



**Saint Mary's  
University**

# **The Writing Centre**

## **APA Style Guide**

**Sociology Department**

*October 2021*

## **Preface:**

This handbook is an abridged style guide that is designed to serve as a general reference only. Some professors may have specific requirements that differ from what's outlined here, so make sure to follow the information provided in your assignment outlines and to check with your professors for clarification.

Guidelines given here are in accord with disciplinary standards in Political Science and draw on the Publication Manual of the American Psychological Association, 7<sup>th</sup> ed. (2019). This handbook, available at the Writing Centre, provides a more nuanced account of the APA approach to writing-style than is given here.

We also encourage students to have a look at SMU's "Inclusive Language Statement," available online — <https://www.smu.ca/about/inclusive-language.html> — a guide to using language respectfully and sensitively.

Other helpful on-line resources:

- *The Diversity Style Guide*: <https://www.diversitystyleguide.com/>
- *Conscious Style Guide: Include | Empower | Respect*: <https://consciousstyleguide.com/>

And available on-line via the Patrick Power library and at the Writing Centre:

- *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples*, by Gregory Younging

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# **FORMATTING AN ESSAY OR TERM PAPER**

## **1. Title Page**

The title page of every paper or report should contain the following information:

- The full title of the paper
  - The title of the paper should be short but descriptive (i.e. “Essay #1” would not be acceptable). The title does not have to be witty or catchy, but it must give the reader a general idea of the topic to be discussed. The title should be bolded.
- Your name
- Your ‘A’ number
- The name of the instructor to whom the paper is submitted
- The name and number of the course
- The date the paper is submitted

Keep the title page simple; there is no need to include borders or designs (see the sample title page near the end of this guide).

Begin the text of the paper on a separate page; you should include the title of the paper at the top of this page as well.

## **2. Spacing and Margins**

Papers should be typed or word processed using standard 8.5 x 11-inch white paper.

Papers should be double-spaced throughout. Margins should be one inch at the top, bottom, and sides of the page. Justify the left margin only.

## **3. Printing**

Ask your professor if double-sided printing is acceptable.

## **4. Pagination**

Beginning with the title page, number all pages consecutively. The number should appear at least 1 inch from the right-hand side of the page in the header.

## 5. Indentation and Paragraphs

Depending on your professor's preference, you should do one of the following:

- Indent the first line of every paragraph using the tab key, which should be set at 5 to 7 spaces or ½ inch. Indent for all paragraphs except for an abstract, block quotations, titles/headings, table titles/notes, and figure captions. In this format, do not include an extra line between paragraphs.

**OR**

- Include an extra line between paragraphs and do not indent the first line of each paragraph. However, long quotations should always be indented ten spaces.

## 6. Subheadings

Subheadings are not usually required in shorter papers. However, they are often used in longer assignments. While different formatting is used depending on the number of heading levels, three heading levels are usually sufficient.

**One level:** For short papers, use only one level of heading. These headings should be centred, written in bold, and have all major words capitalized.

**Two levels:** For lengthier research papers, use two levels of headings. The second-level headings should be flush left to the margin, written in bold, and have all major words capitalized.

**Three levels:** In some cases you may need to use three levels of headings. Third-level headings should be flush left to the margin, written in bold, italicized, with all major words capitalized.

**Methodology**

**(Centred, Boldface, Uppercase and Lowercase Heading)**

**Theoretical Basis and Justification**

**(Flush Left, Boldface, Uppercase and Lowercase Heading)**

***Theory One***

**(Flush Left, Boldface, Italicized, Uppercase and Lowercase Heading)**

## 7. Quotations

Any time that another author's idea is used in an essay, you must give credit to that author with an in-text citation immediately following the quotation. Direct quotations must be reproduced *exactly* the same as the original, including wording, spelling, capitalization, and punctuation.

### *Short Quotations*

Quotations shorter than 40 words should be incorporated into the text and enclosed by double quotation marks (“ ”). They should include the author, year, and page number. Any punctuation in your sentence should be placed *after* the parentheses.

It is, however, important to recognize that “overcoming social and cultural barriers requires the creation of supportive organizational cultures and imaginative approaches to building on people’s willingness to participate” (Vanderplaat & Barrett, 2006, p. 32).

**OR**

In this format, the entire citation is included in the parentheses and separated by commas. Note that the punctuation follows the citation.

Vanderplaat and Barrett (2006) emphasize that “overcoming social and cultural barriers requires the creation of supportive organizational cultures and imaginative approaches to building on people’s willingness to participate” (p. 32).

In this format, the authors’ names are part of the sentence, but they must still be followed by the year of publication. The page is still included at the end of the quotation.

If there are no page numbers (e.g., in an electronic document), use the paragraph number (if available) preceded by the abbreviation ‘para.’ If

“quote quote quote” (Smith, 1999, Conclusion section, para. 2).

paragraph numbers are not visible, cite the heading and the paragraph number following it.

### ***Long Quotations***

For quotations of 40 words or more, indent all lines (not just the first line) of the quotation and do not use quotations marks. For long quotations, the punctuation is placed *before* the parentheses.

McMullen (2006) notes the issue:

Mediated knowledge, whereby lived experience is transmitted to news narrative, is usually accomplished via routine electronic or print-based media systems and depends on a number of distinct but interrelated factors that are extrinsic to an event's seriousness: geopolitical interests, market needs, advertising policies, organizational budgets, access to and control of information sources, cultural priorities and newsworthiness, and dominant discourses that enable, guide, and sustain news coverage. (p. 908)

For block quotes, punctuation precedes the citation.

### ***Additions to Quotations***

If you need to add letters or words within a quotation that are not part of the original text, then enclose them in square brackets. You should also use square brackets to indicate changes in punctuation.

Information not found in the original source

“It [the Community Action Program for Children] seeks to improve the health and well-being of Canadian children and families who experience difficult life circumstances such as poverty and/or social isolation”

(Vanderplaat & Barrett, 2006, p. 26).

Note that in this case, the citation follows the punctuation.

### ***Omissions from Quotations***

If you omit words from a quotation, then you should include an ellipsis (three periods) to indicate where you have omitted words or sentences. If this omission occurs at the end of a sentence, use four periods. Keep in mind that the quote must still embody the original idea; the author you are using must be represented fairly.

In one study, the authors “found a common concern was removing financial barriers to participation by...the availability of petty cash systems that reimbursed people quickly” (Vanderplaat & Barrett, 2006, p. 32).

### ***Indirect Quotations (Citing a Source Within a Source)***

On occasion, you may come across a citation within a text that you would like to incorporate into your work. If this is the case, ***you should always*** attempt to find the original source of the quotation and quote it directly. However, sometimes you will need to quote a source that quotes another source (for example, if Saint Mary’s does not have access to the original source through its databases or through Novanet).

If this is the case, then after you paraphrase or quote the original source, use “as cited in” followed by the source that you found the information in.



**Do not** include the original source in your references list; just include the source in which you found the information.

As well, “Critical stories will not appear; certain individuals, groups, and stories will remain “invisible” (McMullen as cited in Dowler, Fleming, & Muzzatti, 2006, p. 843).

Dowler, Fleming, and Muzzatti are the authors of the source in which you found this information. This is the source that gets cited in your reference list.

### 8. Paraphrasing

Paraphrased ideas allow you to incorporate someone else’s idea or argument in your paper without using the original wording. These sections get integrated into your own writing, but they must still be cited appropriately (i.e., include the author’s last name, the year, and the page number from which you got the information).

You don’t have to include the page number in your reference if you are citing an author’s entire work (i.e. the overall argument of an article or book), but if you are citing information from a specific page or pages, then you should include the

In this format, the author’s name is part of the sentence, but it must still be followed by the year of publication. The page is still included at the end of the paraphrase.

As Byers (2002) suggests, television characters both reflect and help to construct or reconstruct discourses on sexuality (p. 59).

**OR**

Televisions characters both reflect and help to construct or reconstruct discourses on sexuality (Byers, 2002, p. 59).

In this format, the entire citation is included in parentheses and separated by commas. Note that the punctuation follows the citation.

## 9. Tables

Tables provide an efficient way of presenting a large amount of data in a condensed format. They should be reserved for important data directly related to the content of your paper and for simplifying text that would otherwise be dense with numbers.

**If you include a table in your paper, you do not need to repeat the same information in your text.** Simply choose one method of presenting the information – whatever you think will be clearer for the reader to understand.

**However, you can, and should, mention the highlights or important information found in the table within the text of your paper** so that you can explain its significance; just make sure that you do not repeat **all** of the tabular information in your text.

Tables contain the following information:

- **Table number:** Number all tables in the order in which they are first mentioned in the text.
- **Title:** Each table should contain a brief and explanatory title.
- **Headings:** Each column should contain a short heading that does not make the column wider than necessary.
- **Notes:** Tables can contain three kinds of notes:
  - General notes provide information about the table and begin with the word *Note* (italicized) followed by a period.
  - Specific notes refer to a particular column, row, or individual entry and are indicated by superscript lowercase letters.
  - Probability notes indicate the results of tests of significance.
- **Horizontal lines:** Tables in APA style do not contain vertical lines.

To refer to tables in your paper, refer to them by their number (Table 2) instead of writing things like “the table above”.

To cite tables from another source, you need to cite where you got the table from. Include a note in your table to provide the reader with adequate citation information.

*Here is an example of a table in APA style cited from another source:*

Table 2

*Private security functions by level of similarity to police functions*

Level	Function	Activities	Character of activities
1	Forensic investigation	Investigate frauds and problematic business transactions	Complex, often requiring specialized training, matters often settled privately rather than through the criminal justice system
2	Corporate security	Protect complex operations, prevent crime against corporations, internal investigations	Agents are employed by large corporations
3	Private investigation	Generally undertake civil and private investigations	Activities such as pre-employment checks, surveillance
4	Enhanced security services	Prevent crime actively, conduct limited patrols, enforce by-laws on contract to a local authority	Moderately high risk activities, quasi-police functions, appearing to have a policing character
5	Static guards	Secure property, limit loss, control access to buildings and sites	Low risk activities

*Note.* Reprinted from “Privatising Economic Crime Enforcement: Exploring the Role of Private Sector Investigative Agencies in Combating Money Laundering,” by S. Schneider, 2006, *Policing and Society*, 16, p. 295.

## 10. Figures

Although figures usually require the reader to estimate values, they allow for a quick glance at the overall pattern of results and are useful for depicting interactions between variables. A figure should be simple, clear, and easy to understand. There are several types of figures that can be included in a paper.

The most common types of figures include the following:

- *Graphs* show relations in a dataset. There are several types of graphs:
  - Scatter plots, line graphs, bar graphs, pictorial graphs, pie graphs
- *Charts* show relationships between parts of a group.

All figures should meet the following requirements:

- The font size for all parts of the figure should be between 8 and 14 points.
- Include a legend to explain any symbols used.
- Include a brief but descriptive caption.

To refer to figures, refer to them by their number (Figure 5) instead of writing things like “the figure above”.

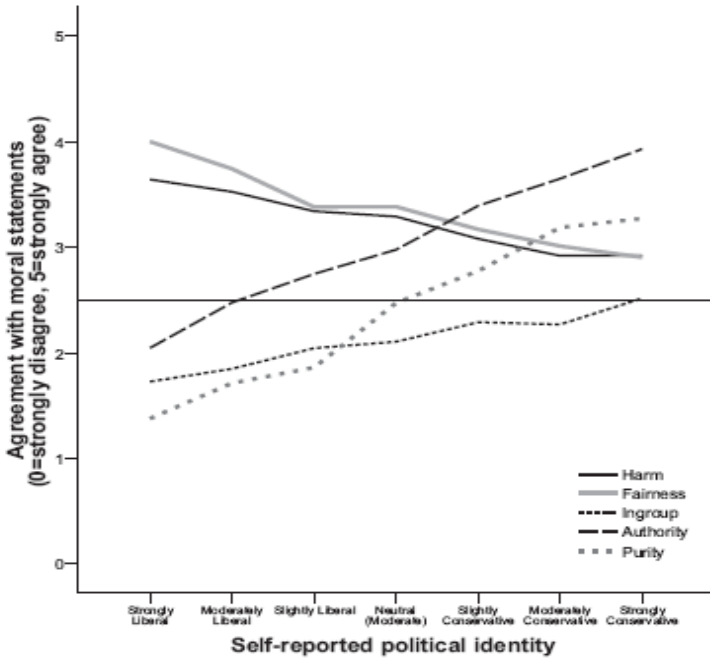


Figure 3. Agreement with moral statements across political identity, Study 2. The horizontal line at 2.5 indicates division of agreement and disagreement (2 indicates slight disagreement and 3 indicates slight agreement).

Figure 3. Agreement with moral statements across political identity. Study 2. The horizontal line at 2.5 indicates division of agreement and disagreement (2 indicates slight disagreement and 3 indicates slight agreement). Reprinted from “Liberals and Conservatives rely on different sets of moral foundations,” by J. Graham, J. Haidt, and B. A. Nosek, 2009, *Journal of Personality and Social Psychology*, 96, p. 1036.

# PLAGIARISM

## 1. What is Plagiarism?

According to Saint Mary's Academic Calendar, plagiarism is the "presentation of words, ideas or techniques of another as one's own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g., computer programs, mathematical solutions, scientific experiments, graphical images, or data)" (Saint Mary's University, 2009, pp.22-23).

Therefore, plagiarism includes taking someone else's words, sentences, or paragraphs and using them in your own paper without explaining where you got them from. However, this is not the only form of plagiarism. Plagiarism also involves taking someone else's *ideas* or *arguments*, putting them into your own words, and then not citing the source. In addition, keep in mind that when you paraphrase an idea or argument from someone else, you need to change the structure of the sentence and put it into your own words as well as include a citation. Simply changing or rearranging a few words is not sufficient and is considered a form of plagiarism. Academic writing is all about ideas and arguments, so if you get information (or specific sentences or groups of words) from somewhere else, then you have to show where you got it from.

## 2. Avoiding Plagiarism

To avoid plagiarism, make sure that you cite all sources that you use in your paper. If you include information word-for-word from a source, then you need to put quotation marks around it (see the Quotation section in this booklet) and cite in your text and in your reference list. If you take someone's idea/argument but put it into your own words, then you don't need quotation marks, but you still need to cite it in your text and in your reference list.

## 3. Common Knowledge and Plagiarism

Some students have heard that "common knowledge" doesn't need to be cited, so they wonder when something is considered common knowledge. After all, something might be common knowledge to researchers in a field but be new information for a student. Basically, there's no set rule for whether something is considered common knowledge or not, but if you ask yourself the question "would everyone who studies Author A, Topic B, or

Subject C know this?”, and if your answer is “yes”, then you should be okay. Another way to look at it is that if the same information can be found

***Example of something that does not need to be cited:***

A secular society is based on rational thought and science.

***Example of something that has to be cited:***

Parsons (1964) emphasizes that the secularization of government is associated with the secularization of law, and both of these are associated with the level of generality of the legal system (p. 356).

in five or more sources (which are completely independent and not referring to one person or to one another), then it’s probably common knowledge.

***If you are unsure whether or not a source is common knowledge***, then it’s always better to cite it than not to cite it. Also, keep in mind that if you are using a specific person’s study or idea, even if it is common knowledge, then you should cite it.

Becker (1950) defined a secular society as a society where novelty is responded to as it is defined by the society’s members in terms of its existing culture (p. 56).

In this case, the definition of a secular society may be considered common knowledge, but because you are using Howard Becker’s particular definition, it should be cited.

# DOCUMENTING RESEARCH – APA STYLE

In university papers, whenever you are writing about someone else's ideas, you need to reference them in two ways. First, you need to provide an in-text citation, and second, you need to include a complete reference list entry at the end of the paper in the References section. This allows readers to find the source you used if they want more information. You always need to cite your sources when you are using their ideas, regardless of whether you are quoting or summarizing them.

For most of your research, you will likely be using journal articles, books, magazine or newspaper articles, and electronic sources so this section is divided into those four categories with an additional category for miscellaneous sources. Keep in mind that although the reference list entries are single-spaced in this document, in your paper you would double-space them.

## 1. In-Text Citations

In APA style, parenthetical in-text references are used to document sources used in a paper. Sources are briefly identified within the text of the paper, using the author's last name, the date of publication, and the page number of the specific material being used in the paper.

### *Citing a Source with One Author*

For a source that has one author, cite the author's name, the year of publication, and the page, paragraph, or section number (if your information is from a specific page).

“quote quote quote” (Ighodaro, 2008, p. 423).

**OR**

As Ighodaro (2008) states, “quote quote quote” (p. 423).



### ***Citing a Source with Two Authors***

If the source has two authors, use an ampersand (&) to join them, if the citation comes at the end of the quoted or paraphrased material.

When the authors are listed in the parentheses, use the ampersand symbol (&) between the names.

Paraphrase of material (Dobrowolsky & Tastsoglou, 2008, p. 15).

***OR***

Dobrowolsky and Tastsoglou (2008) argue that ... (p.15).

When the authors are listed in the text, use the word “and” between the names.

### ***Citing a Source with More than Two Authors***

For a source that has more than two authors, list the first author followed by “et al.” for every citation.

Paraphrase of material (Westhaver et al., 1999).

### ***Citing a Source with a Group or an Organization as Author***

Sometimes a document will be written by a group or corporation. In this case, use that organization as the author. If the group or organization has a well-known abbreviation, you can abbreviate the name in the text. The first time the group is mentioned, provide the name in full followed by the abbreviation. Use the abbreviation for subsequent mentions of the group.

(Amnesty International Canada, 2008).

***OR***

First citation: (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2012)

Subsequent citations: (UNESCO, 2012)

### ***Citing a Source with No Author***

If there is no author for the source, use the first few words of the title of the work in place of the author. Use double quotation marks around the title of an article, chapter, or a web page; and use italics for the title of a periodical, book, brochure, or report.

“Conflict Theory” (n.d.) explains how conflict can begin to form... (p. 13).

***OR***

Paraphrase of material (“Conflict Theory”, n.d., p. 13).

### ***Citing a Source with an Anonymous Author***

If the author of a work is designated specifically as Anonymous (rather than simply not listing an author), then write the word “Anonymous in” place of the author.

Paraphrase of material (Anonymous, 2010).

### ***Citing Multiple Citations within the Same Parentheses***

If you are citing more than one study to support an idea, make sure that the citations are in alphabetical order (according to the authors' last names), in the same way that they are alphabetical in your reference list. Each source should be separated by a semicolon.

Paraphrase of idea/argument (Bell, 2008; MacNevin & Ighodaro, 2003).

List the separate entries alphabetically by authors' last names (i.e. "B" comes before "M"), but keep the order of names within each entry (i.e. the original source lists "MacNevin" before "Ighodaro").

### ***Personal Communications***

Personal communications include letters, emails, personal interviews, phone conversations, and similar sources that contain unrecoverable data (e.g., class notes). They are ***not included*** in the references list, but they still need to be cited in your text. To cite personal communications, include the initials and last name of the communicator and an exact date.

Bonnycastle stated ... (personal communication, March 15, 2009).

***OR***

"quote, quote, quote" (Crocker, personal communication, March 26, 2009).

## 2. The Reference List

### *Journal Articles (Electronic and Paper)*

#### **Journal article with a DOI assigned**

A digital object identifier (DOI) gives a scholarly paper or article a unique identifying number that anyone can use to obtain information about the publication's location on the Internet.

Author's last name, comma, and first initial

The title of the article is NOT in italics and only capitalizes the first word of the title and subtitle as well as names.

Johnson, V. (2007). 'The rest can go to the devil': Macy's workers negotiate gender, sex, class and race. *Journal of Women's History*, 19(1), 32-57. <https://doi.org/10.1353/jowh.2007.0017>

Volume number italicized, issue number in brackets.

Page numbers of the article

DOI

#### **Journal article with no DOI assigned (electronic and print version)**

Do not include link if there is no DOI; cite as if it were a print version of the article.

VanderPlaat, M. (1998). Empowerment, emancipation, and health promotion policy. *Canadian Journal of Sociology*, 23, 71-90.

#### **Journal article with two authors**

VanderPlaat, M., & Barrett, G. (2006). Building community capacity in governance and decision making. *Community Development Journal*, 41, 25-36. 10.1093/cdj

Include a comma and an ampersand (&) between the two authors' names.

## Journal article with three to twenty authors

VanderPlaat, M., Samson, Y., & Raven, P. (2001). The politics and practice of empowerment evaluation and social interventions: Lessons from The Atlantic Community Action Program for Children regional evaluation. *Canadian Journal of Program Evaluation*, 16, 79-98.  
<http://www.evaluationcanada.ca/site.cgi?se>

Separate each author with a comma and include an ampersand (&) before the final author's name.

## Journal article with more than twenty authors

Pegion, K., Kirtman, B. P., Becker, E., Collins, D. C., LaJoie, E., Burgman, R., Bell, R., DelSole, R., Min, D., Zhu, Y., Li, W., Sinsky, E., Guan, H., Gottschalck, J., Metzger, E. J., Barton, N. P., Achuthavarier, D., Marshak, J., Koster, R., . . . Kim, H. (2019). The subseasonal experiment (SubX): multimodel subseasonal prediction experiment. *Bulletin of the American Meteorological Society*, 100(10), 2043-2070.1

Include the first nineteen authors, followed by an ellipsis and the final author's name.

175/BAMS-D-18-

## Print Sources

### Book by one author

Author

Year of publication

For a book title, capitalize only the first word and proper nouns (like article titles).

Veltmeyer, H. (2007). *The politics of change in Latin America*.

Broadview Press.

Publisher name: leave out terms like *Publishers, Co., and Inc.*, but keep the terms *Books* and *Press*.

### Book by two or more authors

Perrier, D., & Pink, J. (2003). *From crime to punishment: An introduction to the criminal law system* (5<sup>th</sup> ed.). Carswell Publishing.

Edition number in brackets after title, followed by 'ed.'

The publisher's name is "Carswell Publishing Company Limited", so only "Carswell Publishing" is required.

### Article or chapter in an edited book

Chapter author(s)

Chapter title (only capitalize the first word of the title and subtitle or names of things)

Westhaver, R. (2006). Gay men dancing, circuit parties. In S. Seidman (Ed.), *Introducing the new sexuality studies: Original essays and interviews* (pp.271-279). Routledge.

Chapter page

Book editor (Note that the first initial comes *before* the last name)

### Entry in a reference work (encyclopedia, disciplinary dictionary, etc.)

Author of the entry - if there is no author, then use the title of the entry as the author.

Include the word "In" before the editors' names. If the reference book does not list an editor, just include the word "In" followed by the title of the book

Smith, S. M. (2007). Eyewitness testimony/accuracy. In R.F. Baumeister & K.D. Vohs (Eds.), *The encyclopedia of social psychology* (Vol. 1, pp. 337-338). Sage Publications

Title of the entry

Include all that apply: the edition number (i.e. 2<sup>nd</sup> ed.), volume number, and page numbers of the entry.

## Daily newspaper article

Include the specific publication date.

Todd, D. (2008, April 13). Teens' rudeness prompts study. *The Telegram*, p. A12.

Page number

## Magazine article

Date of publication: include month and day for weeklies and month for monthlies

Page number

Macdonald, N. (2009, April 20). Girls and gangland. *Maclean's*, 122, 22.

## Book review

If the review has a title, include it before the square brackets (write it as you would a journal article title). Still keep the information included in the square brackets.

Christiansen-Ruffman, L. (2008). [Review of *Gender Realities: Local and global*, edited by M.T. Segal and V. Demos]. *International Sociology*, 23(2), 722-729.

Author of the review

Title of the journal in which the review is written

## Electronic Sources

### Electronic book

If no date is listed, then write (n.d.).

Ellwood, C. A. (1919). *Sociology and modern social problems*.

<http://www.gutenberg.org>

Include the word "In" before the editors' names and (Ed.) or (Eds.) after them.

### Chapter from an electronic book

Jureidine, R. (2002). The search for order: Emile Durkheim. In R.

Jureidini & M. Poole (Eds.), *Sociology: Australian connections*

(pp.26-43). <http://books.google.ca/>

Page numbers of the chapter

## Book from Kindle, Kobo, and e-readers

Johnson, S., & Blanchard, K. (1998). Who moved my cheese?: An amazing way to deal with change in your work and in your life. (T. Roberts, Narr.) [Audiobook]. <http://www.amazon.com/Who-Moved-My-Cheese--Maz...ebook/dp/B004CR6AM4...text&ie=UTF8&qid=138...1&keywords=business+books+kindle+cheese>

It is not necessary to indicate that an audiobook was used if the content is the same as in the physical copy. They should be distinguished if the content varies, is abridged, or if you cite the narrator.

## Document created by a private organization

Organization's name

If no date is listed, then write (n.d.).

Document title

International Sociological Association. (2001). *Code of ethics*.

[http://www.isa-sociology.org/about/isa\\_code\\_of\\_ethics...](http://www.isa-sociology.org/about/isa_code_of_ethics...)

URL of the document

## Document available on a university program or department website

Erwin, L. (2008). *Promoting excellence: A community-based approach to social and academic support for youth in the Jane/Finch community*.

York University, Department of Sociology website:

<http://www.arts.yorku.ca/soci/q...ative%20Summary.pdf>

Title of the document in italics - capitalize only the first word of the title/subtitle and any names.



## Online government document (with an author)

Names of the author(s)

Title of the document in italics - capitalize only the first word of the title/ subtitle and any names.

Connor, S., & Brink, S. (1999). *The impacts of non-parental care on child development* (Report No. W-22-2E). Government of Canada.  
<http://dsp-psd.pwgsc.gc.ca/Collection/MP32>

Name of the government agency

URL of the document

## Online government document without an author

Statistics Canada. (2007). *Households and the environment* (Catalogue no. 11-526-X). <http://www.statcan.gc.ca/pub/11-526-x/11-526-x2009001-eng.pdf>

Name of the government agency

## Blog, weblog, or video blog

Reynolds, B. (2013, December 12). Want a more flexible work

schedule? Here's how to ask your boss [Blog post].

<http://blog.brazencareerist.com/2013/12/12/want-a-more-flexible-work-schedule-heres-how-to-ask-your-boss/>

Type of file retrieved

## Podcasts

Author's name or company which produced the podcast when author information is not available.

Exact date

Harvard Business Review: IdeaCast. (Producer). (2013, November 4).

Get a dysfunctional team back on track [Podcast].

<http://blogs.hbr.org/2013/11/get-a-dysfunctional-team-back-on-track/>

Type of file retrieved.

## YouTube and other video files

CrashCourse. (2017, April 17). Karl Marx & Conflict Theory: Crash

Course Sociology #6. [Video]. YouTube.

<https://www.youtube.com/watch?v=gk...>

Include streaming service as publisher

Author's name or screen name when the author's name is not available. Include both with username in square brackets if available.

## Facebook

**Note:** Because of Facebook's privacy settings, cite Facebook messages, pages, and statuses as personal communications. Personal communications do not need to be included in reference lists: use in-text citation only.

As Smith said "quote" (personal communication, November 30, 2013).

## Tweets from a person

Exact date of tweet

The full tweet

Barack Obama. (2009, July 15). Launched American Graduation

Initiative to help additional 5 mill. Americans graduate college by 2020: <http://bit.ly/gcTX7> [Tweet].

<http://twitter.com/BarackObama/status/2651151366>

Type of file retrieved

**Note:** When a person's twitter setting is set to private, cite the tweet as a personal communication. Personal communications do not need to be included in reference lists: use in-text citation only.

## Tweets from a public group

The full tweet

Stanford Medicine [SUMedicine]. (2012, October 9). Animal study

shows sleeping brain behaves as if it's remembering:

<http://stan.md/RrqyEt> #sleep #neuroscience #research [Tweet].

<https://twitter.com/SUMedicine/status/>

255644688630046720

## Wikis

How to Escape a Minefield. (n.d.). Retrieved September 18th, 2013 from Wikihow Wiki <http://www.wikihow.com/Escape-a-Minefield>:

Remember that most Wiki pages can be edited by anyone, so these sources are not academic or scholarly sources

## Other Types of Sources

### Paper presented at a conference

MacNevin, A. (2004, May). *Messages from a maidservant: Learning from the bawdy behavior of Hannah Cullwick*. Paper presented at the Canadian Psychological Association Annual Conference, Saint John's, NL.

Name of the conference

### Government documents (with an author)

Connor, S., & Brink, S. (1999). *The impacts of non-parental care on child development* (Report No. W-22-2E). Ottawa: Human Resources Development Canada.

Name of the government agency/department that published the document

Report number (if provided)

### Government documents (without an author)

Statistics Canada. (2007). *Households and the environment* (Catalogue no. 11-526-X).

When the publisher and the author are the same, omit the publisher entry.

## Online fact sheet

Department of Justice Canada. (2009). *Family violence: A fact sheet from the Department of Justice Canada* [Fact sheet].

<http://www.justice.gc.ca/eng/pi/fv-vf/facts-info/dati-freq.html>

If you are using a print version, include the place of publication and publisher (see the Government document entry examples) instead of the website.

## Online brochure

SRI International. (2008). *SRI Overview* [Brochure].

<http://www.sri.com/about/docu>

Include a description of the type of “grey matter” publication (i.e. anything not formally published like a brochure, fact sheet, etc.) in square brackets.

## Personal communications

(personal communication, March 15, 2009)

OR

(A. Schulte-Bockholt, personal communication, March 26, 2009)

**Note:** Personal communications include *letters, emails, personal interviews, phone conversations* and *similar sources that contain unrecoverable data* (e.g., *class notes*). They are not included in the reference list, but they still need to be cited in text. To cite personal communications, include the initials and last name of the communicator and an exact date.

## Field Notes

Field notes can be considered either *personal communications* because they contain unrecoverable data, or *unpublished raw data*. Therefore, cite them using one of these two ways (see example above and example below).

## Unpublished raw data

Author’s last name, Initial. (Year). [Description of content]. Unpublished raw data.

## Thesis or dissertation

Rajiva, M. (2004). *Rushing through adolescence: Becoming and belonging in the narratives of second generation South Asian girls* (Doctoral dissertation). Carleton University, Ottawa, ON, Canada.

The name(s) placed in the “author” position consist of the primary contributors (i.e. producer, director, writer, etc.) – you can limit them to the roles important to your citation.

If the thesis was retrieved online, replace the publishing information with the URL.

## Film

Achbar, M., (Producer/Director), Levitt, M., Simpson, B. (Producers), & Abbott, J. (Director). (2003). *The corporation* [Film]. Big Picture Media Corporation.

Name of the organization that produced the film

Cited the same as a chapter in a book, with the writer and director as the “authors” and the producer as the “editor”

## Episode from a television series

Gartner, H. (Writer), & Weinstein, T. (Director). (2009, March 13). Staying alive [Television series episode]. In L. Guerriero & T. Weinstein (Producers), *The fifth estate*. Canadian Broadcasting Corporation.

Episode title

Series title

Original air date

# **SAMPLE PAPER**

## **Mentoring and Differential Association: Finding Theoretical Support for CPSD Interventions**

Benjamin Garonce

A00000000

Criminology 1000

Dr. John Doe

January 1, 2010

Crime prevention is informed by numerous

Page number at top right of page

psychological and criminological theories. As a result, the theoretical explanations of crime are just as diverse as the disciplines themselves, which is why there is no singular theory that can account for why crime occurs and how it can be prevented. Nevertheless, it remains important not to dismiss the significance of social learning theory, and more specifically, differential association theory.

For the purpose of this paper, Edwin Sutherland’s differential association theory will be discussed, analyzed and applied to crime prevention through social development (CPSD). It will be argued that exploring mentoring as a CPSD intervention is an excellent avenue for discussing the theoretical interpretations around differential association theory. Therefore, this paper will discuss broadly the theoretical assumptions around CPSD and focus on mentoring within that context. The theory of differential association will be discussed in relation to mentoring in order to conceptualize and critique the theory and its application... **[section continues]**

**Literature Review**

First-level header

More about the specifics of differential association theory will be discussed below, but CPSD research supports the importance of

delinquent peers in explaining criminal behaviour. In fact, Warr (2001) concludes that “no characteristic of individuals known to criminologists is a better predictor of criminal behaviour than the number of delinquent friends an individual has” (p. 186). The

importance of conventional peers is crucial in preventing criminal behaviour. Research on mentoring provides even greater support for this... **[section continues]**

This is an example of a direct quotation and in-text citation.

The main assumption behind mentoring interventions is that all children need caring adults in their lives. When adolescents go through tough times they often turn to their friends for support. However, these friends are often going through the same transformations and lack the experience, knowledge and intellectual sophistication to fully assist with identity-related issues (Rhodes, 2002, p. 34). Although parents are the most important and best example of caring adults, certain circumstances inhibit the benefit that parents can have on their children. For example, children growing up in poverty and under deleterious social conditions are often unable to receive the important parental support and care that is needed. In these situations, other adults can provide support that is similar to the



support that a parent provides while also expanding the social network of close and supportive ties that youth have with others (Jekielek et al., 2002; Rhodes et al., 2002)... **[section continues]**

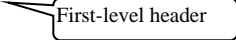
Different... When multiple sources are cited in the in-text citation, they should be placed in alphabetical order, each separated by a semi-colon. ...ce of the “specific direction

attitudes” towards crime. Akers (1998) provides an excellent discussion on this:

Simply knowing how to carry out a crime in the sense of going through the behavioural sequence is not sufficient to account for lawbreaking, except in the negative sense that if the act requires a complicated set of tasks or skills that the person does not possess then he or she cannot commit the crime. Rather, the direction of previously learned motives, drives, rationalizations, and attitudes must orient the person toward being willing to violate the law. (p. 25-26)

Akers... This is an example of a long block quotation with citation. ...ms that CPSD... For a long quotation, the punctuation is placed *before* the page number. ...ge one’s... rationalizations and attitudes are best able to address one’s internal tendencies to actually become criminal....**[section continues]**

## Conclusion



First-level header

Differential association theory attempts to show how youths become criminal regardless of their innate personality traits or characteristics provided that they are exposed to associations that produce crime-favourable definitions. This obviously has significant implications for prevention strategies. The important variable, however, is the idea of resilience that was discussed earlier and appears to be crucial in CPSD research.... [**section continues**]

## References

Akers, R. L. (1998). *Social learning and social structure: A general theory of crime and deviance*. Northeastern University Press.

Jekielek, S. M., Moore, K. A., Hair, E. C., & Scarupa, H. J. (2002, February). Mentoring: A promising strategy for youth development. *Child Trends Research Brief*. Child Trends.

Rhodes, J. E. (2002). *Stand by me: The risk and rewards of mentoring today's youth*. Harvard University Press.

Warr, M. (2001). The social origin of crime: Edwin Sutherland and the theory of differential association. In R. Paternoster & R. Bachman (Eds.), *Explaining criminals and crime* (pp. 182-191). Roxbury.

### Notes about the reference list:

- **Located on a separate page**
- **Alphabetically organize the list** by last name.
- **Double-spaced:** Ensure that each entry in the reference list is double-spaced.
- **Hanging Indent:** The first line of the entry is flush with the left margin, and all subsequent lines are indented (5 to 7 spaces) to form a "hanging indent."
- **Multiple works by same author:** When there are several works by the same author, list the earliest publications first, and list single-author entries before multiple-author entries with the same first author.
  - Arrange references with the same first author and different second and third authors alphabetically by the second author's last name.
- **Multiple works by same author & same year:** If a single author has multiple works published in the same year, then alphabetize them by title and include letters (starting with "a") after the year in both your reference list and in-text entries (i.e. 1999a; 1999b).

## FURTHER GUIDES TO APA STYLE AND WRITING ASSISTANCE

Information in this APA Style Guide on how to cite references has been adapted from the following sources:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

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

Purdue University Online Writing Lab (OWL). (2010, January 11). *APA formatting and style guide*. Retrieved January 20, 2010 from <http://owl.english.purdue.edu/owl/resource/560/01/>

The Writing Centre in Room 115 of the Burke Building at Saint Mary's University has many writing guides and style manuals to help students. The Writing Centre also offers tutoring services and advice on specific assignments, and online writing guides are available.

To book an appointment or for more information about services, please contact the centre:

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