



# Writing with APA



# The Jackson Guide to Citation Success

Taharee A. Jackson

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## **The Jackson Guide to Citation Success**

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# Contents

	Introduction.....	1
1	Quick Tips for Getting Started.....	3
	Secrets of Successful Writing.....	10
	“Clear and Correct” Cheat Sheets and Checklists.....	21
2	Citing Sources.....	26
	To Cite or Not to Cite, That is the Question!.....	27
	In-Text Citations – When, Where, and How?.....	25
3	Formatting a “References” List.....	28
	Helpful Websites: 24-Hour Lifesavers.....	33
	Additional Information.....	34
	About the Author.....	35

# Introduction

If you are an Augusta State University (ASU) student who longs to master the art of writing, citing, and receiving better grades on collegiate papers, keep reading. This handbook was conceived from the faculty's pure care and concern for you, the ASU student.

As a new faculty member in the fall of 2005, I noticed: 1) an extreme deficiency in students' ability to navigate the expectations of professors on writing assignments, 2) an inability to correctly use and cite reference materials, and 3) a general sense of student angst about the pressures of producing quality research-based papers. Many students had not been introduced to the American Psychological Association (APA) system of citing sources, and students – regardless of academic level (undergraduate and graduate) – were apprehensive about what professors expected of their writing overall. As my courses progressed, I found that it was not only grossly unfair to hold students accountable for what they had not yet been taught, but also completely senseless to deduct points for mistakes in referencing that were innocently made. So here we are.

This handbook is for the serious student who genuinely desires to succeed at writing papers based in the Social Sciences. Most of the assigned writing you will complete for courses within the ASU College of Education will be grounded in the field of Psychology. Thus, it will be tremendously beneficial for you to know and understand how to research, read, and reference sources that originate in Psychological journals. Psychology-based writing – and writing in on the whole – can be a terrifying endeavor for those who are far removed from their last schooling experience, for those who never quite mastered writing, and for those who continually find themselves afraid to write because they simply do not know what to do. This one's for you.

If you continue reading, this book will help to hone your writing skills in many ways. You will learn the:

- 1) Basic elements of writing, which most professors (including those at ASU and myself) expect to see and *value* in collegiate assignments**
- 2) Underlying rationales for the APA, and all citation systems**
- 3) Exact methods of formatting your references so that your proud, scholarly work can be followed, understood, and appreciated by all who are fortunate enough to read it!**

Effective and exemplary writing skills do not appear overnight. Rather, with the careful consideration of the ideas contained in this handbook, along with patient and perseverant practice, you can indeed conquer this thing called writing. Furthermore, you will eventually find that the rules of writing are common-sensical, user-friendly, and easy to remember. Knowing how to write in a clear and universally-understandable fashion is one of the best skills you could ever possess. So please, do not simply learn these rules of writing with a better grade in mind. Also consider the personal sense of accomplishment that comes with knowing how to convey your most important ideas to anyone in the world.

The primary goal of this handbook is to provide you with a veritable “cheat sheet” of those aspects of writing valued by professors, instructors, editors, and readers at ASU and everywhere. This handbook is laden with helpful tips, direct advice, and clear instructions for how to turn each paper you write into a masterpiece deserving of high praise *and* high marks. Additionally, as you learn, absorb, and practice these skills, you will ultimately become your best proofreader. If you follow the rules of this handbook, and subsequently catch and correct these commonly-made mistakes in your own work **before** you submit it, you will be well on your way to academic and personal success.

Good luck and off you go! It is my pleasure to bring you the “*Secrets of Successful Writing*” from the first-hand perspective of a university professor who grades written assignments for a living. On behalf of all faculty and instructors at ASU, we look forward to reading your work!

# 1

## Quick Tips for Getting Started

Alas, the time has come to open a “New Document” and get started on that \_\_\_ - page paper that is due soon. Opening a blank, white page in a word processing program can be, quite possibly, the most daunting task of any post-secondary student who has, at some point in their life said, “*I’m not a writer*” or “*English just isn’t my thing.*” Unfortunately for you, the paper will *still* be due on the deadline and your grade will *still* hinge on how well your collegiate instructor liked it. In this beginning chapter, you will find the starting, “secret” elements of what makes a written assignment truly more likeable to professors like me, or to anyone who reads your paper.

### **1: Start early! Procrastination does not pay!**

The first question you should honestly ask yourself before you even *begin* to click on the command for “Blank Document” is, “*When is this paper due?*” The WORST thing you can do for yourself concerning any written assignment – even if its length is just one paragraph or a page – is to procrastinate, wait until the last minute, and leave yourself the most minimal amount of time possible. This never pays! First, the quality of your paper suffers because there is no time to dedicate full thought to its content. Second, you are more likely to present weak, poorly-researched arguments which had no time to be fully supported by thorough and well-documented background information. And last, but certainly not least, THERE IS NO TIME FOR THE PAPER TO GET COLD.

When you finish a paper a week, a few days, or even ONE day sooner than its deadline, you allow the paper time to “marinate” or to “get cold.” When you revisit a paper after it has gotten “cold,” you are far more likely to correct unseen mistakes, fix erroneous or difficult wording, and edit the paper as objectively as someone who hadn’t seen the paper at all. The benefits of allowing your mind time enough to “forget” about the paper and revisit it anew are priceless. You spare yourself of the all too common dangers of procrastination: 1) having your alarm clock NOT go off and missing the class in which it was due, 2) having your computer or printer “crash” at the last minute, 3) not being able to print the document on campus

when “the document was just fine at home,” and finally, the most disgusting social faux pas of them all, 4) opening the document in the campus computer lab, but only to find that the newly selected font is the highly illegible “Wingdings” or “Dingbats!” So please, by all means, develop the habit of completing assignments AT LEAST one day prior to the deadline. You will find that your ability to edit, correct, and catch mistakes which would have otherwise cost you points and letter grade demotions will pay off big. Furthermore, you will not have to worry about making weak excuses for yourself come the due date of your paper!

**2: Title your work! And make it enticing while you’re at it!**

One of the most difficult temptations to resist, when writing papers for a course, is titling your work in as bland a manner possible so as to not confuse the professor about which assignment you are completing. I have read more papers with titles such as:

*Field Experience 1*

*Essay 3: The first day of my field experience*

*Teacher Interview*

*Assignment #4*

*Mid-Term Paper*

Not too tantalizing, ay? Then can someone please explain why collegiate students often think that conspicuous titling trumps creative titles? Think of it this way: consider the current and all-time best-selling books. Do they have titles such as these? Absolutely not! They have clever, pithy titles that entice us to read more. Titles that make us salivate to find out just what they allude to! Some of the best books I have read lately have THESE titles:

*Who Moved My Cheese?* (Yeah! Who moved it! And whose cheese?)

*The 7 Habits of Highly Effective People* (Yes! Sign me up! I want to be one of those!)

*Why are all the Black kids sitting together in the cafeteria?* (Oh my goodness! Why are they? Tell me!)

*Finding God at Harvard* (You mean He was actually there? How did I miss Him!)

Do you see the difference? The titles in the first list are dry, bland, dull, boring, and every other pejorative I can use to describe uninviting and a total turn-off to pick up and read! The second list, however, consists of books I have actually purchased (some more than once) because the title alone lured me in. So, if the first favor you can do yourself is to start on assignments early and let them get cold, believe me, as a university professor who sometimes has trouble reading sixty or more papers and keeping a positive attitude about it, the second best thing you can do for yourself is to PLEASE TITLE YOUR WORK – AND MAKE IT INTERESTING WHILE YOU’RE AT IT!

**3: Make the first sentence a teaser! Give me a reason to read the rest!**

You began your assignment early to ensure quality, you gave your paper a title that was interesting and one that “reels me in.” Now, how do you make your paper even more distinct, memorable, and appealing to your professor? Make the very first thing your reader sees delicious! If you are a collegiate student in a class with more than, say, even ONE other student, the best way to make your work lackluster and a chore to grade is to start with a boring fizzle. Papers that begin with sentences like these:

*“For my first field assignment, I observed a group of children at ...”*

*“For my teacher interview, I spoke with Mrs. Jones after school.”*

*“This paper is about my experiences observing the elderly at...”*

*“My assignment is about administering IQ tests to children...”*

start with a fizzle, not a BANG! Consider these sentences:

*“She sat three rows back, first seat on the left. Her name was...”*

*“Whose responsibility is it to teach children with special needs?”*

*“I never knew that a Kindergarten class could be so dangerous.”*

*“Mrs. Jones wanted to be a teacher ever since she could remember.”*

As you can see, the difference between the first and second set of paper-openers is obvious. The first set of sentences is boring, overly descriptive, too focused on explaining the assignment, and too uninteresting to make their subsequent bodies memorable. The second set, however, draws you into a story – even though these are still just collegiate papers about field experiences and teacher interviews– whose ending you cannot *wait* to uncover.

Remember, professors are human! What's more, most instructors who read your papers at this level are avid readers, or they read far more materials than the average person by virtue of their academic, book-based profession. If you think for one moment that you can begin a paper in a bland way and limit your audience to just the professor who is teaching the class and grading the paper, you are WRONG! If anything, your goal should be to make your paper more interesting, more telling, and more vivid than any other paper in your professor's thick stack! Your paper is one of MANY, and if you do not do your part to make it tantalizing, inviting, and distinct, you can count on earning a mediocre grade that reflects the pitiful level of interest you were able to spark with weak openings.

**4: Avoid lazy language! Do NOT limit your audience to one person!**

One of the primary reasons students so frequently fall into the problem discussed in Section 3 – starting sentences with a fizzle – is because they form the habit of “writing to the professor.” This is a deadly mistake. When writing any paper, even if you KNOW in your heart of hearts that only one professor will read it, you should always PRETEND that you are writing a paper which can be *left* on any coffee table in the world, *picked up and read* by anyone in the world, and *understood* by anyone in the world. This little trick involves several things:

- 1) ***Give enough background information on the subject so that no single textbook, lecture, or in-class discussion is a prerequisite for understanding the paper.*** In sum, you should be general enough in your treatment of a topic so that someone NOT in the field of education, NOT in your class, and NOT in contact with you could read and understand your main ideas and points. When you are too technical (use too much jargon), too personal (address the professor directly), and too specific in referencing the assignment (“*For my field experience, I observed children...*”) you automatically limit your audience – and in turn, your paper's interest – to only one person...your professor. This is a proverbial no-no if you wish to become an excellent writer. Best-selling books are best-selling books because you do not have to belong to a particular field, be enrolled in a particular class, or have access to any “exclusive” materials or ideas to understand and appreciate what is being written about.

- 2) ***Do not use rudimentary, slang, or hip language that will exclude certain readers.*** Remember, your goal is to make each writing piece you produce legible and widely understandable to anyone and everyone. One of the quickest ways to make your paper a widespread “turn-off” is to use simple language, colloquial slang, and hip, or generationally-specific language that is not universally understood. Examples of words to avoid follow.

Rudimentary/Simple Language. Avoid using:

<i>Really</i>	<i>A lot</i>
<i>Very</i>	<i>So</i>
<i>Good</i>	<i>Bad, etc.</i>

Instead, try using more descriptive and creative synonyms that more accurately summate what you are trying to say. Instead of *so funny*, say “hilarious.” Rather than *really good*, use “excellent,” “fantastic,” or “outstanding.” By all means, do not search through a thesaurus, find words whose meanings you are unfamiliar with, and embarrassingly misuse them in a paper. Rather, replace simple language with words you know, but with terms that are more sophisticated than those listed above.

Colloquial Slang. Please avoid including:

<i>Ya’ll</i>	<i>Fixin’ to...</i>
<i>Wicked</i>	<i>Hella</i>
<i>Gals</i>	<i>Yonder, etc.</i>

Slang and regional expressions are present in every corner of our nation – not just in the South. In writing, however, it is important to NOT mix what is common, regional, and verbal pride with what would be lazy, unintelligible, and laughable slang to others. Keep your audience and level of understandability as wide as possible.

Hip/Generational/Pop-Culture Sayings. Please exclude in writing:

*For real*  
*Totally*  
*Cool*  
*Groovy*

*Sweet*  
*Off the hook*  
*Work my last nerve*  
*The bomb, etc.*

Rather than these, use expressions that cross generational understanding, and include words that do not require exposure to youthful phrasing or quotes from pop-culture media. If your reader needed to have seen a movie, television show, or music video to understand your words, your phrasing is too limiting and inappropriate. Feel free to use these expressions as direct quotes that represent vivid, verbatim statements from someone other than the writer, but never use such language as your primary mode of written communication. These colorful words can indeed capture the spirit of what someone else said, but never use these terms as part of your academic writing.

Lazy language is no fun to read. It clouds your thoughts, muddles your ideas, and excludes your work from being understood by many different types of readers. Avoid lazy language by having your paper proofread by your children, parents, and grandparents. If all three generations understand its language, phrases, and overall content, you have passed the test for universal appeal!

**5: Be your own editor/proofreader! My job is to grade, not to correct!**

Are you aware that, at the collegiate level, my job as a professor is not to simply “correct” your papers? Correcting papers is more appropriate at the K-12 levels of schooling. Rather, in collegiate settings, my job as a post-secondary instructor is to discern, evaluate, and assess the ideas you present on paper. The only reason professors end up CORRECTING papers is because things such as typographical errors (typos), grammar misuse, problems with mechanics, and the OVER-RELIANCE OF STUDENTS ON SPELL CHECK AS THEIR ONLY PROOFREADER, all get in the way of our ability to navigate through and gather your ideas. In my courses, students do not ordinarily lose points because they did not complete the assignment, follow instructions, answer the research question, or present

viable ideas. No. My students receive less than venerable marks because of a *combination* of faulty formatting and MISTAKES, where typos and grammatical errors assume the bulk of the culpability for lower grades.

Students, you MUST BE YOUR OWN EDITOR AND PROOFREADER. Realize that, by the time I receive your paper, you should have read it several times, gathered the input of peers and family, and corrected it a FINAL time after gleaning the critical ideas of others. The most significant pet peeve of mine, as a collegiate grader, is my angry uncovering that I am the *first* person to have read your paper after you pressed “Print.” That you did not even read it before submitting it! I can always tell! Please refer back to Section 1 concerning ALLOWING YOUR PAPER TO GET COLD for the rationale behind finishing assignments early and how this can help you to avoid my wrath as an unhappy, “first-time reader.” When you submit a paper, I should be reading a highly scrutinized masterpiece – not a warm, freshly printed, UNSTAPLED piece of poo.

In the next section, you will learn at least 22 principles of solid writing, or the elements of writing to either practice or avoid in your future works. Those 22 principles, coupled with what lies in these five sections, should be enough to help you achieve a higher level of written facility in addition to improved grades. Better writing is that much closer to you...

# Secrets of Successful Writing

I let an enormous sigh of relief when I first learned that the “*Secrets of Successful Writing*” were really not secrets at all. I was so relieved to discover for myself that, truly, these “secrets” were no more than grammar rules revisited, writing guidelines I had once learned but forgotten, and common-sense tips on how to pear down, say less, and be more succinct. During the course of my teaching I have developed several “Writing Tips” for students, but when I encountered “*Kaplan’s 22 Principles of Effective Writing*,” I knew I had stumbled upon a much better version of what I had been compiling these last years. Thus, in this section I bring you 21 of Kaplan’s 22 principles, which can all be found in:

Kaplan GRE 2005. (2004). New York, NY: Kaplan Publishing.

## **“Principle 1: Avoid Wordiness”**

The mark of an excellent writer is being able to say exactly what you mean in the fewest words possible. Do not make the mistake of using excessive words or phrases when one or two words will suffice. Phrases to avoid are:

<i>the fact that</i>	<i>at the present time</i>
<i>at this point in time</i>	<i>take into consideration</i>
<i>of the opinion</i>	<i>the reason is because</i>

You cannot hope to practice clear and succinct writing if wordy phrases such as these constantly cloud your reader’s vision of simpler terms and more lucid ideas.

## **“Principle 2: Do Not Be Redundant”**

Avoid repeating ideas, especially within the same phrase. Kaplan (2004) lists the following phrases as “common redundancies” (p. 143):

<b>REDUNDANT</b>	<b>CONCISE</b>
<i>refer back</i>	<i>refer</i>
<i>few in number</i>	<i>few</i>
<i>small-sized</i>	<i>small</i>

*REDUNDANT*

*grouped together*  
*in my own personal opinion*  
*end result*  
*serious crisis*  
*new initiatives*

*CONCISE*

*grouped*  
*in my opinion (or avoid first person)*  
*result*  
*crisis*  
*initiatives*

Eliminate redundant terms by carefully considering the meaning of words, then choosing the most concise term or group of terms in your work.

**“Principle 3: Avoid Needless Qualification”**

Most writing is undertaken to present a persuasive position to a reasonable audience. Do not use “watered down” or “fudge” words to soften your argument or make it more palatable to those who may disagree. Your job is not to please everyone all the time – just to convince as many people as possible that what you believe is worth considering. Use these “softening” words sparingly, as they tend to enervate your position:

<i>fairly</i>	<i>rather</i>	<i>relatively</i>
<i>possibly</i>	<i>seems to be</i>	<i>a little</i>
<i>a certain amount of</i>	<i>somewhat</i>	<i>very</i>

Additionally, do not “qualify words that are already absolute” (p. 144)

*INCORRECT*

*more unique*  
*the very worst*  
*completely full*

*CORRECT*

*unique*  
*the worst*  
*full*

**“Principle 4: Do Not Write Sentences Just to Fill Up Space”**

Refer back to “Quick Tips for Getting Started” on boring openers that start with a fizzle instead of a bang. The concept here is simple: Say what you have to say and don’t announce it, dance around it, or write about the writing – or do what I call, “Meta-Writing.” No reader needs an announcement of the assignment (*For my teacher interview, I spoke to Ms. Jones*), a reminder that you are about to switch literary gears or change the subject (*Now I am going to talk about my experience with the other teacher*), or rhetorical questions you never get around to answering (*And whose responsibility was*

*it to sweep the classroom floor anyway?*). Each of these tactics fills up useful space within a paper and bores the reader stiff. By all means, find the most succinct way of arguing your opinion, telling your story, or explaining a phenomenon, but do not take all day and extra space to do so! Keep your writing clear, short, and most of all, down to the bare essentials of what needs to be said!

**“Principle 5: Avoid Needless Self-Reference”**

Unless absolutely necessary, avoid referring to yourself. You will be writing and submitting works as representations of your thoughts and ideas. Thus, that you are presenting your own opinions is obvious! You do not need to state this or point it out in any way! And by all means, PLEASE AVOID:

*I believe*

*I feel*

*In my opinion*

*My thought is that*

*What I think is*

*If I had it my way*

All these phrases are redundant because the fact that you wrote the paper is enough to convince the reader that you have an opinion about something. You need not overstate your beliefs.

**“Principle 6: Use the Active Voice”**

Passive voice is difficult to read, hard to follow, and altogether confusing. Avoiding self-reference is preferred, but if it means changing a sentence from:

*For this experiment, the author observed four monkeys.*

to:

*I observed four monkeys as the subjects of my first experiment.*

then by all means, use first person! Passive voice is a way to shift emphasis from the doer to the deed, and this makes papers much less interesting than the clear action described by active voice! The difference between:

*The experiments were conducted by me.*

and:

*I conducted four experiments, and they were all robust.*

is major! Keep readers engaged, involved, and certain of who is performing what action.

### **“Principle 7: Avoid Weak Openings”**

Please refer to “*Quick Tips for Getting Started*” for additional examples of this principle. I strongly discourage you to begin sentences with:

*There is*

*There are*

*It is*

Begin sentences like you mean it! Be direct, reasonably opinionated, and strong in your resolve to persuade others to think like you!

*Teachers should receive more training, better pay, and fewer commands from administration.*

*Children must be disciplined in a fair and consistent manner.*

*Parents are responsible for their children’s eating habits.*

In the aforementioned sentences, there is no room for doubting what you believe!

### **“Principle 8: Avoid Needlessly Vague Language”**

The mark of an outstanding writer is their ability to be precise, exact, and unafraid of details. When I am writing letters or recommendation, for example, it serves no purpose to write things such as:

*She is a fine student.*

*He is a very nice man.*

*She will make a good teacher.*

There are no examples, no strong argument for the subject’s character, and no real reason to remember ever having read such a weak and vague letter. These sentences:

*Melanie attends class regularly and engages me in critical debate.  
Everton's demeanor is polite, pleasant, and respectful.  
Kimberly will be a nurturing, enthusiastic, and self-reflective teacher.*

on the other hand, give the reader (who in my case, is usually a potential employer) solid evidence for why this person should be considered for admission, employment, or acceptance to their organization. Vague language gets you nowhere – be it in a paper or in the real world!

### **“Principle 9: Avoid Clichés”**

Verbal clichés are tacky, common phrases that amount to the equivalent of a bad literary joke. The expressions are old-hack, no longer funny, and certainly not clever. Please avoid examples like these:

*Beyond the shadow of a doubt  
Finding a needle in a haystack  
Fit to be tied  
Teach an old dog new tricks  
A stitch in time...  
An ounce of prevention...  
Six in one hand, half a dozen in the other*

Clichés take up needless space, add little to your argument, and often make you sound like an old-fashioned wiseman.

### **“Principle 10: Avoid Jargon”**

Again, refer to “*Quick Tips for Getting Started*” for additional examples of confining, audience-limiting jargon to avoid in academic writing. Words belonging to a special field (Computer Science, Education, etc.) should be avoided unless fully explained and absolutely relevant to the subject of your work. If you have ever read government tax law, business contracts, or computer installation instructions, you may have found yourself confused, frustrated, and lost in the highly technical terms. Since you know what that feels like, be sure to use that same empathy when evaluating your inclusion of any specialized, technical, or “excluding” language in your written assignments. Additionally, remember to avoid “writing to the professor” who may very well know the words and context of your paper. However,

just because your instructor can readily decipher what you are referring to certainly does not mean you have produced a paper that can be widely read and appreciated as it should.

**“Principle 11: Pay Attention to Subject-Verb Agreement”**

Subject-verb agreement is easily botched in long papers where lengthy prose is found. Be SURE to double check the singularity or plurality of all subjects and verbs BEFORE submitting a paper. If a reader gets lost in the verbiage, the understanding of your ideas is doomed!

*INCORRECT*

*There are a set of laws that we can refer to.*

*The blunders of a professor, however masked, is easy to notice.*

*The data presented by UGA is flawed. We have more graduates!*

*CORRECT*

*There is a set of laws that we can refer to.*

*The blunders of a professor, however masked, are easy to notice.*

*The data presented by UGA are flawed. We have more graduates!*

Pay special attention to these examples and how easily the “INCORRECT” sentences read, even though they were flawed. You MUST take note of your subjects and verbs throughout a paper to ensure quality and correctness.

**“Principle 12: Pay Attention to Modification”**

Beware the dangling and misplaced modifier! Many times, where there is much detail to include in a sentence, words and phrases seem to “float” in the sentence because it is unclear who or what they are referring to. This makes sentences quite tricky to read, and even more arduous to decipher!

*1) John and I agreed to eat a Carabba’s dinner in the car.*

*2) Allie and I sat talking about the students in the office.*

In example 1, did John and I agree while we were in the car to eat a Carabba’s dinner? Or did we decide to eat the dinner we got at Carabba’s in the car because it is “Smoking” restaurant? The placement of the words makes it unclear. In the second example, did Allie and I talk about the students who WORK in the office while we were sitting? OR did we talk

about the students we TEACH while we sat in our shared office?  
Confusing, I know. Rephrasing sentences makes meaning much clearer.

- 1) *While we were in the car, John and I decided to eat at Carabba's.*
- 2) *Allie and I discussed our students as we sat talking in our office.*

### **“Principle 13: Use Pronouns Carefully”**

The misuse and misplacement of pronouns can make writing altogether taxing to read. As a reader, I do not want to spend time figuring out who performs what action! In the following examples:

- 1) *The professor told the student her writing was awful.*
- 2) *If the baby drops the sticky sucker on his shirt, throw it away!*

not much is clear here. In example 1, Whose writing is awful? Is it the student's writing, or that of her female professor? In example 2, should we throw away the baby's sucker because he cannot handle it? Or should we throw away the soiled shirt because Mom does not want to clean it? Not clear, ay? Try these sentences for clarity:

- 1) *Professor Long told Amy she would have to improve her writing if she hoped to pass the course...*
- 2) *If Brayden drops the sticky sucker, throw it away immediately!*

In this set of examples, there is no question as to what is transpiring. Keep your writing as clear and specific as this!

### **“Principle 14: Use Parallelism Correctly”**

One of the most common errors I see in my students' writing is their tendency to get “lost” in long lists. That is, if you have an enumerated list or string of three or more items, be sure the lead term for EACH item in the list agrees. Also consider reorganizing phrases for better meaning. Examples:

*INCORRECT*

*My bed is sturdy, comfortable, and it only costs a little more.*

*All ASU students should study writing, drawing, and how to build.*

*CORRECT*

*My bed is sturdy and comfortable, and it only costs a little more.  
All ASU students should study writing, drawing, and building.*

The improved clarity in the lists, set off by commas, makes a great difference.

**“Principle 15: Do Not Shift Narrative Voice”**

You must determine the “voice” of a paper before you begin. You may refer to yourself, ASU students on the whole, society at large, the ambiguous “one,” or the entire world – but not all at once! Avoid shifting from *I* to *you*, *one*, *we*, or *they*. Choose one perspective and stick to it!

*INCORRECT*

*I have noticed at ASU that one must truly have a study group if she hopes to succeed with the rest of us.*

*CORRECT*

*Students at ASU must participate in a study group if they wish to succeed.*

**“Principle 16: Avoid Sentence Fragments and Run-On Sentences”**

Fragments can sneak up on a writer if he or she is not particularly strong at connecting thoughts. Run-ons occur when the writer is not well-versed in truncating sentences to make them more reader-friendly. Verbose writers have a difficult time gauging when readers have had enough in a single chunk. Consider the following:

*FRAGMENT:*

*Teaching to the test. That is the problem in schools today*

*CORRECT:*

*The problem in schools today is “teaching to the test.”*

*RUN-ON:*

*Teaching to the test is the problem in schools today teachers are no longer being creative, but constantly worried about how to cover curriculum.*

*CORRECT:*

*“Teaching to the test” is the problem in schools today. Teachers are no longer being creative because they are constantly worried about how to “cover curriculum.”*

The correct, clarified statements read MUCH better than incomplete, jumbled ones.

**“Principle 18: Use Commas Correctly”**

Commas help divide thoughts into understandable components or set-up the structure of a list. Please consider their use (or omission) in these examples:

*INCORRECT:*

*Karen brought nails glue scissors and chalk.*

*The new car albeit far too expensive was all she ever wanted.*

*Even after careful consideration of all the candidates McKenna was hired instead.*

*CORRECT:*

*Karen brought nails, glue, scissors, and chalk.*

*Karen brought nails, glue, scissors and chalk.*

*The new car, albeit far too expensive, was all she ever wanted.*

*Even after careful consideration of all the candidates, McKenna was hired instead.*

As you can see, commas separate and visually organize information as well as help the reader anticipate much needed pauses or breaks in thought.

### **“Principle 19: Use Semicolons Correctly”**

The semicolon is a much-avoided method of punctuation because most students are afraid of misusing it. Semicolons replace the words *and*, *or*, or *but* and “link two closely related independent clauses” (p. 166).

#### *INCORRECT:*

*Elliot has never been married before; and Sasha has.  
Ski enthusiasts should be prepared for a fall on the mountain,  
however, you can never get a Black Diamond skier to listen!*

#### *CORRECT:*

*Elliot has never been married before; Sasha, on the other hand, has.  
Ski enthusiasts should be prepared for a fall on the mountain;  
nevertheless, you can never get a Black Diamond skier to  
listen!*

### **“Principle 20: Use Colons Correctly:”**

Much like its sister punctuation, students avoid using colons due to fear. Colons, however, alleviate the taxing awkwardness of long verbal lists and clarify meaning where a string of items is connected. Consider the following examples:

#### *INCORRECT:*

*College students are often guilty of the following, drinking, partying,  
and skipping class.  
This is what I purchased on my shopping trip, running socks, scarves,  
and hair supplies.*

#### *CORRECT:*

*College students are often guilty of the following: drinking, partying,  
and skipping class.  
This is what I purchased on my shopping trip: running socks, scarves,  
and hair supplies.*

Colons aren't so scary after all – especially when they are accompanied by the helpful, reminder phrases: *the following*, *as follows*, *namely*, or *this*.

**“Principle 21: Use the Apostrophe Correctly”**

Apostrophes are appropriate when using the following: contractions and possessives. Avoid using contractions in academic writing, and PLEASE KNOW THE DIFFERENCE BETWEEN A CONTRACTION AND A POSSESSIVE!

*SPELLED OUT:*

*You are*

*Who is*

*It is*

*CONTRACTION:*

*You're*

*Who's*

*It's*

*POSSESSIVE:*

*Your purse*

*Whose line?*

*Its tail*

*SINGULAR POSSESSIVE:*

*The boy's face*

*Mr. Clever's truck*

*PLURAL POSSESSIVE:*

*The boys' faces*

*The Clevers' truck*

# “Clear and Correct” Cheat Sheet and Checklists

Please use the following checklist to write, correct, and proofread your paper before submitting it for a grade. Your professor will enjoy it so much more!

## General Checklist 1

- \_\_\_\_\_ 1. I began my assignment in plenty of time to finish BEFORE the due date.
- \_\_\_\_\_ 2. I gave my work an interesting and enticing title.
- \_\_\_\_\_ 3. The opening sentence of my paper is a teaser. It is resolute, inviting, and urges my reader to continue.
- \_\_\_\_\_ 4. I organized my paper into distinct paragraphs with topic sentences clearly at the helm of each section. I have NOT lumped all of my thoughts together and produced one or two long paragraphs, or what is known as a “stream of conscience.”
- \_\_\_\_\_ 5. I have consulted “*Kaplan’s 22 Principles of Effective Writing*” and checked for violations of those rules.
- \_\_\_\_\_ 6. I cannot find the words: *very, good, bad, a lot, and really* anywhere in my work.
- \_\_\_\_\_ 7. I have avoided slang and eliminated lazy language.
- \_\_\_\_\_ 8. I have used this handbook to double check parenthetical citations and my reference list.
- \_\_\_\_\_ 9. I have asked a peer, child, friend, and family member to read my paper BEFORE I hand it in.
- \_\_\_\_\_ 10. I have proofread my paper from start to finish well before the deadline. I have not relied solely on Spell Check and I am confident I will receive a passing grade!

## Final Checklist 2

### Initial Set-Up

- Page Numbering.** Form the habit of inserting page numbers or headers/footers before you begin typing. Engage the line-numbering feature for a draft.
- Reference Indentation.** As soon as you type “References” on the page, set the indentation for an automatic hanging indent. NEVER use hard returns to format your reference list.

### Spelling and Typographical Errors

- Spell Check.** Pay special attention to misspelled authors’ names, word spacing, and misspellings. Remember to edit manually with human eyes, as Spell Check does not highlight misused or incorrect words. *Example:* Homophones such as “there” and “their,” will not engage a Spell Check mechanism.

### Grammar, Usage, and Mechanics

- Vague Pronoun References.** Avoid beginning sentences with “There is...,” “There are...,” or “It is...” Find and change as many instances of “it” as possible.
- Run-Ons and Lengthy Sentences.** Truncate run-ons to form shorter, more succinct sentences. Avoid constructions with an overabundance of commas and dependent clauses.
- Active Voice.** Convert passive voice constructions to the active voice whenever possible.
- Indentation of Quotes.** Remember that quotes 40 words (*Old Rule: 5 lines of text*) or more should be double or block-indented, and do not require quotation marks.
- Topic Sentence Flow and Organization.** Check the organization of your paper against an outline or organizational plan by reading only the topic sentence of

each paragraph for coherence and flow. If it does not make sense, you have strayed from the outline or need to reorganize the piece.

- **Write for a Wider Audience.** Provide enough background information on the topic such that no single textbook, discussion, or localized experience is a prerequisite for understanding the paper. Assume and write for the widest appropriate audience.
- **Remove Rudimentary Language.** Find and change all instances of rudimentary and simple language, and exchange terms for more succinct, sophisticated terms. Remove all instances of: “really, very, a lot, so, bad, good,” etc.
- **Avoid Needless Self-Reference.** Find and eliminate all phrases such as: “I believe, I feel, In my opinion, My thought is that, I argue, My contention is...” First-person positioning is implied in your writing; use such phrases only when necessary.
- **Subject-Verb Agreement.** Double check the agreement between *all* subjects and nouns, particularly in strings of lengthy phrasing or in complex sentences. *Example:* “The blunders of a professor, however masked, **is** easy to notice” → The blunders of a professor, however masked, **are** easy to notice...”
- **Use Parallelism Correctly.** Check all strings and lists separated by commas to ensure that each term in the list agrees. *Example:* I enjoy reading, writing, and how to edit. → I enjoy **reading, writing, and editing.**
- **Et al (Period).** The period is situated after the “al.” and not the “et”. → et al.

### APA and References

- **Reference Correspondence.** Be sure that every reference in parenthetical citations is included in the references list. Conversely, make sure that no citation in the reference list is missing from the paper. Use the “Find” (Ctrl + F)

feature to check the presence of all citations in the body of text and in the references list.

- **Alphabetization.** Check the alphabetized order of parenthetical citations and those in the reference list.
- **“And” or “Ampersand.”** Be sure that all parenthetical citations with multiple authors contain an “&,” and all in-text references contain the word “and.” *Example:* ... (Goolsby & Fortson, 1999) versus “Goolsby and Fortson (1999) disagree...”
- **Footnotes and Endnotes.** Ensure that for every numerical footnote or endnote, there is a coordinating explanation on the page or at the end of the piece. Add the footnotes and endnotes as you produce text, and avoid writing them at the end of a work.
- **Headings and Subheadings.** Follow the APA guidelines for 5 headings that follow:

#### CENTERED UPPERCASE HEADING

Centered, Uppercase and Lowercase Heading

*Centered, Italicized, Uppercase and Lowercase Side Heading*

*Flush Left, Italicized, Uppercase and Lowercase side Heading*

*Indented, italicized, lowercase paragraph heading ending with a period.*

- **No Issue Number for Continuous Pagination.** For journals that use continuous pagination, check to see that you have NOT included the issue number after the volume. Example: *Teachers College Record*, 28, 1784-1801.
- **Place All Punctuation after the Reference.** Be sure that all end punctuation follows the final parenthesis after each

citation. *Example:* ...contemporary schooling. (p. 273)  
→ ...contemporary schooling (p. 273).

- **Capitalization in References.** As tempting as it is, be sure to avoid over-capitalizing titles in the reference list. Double check to see that you have ONLY capitalized the lead term of the entry and the first term after the colon. Conversely, capitalize each term of a journal title and other appropriate terms such as *African American*.
- **Italicization.** Check to see that you have ONLY italicized a journal title and the volume number, and NOT the issue number if there is one. *Example:* ...*Journal of American Psychology*, 39(2), 231-278.
- **Remove all Hyperlinks.** For references that include a website URL, be sure to right click on the web address and “Remove Hyperlink.” Otherwise, these addresses will print as underlined, and in blue ink.
- **Seriation and Lists.** For elements in a series within a paragraph or sentence, use the (a)...(b)...(c)...construction. Use the 1...2...3...enumerated construction for numbering separate paragraphs within a series, listing the steps in a procedure, or itemizing the conclusions of a study.

*\*For more on Writing with APA, please visit Dr. Frank Pajares’ website at: [www.des.emory.edu/mfp/ClassesMFP.html](http://www.des.emory.edu/mfp/ClassesMFP.html)*

## 2

# Citing Sources

Now that you have conquered the art of knowing how to write, your next mission is to learn how to cite! You will undoubtedly complete papers for instructors who ask you to “back up” your opinions with research. This is no slight to you. No doubt you are an honest and trustworthy person! It’s just that every serious scholar who takes the time to pen a written work whose content seeks to persuade others **MUST** also take the time to find, provide, and present the proper evidence for his or her position. You are no exception!

In academic writing, you are frequently asked to find sources, or “evidence” to support your stance on a certain topic. It is not that your instructor or reader does not believe you. Rather, it is that many researchers, scholars, and experts in the field have ideas that are similar to or disparate from your own. If you are a responsible and careful writer, you will take the time to find these credible researchers and their articles, and you will use their prior knowledge on the topic to your advantage!

Citing and using references in academic writing is an obligation. Your opinion is valuable, but if you hope to reach a wide audience and be powerful in your statement-making, you must have evidence to support why you feel a certain way, and why others should join the bandwagon. In law, a prosecutor must mount evidence against a defendant before juries will even *consider* convicting the alleged criminal. Can you imagine a lawyer who simply comes to court, presents his personal opinion with no supporting evidence, and expects a “guilty” conviction? HA! Quite laughable, yes? Well writing is the same way. You **MUST** do your research, find evidence that supports (and refutes) your opinion, and subsequently dissect them all for the benefit of winning allies in your readers. Remember, do not take having to cite sources personal. Consider it an opportunity to build an even stronger case for what you already think is true and worthy of being heard!

# To Cite or Not to Cite? That is the Question!

The ideas incorporated in this section are largely inspired by the following publication:

Harvey, G. (1998). *Writing with sources. A guide for Harvard students*. Indianapolis, IN: Hackett.

One of the most frequently asked questions in my courses is “*Do I have to cite this or that?*” My general rule for citing is this:

**“Cite everything...all the time! Just in case! Leave no room for doubt! Let me, as your grading instructor, strike through your citations if they are unnecessary!”**

■ Taharee A. Jackson, 2005

There are obvious circumstances for when you should cite information, and they are as follows:

1. When you include factual information you retrieved from a source
2. When you use someone else’s words or ideas verbatim
3. When you summarize, synopsise, or paraphrase ideas you gathered from someone else’s work
4. When you include someone else’s study, survey, or data

The circumstances under which you should cite the above information is clear. What is not as clear, however, is when NOT to cite. There are a few concrete examples of when to write without worry, but in all other cases of question, I err on the side of giving credit where credit is due. I am a product of all I see, hear, and read, and I never leave the issue of credit to chance. The following are, however, instances in which you can safely skip the citation:

1. **Quoting the Bible.** Be sure to include book, chapter, and verse if you must, but you need not include the Bible as a parenthetical (in-text) or reference list citation. (e.g. The Golden Rule)

2. **Common Knowledge.** Facts that are known by most people (dates, the structure of government, popular theory, and information easily obtainable in dictionaries, etc.) need not be cited. Facts only known by you, however, (such as the characteristics of a child with Autism because your son has that special need) are not common knowledge and should be cited as though they were originally learned through research.
  
3. **Parts of Everyday Speech.** The title of this section, as you notice, is a reference to William Shakespeare’s famous line: “To be or not be / That is the question.” You will notice that I did not have to reference this item because seminal works such as poetry, government documents, and similar materials that are a part of our cultural canon are instantly recognizable and need not be pointed out.

Please bear in mind that citing inappropriately, not citing at all – even when innocently or mistakenly done – can result in serious academic consequences. Please be aware that ASU has an academic policy that warns against and enforces student incidents of plagiarism. Please see the most current version of the ASU Student Handbook for detailed information on this policy. If, however, you read and follow the citation strategies herein, you will hardly find yourself needing to look over your shoulder. This handbook was designed with you in mind – to save you from the perils of not citing, mis-citing, and under-citing research sources. Continue reading, and you and your academic career will be salvaged!

# In-Text Citations

## When, Where and How?

In-text, or **parenthetical citation** is a large word, but small concept. Parenthetical citation simply refers to citations that appear in parentheses because they are included in the body, or text of a paper. After you have researched your material and executed the mandate for “*gathering evidence to support your stance,*” you will want to incorporate direct quotes, summarizations of ideas, and short synopses of another person’s work. When you are writing the body of your paper, you will need to make a note of:

- 1) Who you are crediting
- 2) The year in which they completed their research or formulated their theory
- 3) The page of the original manuscript on which a direct quote can be found if your reader wishes to locate this information for him or herself.

There are several ways to incorporate quotes into the body of your paper, and the formatting is as follows:

1. *She concluded, “Some children are failing in schools because they lack a high quality teacher who cares about their success” (Jackson, 2005, p. 134).*

\*Please notice the AUTHOR, YEAR, PAGE sequence of the citation. Additionally, the end punctuation comes AFTER the citation.

2. *Jackson (2005) concluded that “some children are failing in schools because they lack a high quality teacher who cares about their success” (p. 134).*

\*Please note the YEAR of the source, which appears just after the author’s name, and the delay of the page number citation until AFTER the quote is given. Also note the placement of the final period.

3. Jackson (2005) found the following:  
“Some children are failing in schools because they lack a high quality teacher who cares about their success. Some teachers are simply bewildered at what to do with students, some lack the motivation to try and figure it out, and still others remain powerless within rigid systems of bureaucracy, accountability, and lack of professional autonomy. If we are to resolve the issue of an equal and democratic education for all, we must prepare teachers to encounter all types of challenges in public schools” (p. 134).

\*Much like Example 2, please note the placement of the YEAR of publication after the author’s name, as well as the delay of the page number and final period. Please also note the block indentation style for verbatim quotes of 5 lines or 40 or more words

The following rules and guidelines are taken largely from these sources:

American Psychological Association. (2007). *APA style guide to electronic references*. Washington, DC: American Psychological Association.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

These three simple formulas listed above provide the templates for citing sources with one author. The rules below consider sources with multiple authors or none at all:

1. When a source has two authors: Use both names throughout the paper. (*Jackson & Stonehill, 2005, p. 134*)
2. When a source has three, four, or five authors: Use the names of all authors the first time, then use “et al.” in subsequent citations:

*Jackson, Stonehill, and Goya (2005) concluded...*  
*Jackson et al. (2005) concluded...*  
*Jackson et al. concluded...(2005).*

3. When a source has six or more authors: Use the surname of the first author and “et al.” right from the start!

*(Jackson, Stonehill, Goya, Madden, Siger, Fiorenti)*  
→ *Jackson et al. (2005) concluded...*

4. When a source has no author: Use the first few words of the title in parenthetical citations. “Use double quotation marks around the title of an article or chapter, and italicize the title of a periodical, book, brochure, or report” (p. 211).

...of a free education (“ASU Professor Finds,” 2005)  
...in the book *Wake Up Teachers!* (2005)

So there you have it! Parenthetical citations are nothing more than in-text allusions to a larger, more complete list of sources called REFERENCES, which – Oh yes! – we will study next!

### 3

## Formatting a “References” List

After you gleefully type the last period of the last sentence on the last page of your paper, you are charged with the über-important task of formatting a “References” list at the end of your work. And why do I need a “References” list, you ask? Well, because the meager information you provided in parenthetical citations refer to a larger, more complete list of the “evidence” you used to sustain your stance. Parenthetical citations are merely allusions to the lengthier, more detailed collection of crucial information that lies at the end of your text.

If readers have taken your arguments at all seriously, they might also take the time to confirm the ideas you presented by locating these sources on their own. Again, there is no distrust of you or your hard work! It’s just that, if you are proposing the drastic reform of American schools or some radical idea of the like, your reader – indeed your entire audience – may wish to do some additional research before they decide to join your educational revolution. Thus, you are charged with the responsibility of providing your readers with the same information that aroused your intellect and encouraged your thinking!

On the subsequent page you will find a set of helpful instructions for precisely how to format a “References” list. This information is extremely important, and if done correctly, will save you from losing many a point from the savvy, reference-checking professor. I am one of those, and if you hope to escape the wrath of my red pen, do read on...

Items included on the “12-Step ‘References’ Check Sheet” were written in consultation of the following source:

Haag-Granello, D. (2001). *Using APA Style in Counselor Education* (Report). Columbus, OH: The Ohio State University.

## 12-Step “References” Check Sheet

- \_\_\_\_\_ 1. The word “References” (without quotation marks) is centered atop the first clean page after the ending text of my paper. It is not underlined or in CAPS.
- \_\_\_\_\_ 2. References are double-spaced within and between all entries.
- \_\_\_\_\_ 3. All citations which appear as parenthetical citations are listed here. Conversely, all citations which appear in the references list are somewhere included as parenthetical citations in the body of my paper.
- \_\_\_\_\_ 4. Text in the “*References*” section is in the same font as the paper.
- \_\_\_\_\_ 5. The first line of each entry is left justified. All following lines are “tabbed” over, or indented 5 spaces.
- \_\_\_\_\_ 6. All entries are alphabetized by author’s surname, or last name.
- \_\_\_\_\_ 7. Sources produced by the same author are prioritized by latest year of publication.
- \_\_\_\_\_ 8. Surnames are listed first, followed by initials. This is true regardless of the number of authors.
- \_\_\_\_\_ 9. I use commas to separate authors’ names and an ampersand (&) before the last author’s name.
- \_\_\_\_\_ 10. When there is no author, I use the title as the lead term.
- \_\_\_\_\_ 11. I capitalize only the first word in the title and subtitle of a book, and I italicize the entire title.
- \_\_\_\_\_ 12. I capitalize only the first word in the title and subtitle of an article and italicize the full upper/lower case title of the journal which contains the article.

# General Forms

The scariest thing about formatting a “*References*” list is not knowing these seemingly unintuitive formulas for citing, which seem to elude so many students. Well have no fear! There ARE predictable formats for citing – but with slight variations depending on the information you have – and they take some getting used to. Once you have learned and practiced them, you will find that creating a “*References*” list is no more difficult than listing your original ideas in the body of a paper. Here are the “General Forms” (APA, 2001, p. 223) for citing, which may help you gather a sense of what a reference entry should look like. These general forms lie below, and you may find them in section 4.07 of the 5<sup>th</sup> Ed. APA Publication Manual.

## **Article Found in a Scholarly Periodical/Journal**

Author, A.A., Author, B.B., & Author, C.C. (1994). Title of article.  
*Title of Periodical*, xx(x), xxx-xxx.

## **Nonperiodical/Book/Publication**

Author, A.A. (1994). *Title of work*. Location: Publisher.

## **Part of a Nonperiodical (Book Chapter)**

Author, A.A., & Author, B.B. (1994). Title of chapter. In A. Editor,  
B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx).  
Location: Publisher.

## **Online Periodical**

Author, A.A., Author, B.B., & Author, C.C. (2000). Title of article.  
*Title of Periodical*, xx, xxx-xxx. Retrieved month day, year,  
from source.

## **Online Document**

Author, A.A. (2000). *Title of work*. Retrieved month day, year,  
from source.

# Most Common Reference Examples

You should use a variety of sources when compiling your “evidence” for written arguments. Never rely solely on one source – especially the internet – an arena in which information can be faulty, fictitious, and difficult or impossible to validate. Use a healthy combination of books, articles from reputable journals, and edited anthologies of works relevant to your topic. Below you will find examples of the most commonly cited sources you will use. Your first task will be to determine what type of source you are using (e.g. article, book, edited book, electronic article, etc.), and then fill in the remaining information as you have access to it.

As technology changes, so too does the manner in which we research and retrieve data. Below you will also find an expanded list of general forms and reference types for sources we find electronically, those that are archived on the internet, and documents that *only* exist in cyberspace. Here are your examples. Good luck!

The following examples are largely based on the work of Haag-Granello (2001, p. 11).

## ***Print Resources***

### **Journal Article, One Author**

Jackson, T.A. (2005). To thine own self be true: Self-discovery, diversity, and the new teacher. *Multicultural Education*, 5, 132-189.

### **Journal Article, Two Authors**

Jackson, T.A., & Stonewell, P.T. (2005). Why American schools are failing. *Annals of Social Foundations of Education*, 27(4), 14-28.

### **Journal Article, More than Two Authors**

Jackson, T.A., Stonewell, P.T., & Goya, H.G. (2005). Diversity sensitivity in teacher education programs in georgia: Where do we go from here? *Journal of Diversity Issues, 45*, 1-19.

### **Reference to an Entire Book**

Jackson, T.A. (2005). *The American school*. Cambridge: Harvard.

### **Edited Book**

Jackson, T.A., & Supima, R.J. (Eds.). (2005). *Contemporary schools in American society: The perils of free education*. Trenton, NJ: Collingsworth.

### **An Article or Chapter in an Edited Book**

Jackson, T.A., Helscher, T.D., Walker, H.J., & Orly, R.T. (2005). I know about that! How to spark student interest in test-based curriculum. In P.R. Eggerton (Ed.), *Learning and loving it: Using problem-based learning to propel success in class* (pp. 156-199). New York: Earlbaum.

### **Book with No Author or Editor**

*The American deritage dictionary*. (2nd ed.). (1982). Boston: Houghton-Mifflin.

\*Parenthetical Citation: (The American Heritage Dictionary, 1982).

### **Magazine Article**

Jackson, T.A., & Jergen, S.U. (2005, January 14). No bad children, just bad choices. *Parent, 430*, 56-63.

## *Electronic Resources*

### **Electronic Publication: Online Periodical**

Jackson, T.A., & Waldron, D.J. (2005). The information superhighway and schools: Bridging the gap. *Journal of Social Sciences*, 56, 24-90. Retrieved November 18, 2004, from <http://www.journalofsocialsci.org/jackson/info.html>

### **Electronic Publication: Website**

FOX News Network Online. (2004). *Who's Looking Out for You?* Retrieved November 18, 2003, from <http://foxnews.com/bill>

### **Newspaper Article**

Jackson, T. A. (2007, November 18). Are good teachers made or born? *The New York Times*. Retrieved from <http://www.nytimes.com>

### **Online Dictionary**

Hegemony. (n.d.). In *Merriam-Webster's online dictionary*. Retrieved December 7, 2007, from <http://www.m-w.com/dictionary/>

### **Wikipedia**

Multicultural education. (n.d.). Retrieved November 18, 2007, from Wikipedia, The Free Encyclopedia: [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

### **Presentation Slides**

Emory University, Division of Educational Studies, Institute for Urban Teacher Education. (2007). *A good teacher in every classroom: Forging ahead in NCLB Times* [PowerPoint slides]. Retrieved from <http://www.des.emory.edu/urbanteachered>

### **Technical or Research Report**

Jackson, T. A., & Glaser, R. M. (2007). *How good teachers are made: Results from the 2006 Teacher Education Assessment Scale* (Report No. NCES 2007-1505). Retrieved from the National Center for Education Statistics:  
<http://nces.ed.gov/pubs2007/20071505.pdf>

These examples should help you tremendously as you format your very own “References” page quickly and correctly!

# Helpful Websites

## 24-Hour Lifesavers!

Unfortunately, not all students who read this handbook will take my advice to begin papers early and plan to finish papers well before their due dates. Oftentimes, students find themselves needing help with citing sources at the last minute. If it is 2:00am, however, the only help you will receive is via the internet. Below are two excellent websites that do justice to giving e-advice in a timely, user-friendly, and correct manner:

[www.apastyle.org](http://www.apastyle.org)

On this website you will find valuable information from, what you could call, “the horse’s mouth.” This website is officially sponsored by the American Psychological Association and is laden with accurate instructions for how to correctly cite your sources.

[www.stylewizard.com](http://www.stylewizard.com)

This website is also an incredible resource for last-minute APA formatting questions. Stylewizard will gently walk you through the steps you must take to produce a correct reference entry. A true helper indeed!

I warn against websites which are NOT sponsored by the APA or by professional organizations with which you are familiar. Do NOT take the random, public, un-researched advice of other college students, individuals, or strangers who claim to have your best academic interests in mind. Not everyone on the internet is as helpful and friendly as they pretend, so do not fall prey to e-predators who laugh at those who accept erroneous information!

# **Additional Information**

In addition to the 5<sup>th</sup> Edition of the APA Publication Manual and the APA Style Guide to Electronic References (both of which I STRONGLY encourage you to purchase), the vast number of resources you will find on the internet, and your ASU instructors, there is yet another option for those of you who wish to receive more individual instruction.

Augusta State University currently has a writing center, which specializes in assisting students with various written assignments. Although their primary goal is to aid you with the body, organization, and formatting of the text of your paper, there are individuals at the center who can help you with APA citation styles as well. Their information is as follows:

**Augusta State University Writing Center**  
**2500 Walton Way**  
**University Hall 325**  
**Augusta, GA 30904**

**Phone: (706) 737-1402**  
**Office and FAX: (706) 667-4722**

Please take every opportunity to visit the writing center for their special help. Their hours of operation seem to indicate that they open early and close late – so make your way to the writing center today!

If you find yourself in need of particular training or advice on how to use the APA citation system, please also feel free to contact the author or someone in the College of Education:

**Taharee Jackson**  
**Emory University**  
**Division of Educational Studies**  
**1784 North Decatur Road, Suite 240**  
**Atlanta, GA 30322**

**Office: (404) 727-6468**  
**Email: tjacks7@emory.edu**



## **About the Author**

Taharee A. Jackson is a graduate student in the Emory University Division of Educational Studies. She holds a magna cum laude Bachelor of Arts degree in Psychology from Harvard University as well as a Master of Education degree from the Harvard Graduate School of Education. Mrs. Jackson taught preschool in several cities before becoming a school director and professor at Kennesaw State University and Augusta State University in Georgia. She currently serves as an adjunct professor at LaGrange College and conducts diversity sensitivity training for teachers, nurses, and professionals.

Mrs. Jackson is originally from Roanoke, VA but now resides in Grovetown, GA. She has taught courses in Multicultural Education, Diversity Sensitivity in Counseling, Human Growth and Development, and Special Education. Mrs. Jackson cares deeply about the academic success of her students and takes great pride in developing extracurricular seminars, workshops, and training sessions for students at the university, members of the community, and educators nation-wide.

