant word in the title. Example:
Hot news flash: Go natural. (2002, May). *National Post*, p. HV1.
- Same author** Works by the same author(s) with the same publication date are distinguished by suffixes added to the dates:
- Examples: (APA, 2002a) and (APA, 2002b)
- Specific part** To cite a specific part of a source (e.g., a textbook), indicate the page, chapter, table, or other part:
- Example: (Twinn & Boyd, 2002, p. 173)
Example: (Lemme, 2002, chap. 3)
- Secondary source** Student papers often make use of secondary sources of information, rather than the original author’s work. Indicate the original author and then the author and date of your secondary source:
- Example: Evans et al. explained the difference in the tension between for-profit and not-for-profit firms in the health sector. . . . (as cited in Canadian Health Coalition, 2001, p. 13).
In your reference list, however, list only the Canadian Health Coalition, *not* the original author, Evans et al.
- Interviews, letters, etc.** To cite interviews, your own telephone conversations, and letters you have received that are not available to your reader, use in-text references only; i.e., do *not* list those sources in your reference list because they are not published documents.
- Example: Current research at UBC has shown that. . . . (M. A. King, telephone conversation, April 26, 2002).
 - Example: According to J. Kruger, “It takes a considerable amount of energy and commitment for a person with a chronic health problem to learn how to live with his or her health condition” (interview, May 10, 2002).
- If the interviewed person does not consent to being named, then either use the person’s initials (M.A.K. or J. K.) or state that you are using a pseudonym (false name) to maintain confidentiality.
- Translation** For an English translation of a book, cite both the original publication date and the date of the translation:
- Example: Freud, 1923/1962.

Preparing the Reference List

A reference list, which is titled “References,” documents the works cited in the text it supports. It enables your reader to use the sources you used. (If appropriate, you may add a section for other works you consulted that are relevant to your paper, but do that as an appendix.)

The points made in this section and the following ones are based on APA (2001, pp. 232–281).

Consistency Published sources cited in the text must appear in the reference list, and the citations and references must be consistent with each other; e.g., they must be identical in spelling and year.

Order of entries The reference entries must be listed alphabetically, by surname of the first author. References by the same author or authors are arranged by year of publication, beginning with the earliest. When there is no author and the work is not signed “Anonymous,” the entry is alphabetized by the first significant word in the title. Corporate authors are alphabetized by the first significant word of the corporate name, written in full, like this:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Abbreviations These abbreviations are acceptable in the reference list:

chap.	chapter
ed.	edition (with a lower case “e” in the abbreviation)
Rev. ed.	revised edition
2nd ed.	second edition
Ed.	editor (with a capital “E” in the abbreviation)
Eds.	editors (with a capital “E”)
Trans.	translator(s)
n.d.	no date
p. (pp.)	page (pages)
Vol.	volume (as in Vol. 4)
vols.	volumes (as in 4 vols.)
No.	number
Pt.	part
Tech. Rep.	technical report
Suppl.	supplement
para. (or ¶)	paragraph (for the paragraph # in an electronic document)
in press	accepted for publication but not yet printed

Volume numbers Although some books use roman numerals for volume numbers (e.g., Vol. III), use Arabic numerals (e.g., Vol. 3).

However, for a periodical (journal, bulletin, magazine, newsletter, etc.) with a volume number, just provide the volume number in Arabic numerals after the periodical’s title and a comma.

➤ Example: The 2 is the volume number in *Psychological Inquiry*, 2, 28–71.

Constructing a Reference

Hanging indent The first line of each reference is flush left, and the remainder is indented, resulting in a “hanging indent,” as illustrated by this paragraph. To some extent, the appropriate style to use for a reference is related to the kind of source that was cited. Essentially, however, reference style builds on the following basic method for references to books.

References to Books

Basic method When constructing a reference for a book, include each author’s full name, the publication date, the full title of the book, the edition (if any), the place of publication, and the publisher. You can typically locate this information at the beginning of the book.

First, provide each author’s surname, the initial of the first name, and the initial of the middle name. If there are more than two but fewer than six authors, use an ampersand (&) between the names of the last two authors. Example:

Twiname, B. G., & Boyd, S. M.

Second, add the publication date—the year the book was published. Example:

Twiname, B. G., & Boyd, S. M. (2002).

Third, add the title of the book. Example:

Twiname, B. G., & Boyd, S. M. (2002). *Student nurse handbook: Difficult concepts made easy*.

- Same example if you are using a typewriter without italic type: Twiname, B. G., & Boyd, S. M. (2002). Student nurse handbook: Difficult concepts made easy.
- Both ways, the title looks different than in the front of the book, where it appears like this: STUDENT NURSE HANDBOOK Difficult Concepts Made Easy.

Fourth, add the edition, if any. In the Twiname & Boyd example, there is no edition to indicate. However, notice how the edition is shown in the following example:

Berk, L. E. (2002). *Infants, children, and adolescents* (4th ed.). Toronto, Ontario, Canada: Allyn & Bacon.

Fifth, add the name of the place where the book was published, as in this example:

Twiname, B. G., & Boyd, S. M. (2002). *Student nurse handbook: Difficult concepts easy*. Upper Saddle River, NJ:

If the book was published in the United States, include the city and state (abbreviated, e.g., with “NJ” for New Jersey). If it was published in Canada, include the city, province, and country, e.g., Calgary, Alberta, Canada. If it was published elsewhere, include the city and country unless the city is very well known, e.g., Moscow, but Sorrento, Italy.

Sixth, add the name of the publisher of the book, as shown in the final example:

Twiname, B. G., & Boyd, S. M. (2002). *Student nurse handbook: Difficult concepts easy*. Upper Saddle River, NJ: Prentice Hall.

Book with editors If the title page of a book identifies editors, include them in the reference, as in this example:

Smuts, B. B. (2001). Gender aggression, and influence. In C. B. Brettell & C. F. Sargent (Eds.), *Gender in cross-cultural perspective* (3rd ed., pp. 7–16). Upper Saddle River, NJ: Prentice Hall.

In the above example, Smuts is the author of the chapter you cited in the body of your paper, and Brettell and Sargent are the editors. Notice the use of “In” and the locations of periods.

References to Periodicals

To reference an article in a printed periodical, include the author's full name; the publication date, including the year, season (if applicable), month (if applicable), and day number (if applicable); the title of the article; the name of the periodical; the volume number and issue number (if applicable) of the periodical; and the page numbers of the article. You can typically locate the information about the periodical by referring to the first pages.

Article in a journal In the following example, notice that the title of the article is not in italics. The volume, which is in italics, is 31. The issue number is 1; you need to state the issue number if each issue in the volume starts with page 1, as is the case for this journal. (In some journals, the numbering is consecutive within each volume; e.g., if one issue ends at page 486, the next issue in the volume starts at 487.) Notice that references to journal articles do not explicitly indicate "Vol." or "pp."

Price, C. S., Spence, S. H., Sheffield, J., & Donovan, C. (2002). The development and psychometric properties of a measure of social and adaptive functioning for children and adolescents. *Journal of Community Psychology*, 31(1), 111–122.

Article in a professional magazine or newsletter In the following examples, notice that the month of publication is added after the year.

Ottum, P., & Ellis, J. (2001, October). RNABC's nursing practice consultation service. *Nursing BC*, 33(4), 23–24.

Guichon, J. (2002, February). The Olivieri report. *Canadian Bioethics Society*, 7(1), 3–5.

Article in a newspaper The following two examples show how to reference an article in a newspaper — with or without a stated author.

Abraham, C. (2002, March 2). Research on human embryos approved. *The Globe and Mail*, p. A1.

Limits to collecting the DNA of criminals [Comment]. (2002, May 13). *The Globe and Mail*, p. A12.

In the example without an author, notice that the title of the article appears first. Also notice the word in brackets, which shows that the article came from the Comment part of the newspaper.

References to Audiovisual Media

Audiovisual sources include movies, videos, radio, and television. The following are examples to illustrate how such sources are referenced.

Videotape In the following example of a videotape reference, notice that two pieces of information are added to the basic method for a reference to a book. They are "Producers" and "Videotape."

Les Productions La Fête in association with the Canadian Broadcasting Corporation and La Société Radio-Canada, and with the Participation of Telefilm Canada (Producers). (1994). *Trudeau memoirs: Vol. 3. Establishing a just society (1972–1984)* [Videotape]. Markham, Ontario, Canada: PolyGram Group Canada.

Identifying authors' roles Other words that are used for identifying the specific role of the authors of the audiovisual source include "Executive producer," "Writer," "Director," and "Speaker." Like the word "Producers" in the above example, all such words are enclosed in parentheses and placed after the author's initials.

Identifying medium Other words used to identify the nature of the audiovisual source include "Television series," "Television broadcast," "Motion picture," and "CD." Like "Videotape" in the above example, they are placed in brackets and inserted after the title of the source.

Please note that bracketed words in references are not italicized.

References to Electronic Media

Suitable Internet resources This section assumes that you are referring to material from the Internet that is suitable for academic papers, which typically require peer-reviewed journal articles and research reports. Such documents can usually be accessed from specialized databases that are limited to subscribers such as your educational institution's library. Other reliable documents can be accessed through provincial and federal government departments (e.g., Health Canada) and some national or provincial public organizations (e.g., Canadian Mental Health Association). Consult your educational institution's library for further advice about resources on how to evaluate Internet sources.

Basic method For documents retrieved from the Internet, the references are similar to references to print sources. However, for an Internet source there is no stated place of publication, and there are two additional pieces of information at the end of each reference: the retrieval date and the Internet address (the uniform resource locator, URL), as shown in this fictitious example:

Uday, M. C. (n.d.). *Recidivism in Borneo*. Retrieved June 11, 2003, from <http://www.recidivism.org>

In addition, the URL given in a reference should point to the specific page where possible. In the fictitious example, that might involve extending the URL as follows:

Uday, M. C. (n.d.). *Recidivism in Borneo*. Retrieved June 11, 2003, from <http://www.recidivism.org/articles2003/uday.htm>

Most important, the URL must function. It will normally function if it has been copied and pasted from the browser's address window. However, it is important to test it when writing the reference and again before submitting the paper.

No date of publication In the above examples, the reference indicates that there is no stated date of publication (with "no date" abbreviated as "n.d"). Locating information for Internet references takes some care, since Web resources are very inconsistent in style. The information usually appears at the beginning and/or end, but it is sometimes missing, as the example illustrates.

Including section and/or page In the following example, notice that the reference includes the specific section that was cited, "Recommendations for reform." It also includes the page numbers because the document is in a format in which page numbers are constant. (It is a PDF file, as indicated by the "pdf" extension.)

Premier's Advisory Council on Health, Government of Alberta. (2001, December).
Recommendations for reform. In *A framework for reform: Report of the Premier's Advisory Council on Health* (pp. 40–71). Retrieved January, 2002, from http://www.gov.ab.ca/home/health_first/documents/PACH_report.pdf

Article based on a print source In the following example, the article is based on a print source, but you have viewed it only online. Notice the use of "Electronic version" in brackets after the title of the article.

Cole, D. A. et al. (2002). Individual differences in the emergence of depressive symptoms in children and adolescents: A longitudinal investigation of parent and child reports [Electronic version]. *Journal of Abnormal Psychology*, *11*, 156–165.

**Article in a
journal only on
the Internet**

Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention and Treatment*, 3, Article 0001a. Retrieved May 16, 2003, from <http://journals.apa.org/prevention/volume3/pre0030001a.html>

**Article from a
full-text
database**

The following example shows how you can reference a document from an article database:

Rapaport, M. H., Judd, L. L., Schettler, P. J., Yonkers, K. A., Thase, M. E., Kupfer, D.J., et al. (2002). A descriptive analysis of minor depression. *The American Journal of Psychiatry*, 159, 637–649. Retrieved April 28, 2002, from PsycInfo database.

In the above example, the URL does not link to the Rapaport et al. article, which the writer accessed by way of full-text database that the Open Learning Agency (OLA) subscribes to. Instead, the reference states the name of the database. The reader can then use information that is provided in the reference — author, name of journal, year, and title of article — to find the article by means of the database.

In the above example, notice also that the first *six* authors are included in a *reference*. Any remaining authors (in this case “Frank, E., Plewes, J. M., Tollefson, G. D., & Rush, A. J.”) are expressed as “et al.”

APA Style Website

For more information about citing electronic sources, visit “Electronic Reference Formats Recommended by the American Psychological Association,”

<http://www.apastyle.org/elecref.html>.

The APA Style site also includes other useful style information, especially in relation to use of unbiased language. Refer to the following topics:

- **Removing Bias in Language**
 - Disabilities
 - Race & Ethnicity
 - Sexuality
- **Electronic Media**
 - Electronic Media Spelling Guide
 - Electronic References
- **Authorship Aids**
 - Ethics of Publication
 - Determining Authorship: Students

Appendices

Appendix A: Title Page Example

Critical Thinking Skills of College Students in Psychology i

Critical Thinking Skills of College Students in Psychology

Jane Schroeder

Thompson Rivers University

PSYC 201: Research Methods in Psychology

Assignment 3: Research Report

Student #: 10000-55555

June 9, 2003

Appendix B: Contents Page Example

Contents

Background	1
What Is Medicare?	1
Why Is Medicare Popular?	2
Why Is Medicare a Charged Issue?	2
Factors Contributing to the Perceived Ill Health of Medicare	3
Changing Values and Expectations of Canadians.....	3
Media Stories of Ongoing Crisis at All Levels	4
Shortages of Professional Staff.....	4
Rapid Pace of Biotechnological Advances	5
Designer Drug Costs	5
Inadequate Information and Computing Infrastructure	6
Jurisdictional Battles Between Governments.....	7
Consumerism	9
Plausible Solutions	10
Conclusion.....	13
References	14

Appendix C: Reference List Example

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Using Footnotes—Not for Citations or References

Since APA style uses reference citations and references to identify sources, social science papers (like almost all other papers nowadays) do not use footnotes for that purpose. However, you may *occasionally* need to use two other kinds of footnotes:

➤ *Content footnotes*

Sometimes there is a need to express a complex idea without interrupting the flow of the paper. For example, it may be a related concept that many of the readers will need to grasp in order to understand the issue you are exploring. Although it is permissible to use a content footnote for that purpose, first try to integrate the idea into the text — or consider using an appendix.

➤ *Copyright permission footnotes*

Usually you will *not* need to obtain copyright clearance to use short excerpts from other sources in a student paper unless it is going to be published. However, in the event that a copyright holder requests a credit line on the same page as an excerpt, use a copyright permission footnote.

Number all footnotes consecutively throughout the paper. Use superscript numbers.

Further Questions about APA Style

If you have further questions about APA style, consult “Frequently Asked Questions About the Publication Manual of the American Psychological Association,” <http://www.apastyle.org/faqs.html>, or the printed manual.

Some Final Tips

- After drafting your paper, ask a colleague to read it and suggest opportunities for improvement.
- Also put yourself in the place of your readers. Read the paper aloud. Notice whether it is clear, inviting, and smoothly expressed.
- Allow a day or two to revise and edit the paper before you submit it for grading.