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HOW TO FORMAT AN ESSAY OR TERM PAPER

1. Title page
The title page of every Psychology paper 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.
- 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
- A running head (a shortened version of the full title of the paper that appears in the top left-hand corner of the title page).

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. Abstract
An abstract is a brief summary of your paper that, according to the APA manual, should be between 150 and 250 words. It should contain the label “Abstract” centred at the top of the page. Some professors will require you to write an abstract and some will not, so be sure to check.

3. Spacing and Margins
Double-space all lines of the paper, including the title, headings, footnotes, quotations, references, figure captions, and all parts of tables. Leave uniform margins of at least one inch on all sides of every page.

FURTHER GUIDES TO APA STYLE AND WRITING ASSISTANCE

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


The Writing Centre, in Room 115 of the Burke Building on Saint Mary’s campus, has many writing guides and style manuals to help students. The Writing Centre offers tutoring services for writing Psychology papers and any other type of writing assignment. Online writing guides are also available.

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

The Writing Centre
Burke 115
Tel: (902) 491-6202
writing@smu.ca
http://www.smu.ca/academic/writingcentre/
4. Printing
Papers should be printed on 8 ½ by 11 paper. Check with your professor to see if double-sided printing is acceptable.

5. Page numbers
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.

6. Indentation
Indent the first line of every paragraph using the tab key, which should be set at 5 to 7 spaces or ½ inch. Note the following exceptions:

- Abstract: The first line of the abstract is not indented.
- Long (block) quotations: Indent all lines (not just the first line) of long quotations (quotations that are 40 words or more).
- Titles and headings: Headings are either centred or flush left, depending on the heading level (see the section on headings). The title is centred.
- Table titles and notes: Table titles and notes should be flush left (not indented).
- Figure captions: Figure captions should be flush left to the margin (not indented).

7. Headings
Including headings in a longer paper is a good way to organize information for the reader. Also, depending on the length and complexity of your paper, you may use different levels of headings. The APA manual describes five levels of headings, but you will likely only need to use up to three levels for most of your papers. If you need information on the other levels, see section 3.03 of the APA manual (6th edition).

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.

THE RELATIONSHIP BETWEEN INTERACTIONAL

Table 1

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interactional justice</td>
<td>3.51</td>
<td>.87</td>
<td>(.93)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. OBSE</td>
<td>3.84</td>
<td>.69</td>
<td>.52*</td>
<td>(.87)</td>
<td></td>
</tr>
<tr>
<td>3. JAWS</td>
<td>3.28</td>
<td>.71</td>
<td>.60*</td>
<td>.74*</td>
<td>(.94)</td>
</tr>
</tbody>
</table>

Note. OBSE = organization-based self-esteem. JAWS = job-related affective well-being. Alpha coefficients are on the diagonal.
* Correlation is significant at the 0.01 level (2-tailed).

Note: Tables should be included at the very end of a paper unless your professor gives other instructions. While journal articles are not published this way, this is how submissions to journals are sent, so this is the way that Psychology students are usually encouraged to format their papers. Create the table according to proper formatting and, again, remember to include it at the end (not as an appendix).
3

Notes about the reference list:

- **Alphabetically organize the list**: Order the references alphabetically 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).

---

**Three levels**: In some cases you may need to use three levels of headings. Third-level headings should be indented 5 to 7 spaces using the tab key, written in bold, with the first word capitalized and all other words (except names) in lowercase letters. End these headings with a period.

**Here is an example of three levels of headings:**

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

**Theoretical Basis and Justification**
(Flush Left, Boldface, Uppercase and Lowercase Heading)

Theory one.
(Indented, boldface, capitalizing the first word and any proper names, with all words in lowercase, ending with a period.)

---

**8. Paragraphs**

Do not leave an extra space (do not hit Enter twice) between paragraphs.

**9. Using Numbers**

**Spell out numbers between zero and nine.**

*Only eight* people attended the meeting today. *My father has three sisters.*

Exceptions to this rule:

- Use numerals when grouping a number between zero and nine with a larger number.
  
  *Only 8 out of 40 people attended the meeting today.*

- Use figures when writing a precise measurement or mathematical function.
  
  *4 cm; 7%*

**Use numerals for numbers 10 and up:**

*This event was last held 23 days ago.*

*There were 342 people in attendance at the hockey game.*
Exceptions to this rule:
- Spell out the number when it begins a sentence. 
  - Forty-eight out of seventy people voted for the bylaw.
  - Two hundred forty-six people are in the Science program.

Use numerals in the following situations:
- Decimals (5.33; 10.25)
- Divisions of books (Chapter 3; pages 43-90)
- Addresses (11 Maple Lane)

Spell out numbers in the following situations:
- Indefinite amounts (millions of people; over one billion)
- General dates (the Sixties; the fifteenth century)

Either numerals or words can be used in the following situations:
- Fractions: If fractions are greater than one, use numerals. If they are less than one, spell them out. (1 ½, 2 ⅔; two-thirds, nine-tenths)
- Dates (January 23, 2009; the twenty-third of January, 2009)
- Time of day (6:00 A.M., 5:30 P.M., 12:02; six o’clock, five-thirty, half past five)

Combinations of numerals and words may be used in the following situation:
- Very large numbers (66 hundred, 7 thousand, 203 million, 1 billion, 5 dozen)
- Expressing back-to-back modifiers (2 two-way interactions; ten 7-point scales)

References
THE RELATIONSHIP BETWEEN INTERACTIONAL

Practical implications and directions for future research

The results of this study have some practical implications for organizations. If interactional justice is related to affective well-being, then organizations that do not consider how fairly they treat their employees should be persuaded to pay more attention to this treatment. It does not cost organizations anything to treat their employees with respect and courtesy, yet the payoffs are substantial for both the employee and the employer. Similarly, organizations can attempt to boost their employees’ self-esteem by rewarding them for jobs well done or by ensuring that they have the appropriate training necessary to do their jobs confidently.... [section continues].

10. Quotations

Quotations can be effective if used sparingly. If you rely too heavily on another person’s words, your writing may end up lacking flow and you will not be writing enough of your own interpretations and ideas. To avoid quoting too much, try to paraphrase (summarize) your sources’ ideas as much as possible and integrate them into your own opinions/arguments about the topic.

Short Quotations

Quotations shorter than 40 words should be incorporated into the text and enclosed by double quotations marks (“ ”).

Here is an example:

Holmavall and Bobocel (2008) suggest that self-identity also plays a role: “the impact of procedural fairness on people’s reactions to unfavourable outcomes depends both on the strength of people’s self-identities as well as on their cognitive accessibility” (p. 164).

Long Quotations

For quotations of 40 words or more, all lines (not just the first line) of the quotation should be indented, and quotations marks should not be used. For long quotations, the punctuation is placed before the parentheses.
Here is an example:
Galinsky, Maddux, Gilin, and White (2008) suggest a reason for this link:

Given that understanding one’s opponent is valuable for success in competitive interactions, it seems likely that individual characteristics associated with such understanding would prove advantageous. In this vein, two related but distinct social competencies—perspective taking and empathy—have been shown to motivate social understanding across a variety of contexts. (p. 378)

Note that with long quotations, the punctuation comes before the parentheses.

If there are no page numbers (e.g., in an electronic document), use the paragraph number (if available) preceded by the abbreviation ‘para.’ If paragraph numbers are not visible, cite the heading and the paragraph number following it.

Here is an example:
“quote quote quote” (Gilin, 1999, Conclusion section, para. 2).

Additions to Quotations
If letters or words need to be added for the sentence to make grammatical sense, then they should be enclosed in square brackets. Square brackets should also be used to indicate changes in punctuation.

THE RELATIONSHIP BETWEEN INTERACTIONAL

Results
Prior to conducting analyses, the data were cleaned and screened for outliers. All statistical analyses were conducted using SPSS Version 15.0 for Windows. To test for common method bias, a principal components analysis with varimax rotation was conducted. Four factors emerged (two for the positive and negative emotions in the Job-Related Affective Well-Being Scale (JAWS), one for the interactional justice items, and one for the organization-based self-esteem items), indicating that high correlations among the measures were not due to the situation of only self-report measures being used. [section continues].

Discussion
The results of this study provide support for the hypothesis that interactional justice and organization-based self-esteem are significant predictors of job-related affective well-being. These findings are consistent with relational models of justice. According to these models, individuals determine (at least in part) their worth in an organization based on how they are treated within it. If individuals are treated fairly and if they have high organization-based self-esteem, then it seems reasonable that they would have high job-related affective well-being…. [section continues].
THE RELATIONSHIP BETWEEN INTERACTIONAL

were contacted with email invitations to participate. Survey Response sent out emails to 800 volunteers asking for their participation; the emails included a link to the survey, which was hosted by Survey Monkey. The emails ensured participants that all their responses would be kept anonymous and confidential…. [section continues].

Measures

To assess interactional justice, Moorman’s (1991) 6-item measure was used, which has been found to have high (α=.93) internal consistency. An example item from this measure was “Your supervisor considered your viewpoint” (Moorman, 1991, p. 850). In order to keep the wording consistent across all measures, the wording of the items was changed from “your supervisor” to “my supervisor”. The items were rated on a 5-point scale ranging from strongly disagree to strongly agree. High scores indicated high interactional justice…. [section continues].

Here is an example:

Fisher and Voracek (2006) found that “many factors influence a woman’s attractiveness, including her WHR [waist to hip ratio], BMI [body mass index], and level of curvaceousness, but how these features interact or the relative importance of each factor compared to the other is still unknown” (p. 193).

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 quoting must be represented fairly.

Here is an example:

In their first analysis, Ivanoff, Branning, and Marois (2009) “aimed at isolating… the brain regions associated with the entire flow of information processing from sensation to motor response” (p. 4171).
**Indirect Quotations (Citing a Source within a Source)**

Occasionally, you may find that one of your sources cites information from another source that is useful to you. If this happens, then you should always try to find the original source to use in your paper. You cannot simply cite the source in which you found it or simply use the same citation and reference entry that your source used.

Why should you track down the original source? You should use the original source in your paper for several reasons:

- to ensure that you fully understand the idea instead of just the part that was cited in your source
- to ensure that the author who is citing the original source did not accidentally misinterpret or misquote it
- to ensure that you know the point/intent of the original source

However, if you absolutely cannot find the original source (for example, if it is not in any of SMU’s databases, or if the original work is not available in English or is out of print), then you can indirectly cite the original source. To do so, include the original author or source in your text along with the source in which you found it, but do not include the original source in your reference list.

Here are two examples:

One option is to use a heuristic to organize emotions in terms of approach-avoidance tendencies (Davidson & Fox as cited in Conrad et al., 2007, p. 989).

Davidson and Fox are the authors whose information is being cited. This source does not get added to the reference list. Conrad et al. is the source in which the original information was found. This source does get included in the reference list.

OR

Davidson and Fox’s heuristic (as cited in Conrad et al., 2007, p. 989) addressed this issue.

---

**The Relationship between Interactional Justice, Organization-based Self-esteem, and Affective Well-being**

Organizational justice, the perceived fairness of an employee’s organization, has recently been linked to various individual and organizational outcomes, including job satisfaction, organizational commitment, and job performance (Society for Industrial & Organizational Psychology, n.d.).

Organizational justice has three components: distributive justice, procedural justice, and interactional justice. Research on organizational justice began with Adams’ (1965) equity theory. Adams defined distributive justice as the fairness of the distribution of outcomes, or rewards, and emphasized the concept of relativity in determining how fairly outcomes are distributed. Employees compare the ratio of their own inputs into the organization, such as education, training, and skills, and their own rewards, such as pay and benefits, to the ratio of the inputs and rewards of other employees. Inequity occurs when the ratio of an employee’s inputs to outcomes and the ratio of another employee’s inputs to outcomes are unequal.... [section continues].

**Method**

Participants and Procedure

Participants were recruited via email by Study Response, a project designed to aid researchers in recruiting research participants, to complete an online survey. Individuals who were interested in being participants in various research projects signed up as volunteers on the Study Response website and...
Organizational justice is related to various employee attitudes and behaviours (Colquitt et al., 2001). It is comprised of distributive justice, procedural justice, and interactional justice. The current study examined the effects of interactional justice and organization-based self-esteem on job-related affective well-being in a sample of employees from a wide variety of occupations. Interactional justice and organization-based self-esteem were both significant predictors of employee well-being; further, organization-based self-esteem mediated the positive relationship between interactional justice and job-related affective well-being. Implications and future research directions are discussed.

11. 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 do not 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 this information.

Here is an example:
Fear of stigma is believed to impact whether or not an individual with a mental illness will seek help (Komiti, Judd, & Jackson, 2006).

12. Tables
Tables provide an efficient way of presenting a large amount of data in a limited amount of space. 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.

To refer to tables in your paper, refer to them by their number (Table 5) instead of writing things like “the table above”.

Tables should 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. General notes include the source of the table if you did not create it.

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.

Here is an example of a correlation table with made-up results:

<table>
<thead>
<tr>
<th>Subscale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Extraversion</td>
<td>(.92)</td>
<td>.77*</td>
<td>.67*</td>
<td>.54*</td>
<td>-.45*</td>
</tr>
<tr>
<td>2. Openness</td>
<td>(.94)</td>
<td>.65*</td>
<td>.67*</td>
<td>-.37</td>
<td></td>
</tr>
<tr>
<td>3. Agreeableness</td>
<td>(.89)</td>
<td>.71*</td>
<td>-.51*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Conscientiousness</td>
<td>.93</td>
<td>.31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Neuroticism</td>
<td>(.92)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note.* Alpha values are indicated in parentheses on the diagonal.

* *p < .05

13. Citing Tables

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

If you are using a table from another source exactly as it is found in that source, then include the words “Reprinted from” to indicate that the table is identical to the original one.


---

**Here is an example of a table taken exactly as found from another source:**

<table>
<thead>
<tr>
<th>Line race*</th>
<th>Race of mock witness/description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black and White lineups</td>
<td>B/B</td>
</tr>
<tr>
<td>B/B</td>
<td>-</td>
</tr>
<tr>
<td>B/W</td>
<td>-</td>
</tr>
<tr>
<td>W/W</td>
<td>-</td>
</tr>
<tr>
<td>Black only**</td>
<td>B/B</td>
</tr>
<tr>
<td>B/B</td>
<td>-</td>
</tr>
<tr>
<td>B/W</td>
<td>-</td>
</tr>
<tr>
<td>W/W</td>
<td>-</td>
</tr>
<tr>
<td>White only**</td>
<td>B/B</td>
</tr>
<tr>
<td>B/B</td>
<td>-</td>
</tr>
<tr>
<td>B/W</td>
<td>-</td>
</tr>
<tr>
<td>W/W</td>
<td>-</td>
</tr>
</tbody>
</table>


*p < 0.05 if r ≥ 0.28.

**p < 0.05 if r ≥ 0.40.

---

If you have changed the table from its original form (i.e. you have only included part of the table or you have left out a column or row that is not relevant to your paper, etc.), then include the words “Adapted from” to indicate that you have changed the table in some way.
14. Figures

Although figures usually require the reader to estimate values, they allow for a quick glance at an overall pattern of results and are useful for depicting interactions between variables. Figures include graphs, charts, and images, and they should be simple, clear, and easy to understand.

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. Because the caption acts as both an explanation and a title, the figure should not include a title, but should include a caption.
- To point the reader to a figure, refer to it by its number (Figure 5) instead of writing something like “the figure above”.

Here is an example of a table that has been adapted from another source:

### Table 1

Respondents who Agree with the Appropriateness of Information Released About Sex Offenders to the Public

<table>
<thead>
<tr>
<th>Item</th>
<th>Responses in Agreement (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fingerprints</td>
<td>35</td>
</tr>
<tr>
<td>Photographs</td>
<td>22</td>
</tr>
<tr>
<td>Home address</td>
<td>28</td>
</tr>
<tr>
<td>Home telephone</td>
<td>36</td>
</tr>
<tr>
<td>Crime description</td>
<td>30</td>
</tr>
<tr>
<td>Vehicle description</td>
<td>20</td>
</tr>
<tr>
<td>License plate number</td>
<td>19</td>
</tr>
</tbody>
</table>


The words “Adapted from” are used when you are modifying a table that you have taken from a source. All major words are capitalized when citing table sources.

References


Personal communications

(D. Bourgeois, personal communication, November 26, 2009)

P. Street stated … (personal communication, October 19, 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.

Motion picture


Note: 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. Their roles are described in parentheses.

Episode from a television series:


Note: The description is not the title and is not italicized.

Here is an example of the correct formatting of a figure:

Figure 1. Estimated marginal means of attractiveness ratings, controlling for the covariates of mean viewing duration and the Sociosexuality Orientation Inventory score. Entries in the legend correspond from left to right as participant sex and sex of the face in the photograph; e.g., “female to female” indicates female participants’ mean rating of female faces. Reprinted from “The Influence of Relationship Status, Mate Seeking, and Sex on Intrasexual Competition,” by M. L. Fisher, U. S. Tran, and M. Voracek, 2008, The Journal of Social Psychology, 148, p. 501.

For more detailed information on figures in APA style, please see sections 5.20 to 5.30 in the APA manual (sixth edition).
A NOTE ON 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 found them. 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 found them.

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 quotations around it (see the Quotations section in this booklet) and cite it in your text and in your reference list. If you take someone’s idea/argument but put it into your own words, then you do not 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” does not 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 is 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.

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

Paper presented at a conference

*The impact of organizational injustice on the experience of stress.*

Paper presented at the Work, Stress & Health Conference, Toronto, ON.

Fact sheet, brochure, etc.

Retrieved from

http://www.cpa.ca/publications/yourhealth/psychology

worksfactsheets/healthanxiety/

Online consumer brochure

Multipage document created by a private organization


Other Types of Sources

Government documents


Another way to look at it is that if the same information can be found in five or more sources (which are completely independent and not referring to one person or to one another), then the information is probably common knowledge.

Example of something that does not need to be cited:

William James is considered to be one of the fathers of Psychology.

Example of something that has to be cited:

William James taught Anatomy and Physiology at Harvard College from 1873 to 1876 (Barbalet, 2004, p.214).

If you are unsure whether or not a idea is common knowledge, then it is 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.

Here is an example:

Aserinsky and Kleitman (1953) found that rapid eye movement (REM) is likely associated with dreaming.

In this case, the relationship between REM and dreaming may be well-known; however, because a specific study is being used, it needs to be cited.

DOCUMENTING RESEARCH – APA STYLE

In university papers, whenever you are writing about someone else’s ideas, you need to reference your source 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. 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 ideas that are not your own, regardless of whether you are quoting or summarizing them. According to the APA’s Publication Manual (2009), you always need to provide a page or paragraph number when directly quoting a source. When paraphrasing or referring to an idea in another source, “you are encouraged to provide a page or paragraph number, especially when it would help an interested reader locate the relevant passage” (p. 171).

**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.

<table>
<thead>
<tr>
<th>Here are some examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bourgeois (1999) argued… (p. 45).</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>Paraphrase of overall argument (Cameron, 1999).</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>“quote quote quote” (Konopasky, 2010, Discussion section, para. 3).</td>
</tr>
</tbody>
</table>

**Magazine article**


**Electronic Sources**

**Electronic book**


**Electronic book chapter**


**Document available on a university program or department website**

Article or chapter in an edited book


Entry in an encyclopedia


Daily newspaper article


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).

*Here are two examples:*

Stinson (2009) argued….

*OR*

“quote quote quote” (Cameron, 1999, p. 56).

Citing a Source with Two Authors

If the source has two authors, use an ampersand (&) to join them when citing them in parentheses:

*Here are two examples:*

Day and Carroll (2003) argued that …

*OR*

Paraphrase of material (Day & Carroll, 2003).

Citing a Source with Three to Five Authors

If the source has three to five authors, list them all the first time that you cite the source.

*Here are two examples of the first in-text citation:*

Paraphrase of material (Lindsay, Smith, & Pryke, 1999).

*OR*

Lindsay, Smith, and Pryke (1999) showed…
In subsequent citations, however, list only the first author followed by “et al.”

Here is an example of a subsequent in-text citation:

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

Citing a Source with More than Five Authors
For a source that has more than five authors, list the first author followed by “et al.”

Here is an example of an in-text citation with more than five authors:

Paraphrase of material (Holmvall 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.

Here is an example:

(National Institute of Mental Health, 2008)

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; use italics for the title of a periodical, book, brochure, or report.

Journal article with more than seven authors

Print Sources

Book by one author


For a book title, capitalize only the first word of the title, subtitle, and proper names.

Book by two or more authors


Place of publication – include both city and state (for the US), city and province (for Canada), or city and country (anywhere else).
Journal article with one author


Journal article with two authors


Journal article with three to seven authors


Here are two examples:

“Organizational Performance” (2009) defines internal culture as…

OR

Internal culture is defined as… (“Organizational Performance,” 2009).

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.

Here is an example:

Paraphrase of material (Anonymous, 2010).

Citing a Source with No Page Numbers

If there are no page numbers in a source (e.g., in an electronic document), the paragraph number (if available) should be used, preceded by the abbreviation para. If paragraph numbers are not visible, cite the heading and the paragraph number following it.

Here is an example:

“quote quote quote” (Kocum, 2003, Conclusion section, para. 2).

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 author’s name), in the same way that they are alphabetical in your reference list.

Here is an example:

Paraphrase of idea/argument (Conrad, 2008; Holmvall & Bobocel, 2003)

List the separate entries alphabetically by authors’ last names (i.e. “C” comes before “H”), but keep the order of names within each entry (i.e., the second source lists “Holmvall” before “Bobocel”).
**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 reference list, but they still need to be cited in your text.

Here are two examples:

- “quote, quote, quote” (M. Fleming, personal communication, March 26, 2009).

**Reference-List Entries**

**Journal Articles**

**Journal article with a DOI assigned**

DOI stands for *digital object identifier*, which identifies electronic documents like online journal articles. It can be found on the first page of the article or along with all other article information if you are using a database like PsycINFO.


**Journal article with no DOI assigned (electronic version)**


Note: According to APA guidelines, you need to include an issue number if each issue of the journal starts on page one. If this is the case, include it in parentheses immediately after the volume number, and do not italicize it.

**Journal article with no DOI assigned (print version)**