A QUICK GUIDE TO FORMAT AND CITATIONS

Introduction

This *Quick Guide* contains information about specific formatting guidelines for EdD course papers and the dissertation. It is a summary of the most frequently used APA guidelines. Some the information has been adapted from the *Publication Manual of the American Psychological Association, 5th Edition (2001).* It is important to understand that the APA manual is primarily a guide for those who wish to submit manuscripts for publications in APA journals, rather than for students who are writing course papers, theses, or dissertations. This guide takes precedence over the APA manual for paper and dissertation purposes.

Quotations and Reference Citations in the Body of the a Course Paper or Dissertation

The general principle that prevails is "to give credit where credit is due." Not acknowledging others' work or ideas is plagiarism, which is not acceptable practice and is intellectually dishonest. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. It is the policy of the Graduate School of Education that when a student is found to be in violation of the academic dishonesty policy, academic penalties may be prescribed by the assigned course instructor or capstone advisor, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course or capstone.

How you give credit depends on you use of others' ideas. If that use is *indirect* (paraphrases, summaries, or brief allusions), it is sufficient to state the author's/authors' name(s) and the copyright year of the source. Do not include page numbers with indirectly quoted material. If that use was *direct* (verbatim), you must identify the author's/authors' name(s), the copyright year, and the page number(s).

It is not customary to cite the titles of books, journals, journal articles, authors' first names and titles (such as Dr. or PhD). Rather, titles of source materials are listed in the bibliography or reference list.

- Here is a less preferable example: Dr. R. Brian Standfield, in his 2000 book, *The Courage to Lead: Transform Self, Transform Society* stated….

- It is better to cite this way: Standfield (2000) stated….

1. Formatting Indirect Quotations
   There are several ways to position the citation information correctly. The main consideration is to place the citation as close to the information as possible. Avoid placing the citation at the end of a set of sentences or paragraph unless there is a compelling reason. This location makes it hard to tell if all the precedes the citation is from the same source or if only the last sentence is. Here are four examples of indirect citations:

- Rogers (1998) boldly announced [followed by paraphrased language]
- In 1998, Rogers boldly announced….
- In his last work (1998), Rogers boldly announced….
- A recent announcement of research findings (Rogers 1998) stated….

2. <u>Formatting Direct Quotations</u>
   If you quote verbatim, include the author's/authors' name(s), copyright date, and page number(s) for the quoted material. These examples extend from those listed above:

   ▪ Rogers (1998) boldly announced, "there is conclusive proof that the organization suffers from too little attention" (p. 48).
   ▪ In 1998, Rogers boldly announced, "there is conclusive proof that the organization suffers from too little attention" (p. 48).
   ▪ In his last work (1998), Rogers boldly announced, "there is conclusive proof that the organization suffers from too little attention" (p. 48).
   ▪ A recent announcement of research findings (Rogers 1998) stated, "there is conclusive proof that the organization suffers from too little attention" (p. 48).

3. <u>Formatting Quotations of Fewer than 40 Words</u>
   These quotations are typed like the body of the text—double-line spacing and wrap-around on the right margin. They are enclosed with quotation marks to separate them from the rest of the text. The final period follows the parenthesis containing the citation information. For example, the following quote has 13 words:

   When planning curriculum, it is often useful to bear in mind Dewey's statement

   that, "The objective is to provide understanding of practice, not merely understanding in

   thought (1927, p. 48). [Note: The copyright date can also be placed after Dewey's

   name.]

4. <u>Formatting Quotations of 40 or More Words</u>
   These quotations are double-line spaced too, but are indented block or business style with all lines indented one tab over. That is, the left margin is even with the paragraph tab setting. The right margin follows the setting for the paper, which is "ragged" or left justified margins. The final period of the quotation *precedes* the parentheses that contain the citation information. No period follows the parens. For example, this quote contains 66 words. Notice that since the first sentence begins a paragraph, its left margin and the left margin of the quoted material align. It looks funny, but it is accurately written.

   Standfield (2000) describes the nature of transparency this way:

   Transparency happens when you can see through the mundane to the depth insight

   that lies behind it. The word *transparency* is rich in meaning and associations. My

   thesaurus relates transparency to words like translucent, diaphanous, limpid, and

   even lucid. So transparency has something to do with letting the light shine

   through, or being able to see through the surface of things to the depth of things.

   (p. 93)

5. Citing multiple sources within the body of the paper or capstone:
   - If you are citing authors as sentence subjects, the order is as you choose. For example,

   > In the early 1980s, Smith and Jones (1982), Goudou (1980), Fitzpatrick, Miles, and Appleby (1984), and Revlon (1981) reported similar research findings on the use of negotiation strategies with adolescents.

   - However, if you are citing them within parentheses—not as sentence subjects, list them in alphabetical order. For example,

   > In the early 1980s, several researchers reported similar findings on the use of negotiation strategies with adolescents (Fitzpatrick, Miles, & Appleby, 1984; Goudou, 1980; Revlon, 1981; Smith & Jones, 1982).

Headings and Subheadings
Hamline graduate students most commonly use the following four levels of headings and subheadings. Note: These are different from those listed in the APA manual. If more heading levels are needed, consult the course instructor or dissertation advisor.

CHAPTER ONE	[Level 1-Chapter Number]
Introduction	[Level 2-Chapter Name]
Historical Background	[Level 3-Section Heading]
The colonization of Peru.	[Level 4- Section Sub heading]

1. In the Level-3 heading, capitalize the first word and all other main words, proper nouns, and the first word after a colon. Text for the Level 3 heading or title starts below the heading. Use tabbed indentations for paragraphs, not the block style of this document. Here is an example of the beginning of a major section.

> Historical Background
>
> There are three important events that presaged this period in history. They are the arrival of
>
> military personnel, the conquest of indigenous peoples in the region, and the subsequent cultural
>
> takeover by the military…….

2. If is necessary to include one or more Level-4 subsections in any section, follow this format. Indent five spaces (1 tab) in and type an underlined subheading. End it with a period, and start the text in the section two spaces to the right of the period. Only the first word, proper nouns, and the first word after a colon are capitalized. The following example extends the previous one:

> Historical Background
>
>   Three important events presaged this period in history. They are the arrival of military
>
> personnel, the conquest of indigenous peoples in the region, and the subsequent cultural takeover
>
> by the military…….[rest of paragraph(s) before the subheading]
>
>   The colonization of Peru.   Binns and Gerardo (1999) stated that Peru's colonization was
>
> influenced by…….

Reference List or Bibliography
1. If the list of sources at the end of the paper or capstone contains *only* the works cited within, then the source list is titled References. If the list of sources also contains works other than those cited (works that influenced your understanding or works that the readers might find helpful or interesting or both), then the source list is titled Bibliography. Any special-purpose list or lists of resources are to be placed in one or more appendixes.

2. Entries in either the References or Bibliography use *hanging indents*. That is, the first line of each entry is flush with the left margin and all remaining lines of the entry are indented one tab in. Entries are listed in alphabetical order by first author's name. If the author is an organization or another source without a person attached, place it in the overall alphabetical order of the reference/bibliography list. Entries are double-line spaced within and between themselves. Titles of books and journals are italicized, not underlined as in earlier APA manuals. A period follows each element of the citation. (See composite list at the end of this document for example of overall format.)

3. The general order is always--**Author. (Year of Publication). Title. Place of Publication: Publisher**. Unless the place of publication is a well-known city, include the state initials. New York and Los Angeles are examples of the former. "a." below is an example of the latter:

4. Here are examples of the most commonly cited materials.

a. Book, single author:
Smith, D. (2004). *The world of language.* Brockton, MA: Commonwealth University Press.

b. Book, two authors:
Smith, D., & Jonas, F. P. (2004). *The world of language.* Brockton, MA. Commonwealth

University Press.

c. Book, more than two authors:
Smith, D., Jonas, F. P., & Martinez, A. (2004). *The world of language.* Brockton, MA.

Commonwealth University Press.

d. Book, organization as author:
National Alliance for Language Acquisition. (2004). *The world of language.* Brockton, MA.

Commonwealth University Press.

e. Chapter in an edited book, authors didn't write whole book:
Davis, D., & Davis, G. (1996). Multimedia presentations and the writer's workshop. In A.

Hoffman and B. Clark (Eds), *Teaching writing: New approaches (pp. 14-58).* New York:

InfoMart Publishers.

f. Edited book, authors wrote whole book together:
Hardigan, M., & Moses, F. X. (Eds.). *Integrated systems in business.* San Francisco: Better

Business Press, Inc.

g. Journal article (Notice that the italics of the title extend to through the volume number—72):
Anderson, B., & Zimmern, M. T. (1993). Whole language and the learning-disabled child: A

New perspective. *Journal of Research in Special Education, 72*(1), 192-215.

h. Electronic-Online source:
Hart, P. D., & Teeter, R. M. (2002). A national priority: Americans speak on teacher quality.

Retrieved: January 22, 2005, from ftp://ftp.ets.org/pub/corp/survey/2002.pdf

5. If the Bibliography or References list contains two or more entries with the same author or authors, list the entries in chronological order, earliest to most recent.

Example of a Reference Page:

References

Anderson, B., & Zimmern, M. T. (1993). Whole language and the learning-disabled child: A

      new perspective. *Journal of Research in Special Education, 72*(1), 192-215.

Cuban, L. (1985). *How teachers taught.* New York: Longman.

Cuban, L., & Usdan, M. (Eds.). (2003). *Powerful reforms with shallow roots: Improving*

      America's urban schools. New York: Teachers College Press.

Davis, D., & Davis, G. (1996). Multimedia presentations and the writer's workshop. In A.

      Hoffman and B. Clark (Eds), *Teaching writing: New approaches (pp. 14-58).* New York:

      InfoMart Publishers.

Garcia, A., & Roundtree, S. C. (2001, January). *Diversity training for teachers: An*

      administrative viewpoint. Paper presented at the meeting of the American Educational

      Administrators Association, Hilton Head, SC.

Hardigan, M., & Moses, F. X. (Eds.). *Integrated systems in business.* San Francisco: Better

      Business Press, Inc.

Hart, P. D., & Teeter, R. M. (2002). A national priority: Americans speak on teacher quality.

      Retrieved: January 22, 2005, from ftp://ftp.ets.org/pub/corp/survey/2002.pdf

Johnson, J. B. (1999). *Journaling and the first grader: The importance of parent participation.*

      (Report No. NCAAAR-93-01.) Eden Lakes, OH: National Center for Research on

      Journaling. (ERIC Document Reproduction Service No. ED 555-555).

National Alliance for Language Acquisition. (2004). *The world of language.* Brockton, MA.

      Commonwealth University Press.

Smith, D. (2004). *The world of language.* Brockton, MA: Commonwealth University Press.