

APA 6th Edition: Writing and Citing Basics

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This document is meant to provide a basic overview of writing and citing rules associated with the APA 6th Edition writing style. Users are encouraged to consult the full APA 6th Edition manual for further clarification. Please feel free to share this document, but credit appropriately. Significant thanks to Dr. John Dugan and Dr. Adrienne Hamcke Wicker for their guidance and resources related to APA style. Please email me at jcgarvey@bamaed.ua.edu with suggestions or comments.

Manuscript Preparation			
	Page	Rule	Exception
Typeface	pp. 228-229	Serif typeface, 12-point font size, Times New Roman preferred	Use sans serif font for wording in figures
Line Spacing	p. 229	Double-space all text, including title, headings footnotes, quotations, references, and figure captions	
Margins	p. 229	1" at top, bottom, left, and right	
Alignment	p. 229	Flush-left style, do not use full justification or hyphenated words	Headings
Indentation	p. 229	Indent first line of every paragraph and of every footnote with tab key	Abstract, block quotations, titles and headings, table titles and notes, and figure captions
Page Numbers	p. 230	Numbered consecutively in upper right, including title page, using generated numbers in running head	
Running Head	p. 230	Uppercase letters, left justified, and preceded by term "Running head" on first page only; shortened version of title, no more than 50 characters	
Title Page	p. 41 (example on next page)	Requires three components: title of the paper, author and institutional affiliations, and running head with page number	

Identity and Philanthropy: Cultivating African American Alumni

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Headings

APA has five possible header formats, although most papers use only three to four levels. Types of equal importance should have the same level. Avoid having only one subsection heading and subsection within a section. Never label the beginning of a manuscript as the introduction. The paper title always appears centered in upper and lower case at the top of the first page, but does not count as a level in your paper.

- 1 **Centered, Boldface, Uppercase and Lowercase Heading**
- 2 **Flush Left, Boldface, Uppercase and Lowercase Heading**
- 3 **Indented, boldface, lowercase paragraph heading ending with a period.**
- 4 *Indented, boldface, italicized, lowercase paragraph heading ending with a period.*
- 5 *Indented, italicized, lowercase paragraph heading ending with a period.*

Short Paper (One Level)

Identity and Philanthropy: Cultivating African American Alumni (Title)
Undergraduate Student Experiences (Level 1)
Alumni Experiences (Level 1)
Institutional Contexts (Level 1)

Medium Length Paper (Two Levels)

Identity and Philanthropy: Cultivating African American Alumni (Title)
Undergraduate Student Experiences (Level 1)

Curricular Activities (Level 2)
Co-Curricular Activities (Level 2)

Alumni Experiences (Level 1)
Institutional Contexts (Level 1)

Long Paper (Three Levels)

Identity and Philanthropy: Cultivating African American Alumni (Title)
Undergraduate Student Experiences (Level 1)

Curricular Activities (Level 2)
Co-Curricular Activities (Level 2)

Student organizations. (Level 3)
Student governance. (Level 3)

Alumni Experiences (Level 1)
Institutional Contexts (Level 1)

Thesis or Dissertation Length (Four Levels or More)

Identity and Philanthropy: Cultivating LGBTQ Alumni (Title)
Undergraduate Student Experiences (Level 1)

Curricular Activities (Level 2)
Co-Curricular Activities (Level 2)

Student organizations. (Level 3)
Cultural organizations. (Level 4)
Religious organizations. (Level 4)
Student governance. (Level 3)

Alumni Experiences (Level 1)
Institutional Contexts (Level 1)

Writing Style		
	Page	Rule
Wordiness	p. 67	Wordiness can impede the read grasp of ideas. Aim to write parsimoniously. For example, change <i>for the purpose of</i> to simply <i>for</i> or <i>to</i> .
Redundancy	p. 67	<p>Redundancy in writing is common. In the following examples, remove the words in boldface for slimmer sentences:</p> <ul style="list-style-type: none"> • They were both alike • A total of 68 participants • Instructors, which were exactly the same as those used • Absolutely essential • Has been previously found • Just exactly • Period of time
Pronouns	pp. 68-69, 79-80	<p>Pronouns such as <i>this</i>, <i>that</i>, <i>these</i>, and <i>those</i> are problematic when they refer to something or someone in a previous sentence. Eliminate ambiguity by writing, for example, <i>this cohort</i>, <i>that student</i>, <i>these organizations</i>, and <i>those practitioners</i>.</p> <p>A pronoun must agree in number and gender with the noun it replaces.</p> <ul style="list-style-type: none"> • Neither the student treasurer nor the faculty advisor of the Rainbow Coalition had any doubt about his or her involvement with the program. <p>Pronouns can be subjects or objects of verbs or prepositions. Use <i>who</i> as the subject of a verb and <i>whom</i> as the object of a verb or a preposition.</p> <ul style="list-style-type: none"> • Name the practitioner who reorganized the leadership curriculum. • The student whom I recruited attended a graduate school interest fair.
Anthropomorphism	p. 69	Do not attribute human characteristics to animals or to inanimate sources. A study cannot <i>attempt to describe</i> , <i>yield results</i> , or <i>interpret findings</i> .
Biased Language	pp. 70-76	<p>Language must not be used to demean or imply bias against people based on social identities. In general, avoid using “loaded” terms (e.g., at risk) as they are not specific and open to misinterpretation.</p> <ul style="list-style-type: none"> • Gender: Never use <i>he</i> as a generic pronoun. Writing should be done in such a way that gender-specific pronouns are not needed. Avoid use of <i>he or she</i> or <i>he/ she</i> as it becomes distracting to the reader. Additionally, authors are advised that gender is cultural and sex is biological. Accurate use of these terms in writing is encouraged. • Racial/ Ethnic Identity: Capitalize names of racial/ ethnic groups, including <i>Black</i> and <i>White</i>. Do not use hyphens in designations such as <i>Asian American</i> or <i>African American</i>. Avoid language that reifies race or situates one group as normative (e.g., “minority” when meaning “non-White”). • Sexual Identity: Do not use the term homosexual. Instead, use the terms <i>lesbian</i>, <i>gay</i> or <i>gay man</i>, <i>bisexual</i>, <i>queer</i>, or other relevant terms.

		<ul style="list-style-type: none"> • Disabilities: Use the term <i>handicap</i> only to refer to the source of limitation. When referring to people, use the terms: <i>person with _____</i>; <i>person living with _____</i>; <i>person who has _____</i>. • Age: As a general reference, <i>boy</i> and <i>girl</i> are used for people of high school age and younger, while <i>man</i> and <i>woman</i> are used for people 18 and older. The term <i>older person</i> is preferable to <i>elderly</i>.
Passive/Active Voice	p. 77	<p>Use the active voice rather than the passive voice.</p> <ul style="list-style-type: none"> • Passive: The survey was distributed via email. • Active: We distributed the survey via email.
Tense	p. 78	<p>Use past tense when describing an event that occurred at a specific, definite time in the past.</p> <ul style="list-style-type: none"> • Garvey and Inkelas (2012) discussed similar findings. <p>Use the present tense to describe a past action that did not occur at a specific, definite time or to describe an action beginning in the past and continuing to the present.</p> <ul style="list-style-type: none"> • Since that time, several practitioners have used the assessment technique.
Subject/Verb Agreement	p. 78	<p>A subject must agree in number with its verb, regardless of intervening phrases.</p> <ul style="list-style-type: none"> • The percentage of student respondents as well as the reports from faculty increases over time.
Modifiers	p. 81	<p>An adjective or an adverb must clearly refer to the word it modifies. Humorous misplaced modifiers:</p> <ul style="list-style-type: none"> • For those who have children and do not know it, there is daycare available at the student union. • Several bikes were reported stolen by the university police.
Word Choice	p. 84	<p>Be careful in your word choices and avoid some of the common errors below:</p> <ul style="list-style-type: none"> • Affect versus Effect: <i>Affect</i> as a noun is emotion and feeling; as a verb it means to influence (e.g., color affects your impression of a painting). <i>Effect</i> as a noun is an outcome or consequence; as a verb it means to cause to happen (i.e., effect the results of the study). • While versus Although: <i>While</i> should only be used when you are referring to events that are happening at the same time (e.g., John cleaned the dishes while Erin put the food away). <i>Although</i> is often the word you should be using. • Impacted: The noun <i>impact</i> is appropriate, but use of the verb <i>impacted</i> is often incorrect. Only a tooth can be impacted. Switch to <i>influenced</i> or another word. • Data: The word <i>data</i> is typically plural. As such, you need to make sure you have subject verb agreement. "Data are representative of..." • That versus Who: <i>That</i> should never be used to describe a person. For example, it is "The researcher who guided," not, "The researcher that guided."

Mechanics		
	Page	Rule
Punctuation	pp. 87-95	<p>Follow these general rules for punctuation:</p> <ul style="list-style-type: none"> • Spacing: Insert one space after commas, colons, and semicolons; periods that separate parts of a reference citation; and periods of the initials in personal names. Use two spaces after sentence terminators. Do not add spaces for abbreviations such as i.e., e.g., and colons used in ratios. • Periods: Do not use periods with state abbreviations, capital letter abbreviations and acronyms (e.g., ACPA, NASPA), we addresses in text or reference list. • Comma: APA requires use of the comma between elements in a series of three or more items. • Semicolon: Use to separate two independent clauses that are not joined by a conjunction or to separate elements in a series that already contain commas. • Colon: Use a colon between a grammatically complete introductory clause and a final phrase that extends the preceding thought, in ratios and proportions, and in references between publication place and publisher. • Dash: Only use a dash to indicate a sudden interruption in the continuity of a sentence. • Quotation Marks: Using quotation marks for phrases denotes an ironic or inauthentic tone. Do not inappropriately use quotation marks (e.g., “male privilege”), as it may diminish the meaning of phrases and words. • Parentheses: Do not use back-to-back parentheses. Include everything in a single set of parentheses separated by a semicolon. • Brackets: Use brackets to enclose parenthetical material or statistics that are already within parentheses, and to enclose material inserted in a quotation by some other person other than the original writer. • Slash: Use to separate a numerator from denominator and to cite a republished work in text. Do not use for simple comparisons or when a phrase would be clearer.
Model and Theory Capitalization	pp. 101-105	<p>The names of models and theories should not be capitalized in papers. However, the names of instrument, tests, or scales, which are often named after model or theories, are capitalized. The words “test” or “scale” are not capitalized when referring to subscales of tests of an overall instrument. See examples below:</p> <ul style="list-style-type: none"> • social change model of leadership • Astin’s theory of involvement • social learning theory • Socially Responsible Leadership Scale • MMPI Depression scale • Leadership Practices Inventory <p>When describing “anchors” in scales (i.e., the naming conventions describing opposite ends of a coding spectrum) do <i>not</i> use quotation marks. Instead, put the names of the anchors in italics.</p> <ul style="list-style-type: none"> • Response options ranged from 1 (<i>strongly disagree</i>) to 5 (<i>strongly agree</i>).
Abbreviations	pp. 106-111	<ul style="list-style-type: none"> • e.g.,: this translates to “for example.” It is always written in the lower case with a period after each letter and followed by a comma, and it is used only in parentheses: The comparison sample will be used to examine specific student populations (e.g., athletes, resident assistants, orientation leaders)

		<p>on campus.</p> <ul style="list-style-type: none"> • i.e.: this translates to “that is.” It is always written in the lower case with a period after each letter and followed by a comma, and it is used only in parentheses: Researchers found that involvement in a positional leadership role (i.e., election to a particular office) was the strongest co-curricular predictor. • et al.: this translates to “and others.” It is always written in the lower case and there is no period after “et”
Numbers	pp. 111-114	<p>Spell out the word for numbers between one and nine. Numbers 10 and up can be typed in their numerical form. If a number begins a sentence, title, or heading it should be capitalized. However, it is better to reword the sentence and avoid using a number as the first word. Always use numerals for: representation of percentages (e.g., 7%), grouped comparison (e.g., 3 of 9 students completed the survey), statistical functions (e.g., multiplied by 7, 5 times as many), or denoting a specific place (e.g., chapter 5, row 9, page 196).</p> <ul style="list-style-type: none"> • Decimal Fractions (p. 113): Use a zero before the decimal point with numbers that are less than 1 when the statistic can exceed 1 (e.g., Cohen’s <i>d</i>, centimeters, inches). • Plural of Numbers (p. 114): When writing the plural of numbers you should not add apostrophes. The correct format would be: 1950s, sixes.
Statistical Symbols and Equations	pp. 117-124	Most statistical symbols and equations are italicized.

Displaying Results and Findings

There are specific guidelines for tables, figures, posters, and presentations as outlined in the APA 6th Edition manual. Students (particularly those who are writing theses and dissertations) are encouraged to use the following additional resources published by APA:

Nicol, A. A. M., & Pexman, P. M. (2010). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.

Nicol, A. A. M., & Pexman, P. M. (2010). *Displaying your findings: A practical guide for creating figures, posters, and presentations*. Washington, DC: American Psychological Association.

In-Text Citations

The establishment of protocols for citing intellectual property and giving appropriate credit for original ideas is a core function of APA 6th Edition. Citations are provided not only for direct quotations, but also for any thoughts or ideas of others that you paraphrase. Whenever possible you should use primary sources in your papers. However, this requires that you go back to the original text and actually read it. Do *not* cite documents that you have not personally read.

	Page	Rule
Overview	p. 169	<p>Citation of primary sources in text generally follows the author-date method. If the author's surname is mentioned in the text, then you simply add the year of publication in parenthesis. For direct quotes a page number must be added. For example:</p> <p style="text-align: center;">(Walker, 2000) Walker (2000) found that... (Walker, 2000, p. 82)</p> <p>If the name of an author appears as part of the narrative (i.e., in text) then the year follows in parentheses and it is <i>not</i> necessary to include the year again when the author's name is repeated in the narrative of the same paragraph and cannot be confused with any other citations in the same paragraph. Any parenthetical references (i.e., the citation appears in parentheses) in the same paragraph <i>should</i> include the year.</p> <p style="padding-left: 40px;">In a recent study of reaction times, Walker (2000) found no interaction amongst variables in the cross-sectional data. Walker's research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However, interactions among variables were identified in the longitudinal data (Walker, 2000).</p> <p><i>However</i>, if the full citation appears in parentheses <i>first</i>, subsequent citations should always present the year along with the author's last name.</p> <p style="padding-left: 40px;">In a recent study of reaction times, no interaction amongst variables in the cross-sectional data (Walker, 2000). Walker's (2000) research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However, interactions among variables were identified in the longitudinal data (Walker, 2000).</p>
One Work by One Author	p. 174	<p>To cultivate new and active alumni, it is necessary to be cognizant of the behaviors and motivations that encourage giving (Gasman, 2002).</p> <p>Gasman (2002) discussed that in order to cultivate new and active alumni, it is necessary to be cognizant of the behaviors and motivations that encourage giving.</p>
One Work by Two Authors	p. 175	<p>Gasman and Anderson-Thompkins (2003) found that advancement staff are more successful at engaging communities of color when mutually trusting relationships are established.</p> <p>Advancement staff are more successful at engaging communities of color when mutually trusting relationships are established (Gasman & Anderson-Thompkins, 2003).</p>
One Work by Three to Five Authors	p. 175	<p>Cite all authors the first time it appears in a manuscript. After the first time use only the first author's surname and et al.</p> <p>LGBTQ students have lower reports of wellbeing than their peers (Rankin,</p>

		<p>Blumenfeld, Weber, & Frazer, 2010). Consequently, these students may perceive their college and university environments as more personally challenging with lack of support (Rankin et al., 2010).</p> <p>Rankin, Blumenfeld, Weber, and Frazer (2010) reported that LGBTQ students have lower reports of wellbeing than their peers. Rankin and colleagues (2010) further noted that these students may perceive their college and university environments as more personally challenging with lack of support.</p>
One Work by Six or More Authors	p. 175	<p>In the text cite only the surname of the first author followed by et al. If two references with six or more authors shortens to the same format, including year of publication, then shorten only to the point at which the citations can be differentiated and then insert et al.</p> <p>A number of limitations of identity models are identified (Myers et al., 1991).</p> <p>Myers and colleagues (1991) identified a number of limitations of identity models.</p>
One Author with Two or More Works	p. 177	<p>Use the year of publication to distinguish between one author's multiple works. List dates chronologically beginning with the earliest. If the author has more than one work in the same year, assign lowercase letters to each publication by alphabetizing the titles (exclude <i>A</i> or <i>The</i> when considering alphabetical order).</p> <p>Researchers suggest that mentoring relationships follow a predictable life-cycle and are limited in duration (Kram, 1988, 1990a, 1990b, 1996, 2004).</p> <p>Kram (1988, 1990a, 1990b, 1996, 2004) suggested that mentoring relationships follow a predictable life-cycle and are limited in duration.</p>
Groups as Authors	p. 176	<p>Sometimes work is published under the name of a group or association (e.g., National Clearinghouse for Leadership Programs, National Science Foundation, University of Pittsburgh). The name of the organization should be spelled out in the first citation and abbreviated thereafter if an abbreviation makes sense. You must provide the abbreviation in the first citation and spell out the name in your reference list. Write out the name when it appears in your reference list.</p> <p>The social change model advocates for leadership development grounded in social responsibility (Higher Education Research Institute [HERI], 1996). Increasing the individual's level of self-knowledge is a central principal (HERI, 1996).</p>
Works with No Authors	p. 176	<p>If the author is listed as Anonymous, simply use this as the surname and follow the above protocol. If no author is provided, you should cite the first few words of the reference list entry, which is typically the title.</p> <p>Limitations of this study include the lack of a large sample ("Study Finds," 1982).</p> <p>The author of "Study Finds" (1982) suggested that the lack of a large sample is a limitation.</p>
Multiple Citations Supporting the Same Information	p. 178	<p>At times you will need to list multiple authors as supporting a statement. Simply list all the authors and publication dates alphabetically separated by semicolons.</p> <p>Volunteerism at one's alma mater is positively associated with alumni giving (Clotfelter, 2003; Taylor & Martin, 1995; Wunnava & Lauze, 2001).</p>
Personal	p. 179	<p>Use personal communications as infrequently as possible as they provide no direct</p>

Communication		<p>means for the reader to access the cited information on his/her own. Personal communications include telephone conversations, emails, letters, personal interviews, and memos. <i>Since personal communications cannot be recovered, you do not include them in the actual reference list.</i></p> <p>The development of a leadership identity is an integral part of a college student's overall growth (S. R. Komives, personal communication, September 5, 2005).</p> <p>S. R. Komives (personal communication, September 5, 2005) suggested that leadership identity development is an integral part of a college student's overall growth.</p>
Secondary Sources	p. 178	<p>Name the original work, but give the citation for the secondary source.</p> <p>McClelland's study (as cited in Cotheart & Haller, 1996) examined...</p>

Direct Quotations		
	Page	Rule
Fewer than 40 words	pp. 170-171	<p>Consider the citation as part of the sentence and put the terminal punctuation mark after the closing parenthesis.</p> <p>Kelly (2001) asserted that it is essential for organizations to demonstrate to potential donors that their actions are worthy of support.</p> <p>Indeed, "organizations must demonstrate through their actions that they are worthy of supportive attitudes and behaviors" (Kelly, 2001, p. 285).</p>
More than 40 words	pp. 170-171	<p>Quotations of more than 40 words should be presented in block format with a five-space indentation on the left hand side only (use the tab key). Start the quote on a new line and place the page reference after the terminal punctuation mark. In the event that you quote multiple paragraphs, add an additional five spaces indentation to the first line of each paragraph. Note that block quotes should retain the double-spaced formatting required by APA style.</p> <p>The W. K. Kellogg Foundation (2012) contended that: Identity-based philanthropy is transforming the way that generosity flows . . . creating new philanthropic resources, new forms of community empowerment, new leading actors, and new methods to tackle complex problems in the process. As a result, this emerging field is influencing and invigorating the way that philanthropy across all communities gets practiced at a time when many of our old forms are crumbling. (p. 20)</p>
Quotes within Quotes	p. 173	If a direct quote appears within the text that you are quoting enclose the secondary quote with single quotation marks (' ') when in the text and with double quotation marks (" ") when in block format.
Ellipsis Points	pp. 172-173	An ellipsis (. . .) is used to indicate that a segment of the direct quote has been omitted. Use three periods with a space before and after each period to indicate that something was left out of a sentence. Use four periods (one to end the sentence and three additional) to indicate that there is an omission between sentences.
Brackets	p. 173	Brackets ([]) can be used to insert text by someone other than the original author of a quote. These can be useful in clarifying material that may otherwise be lost when a quote is removed from the original text.

Reference List

A reference list should be provided at the end of all papers to assist readers in identifying and retrieving sources. Only include references for material cited in your paper. Note that this is what differentiates a reference list from a bibliography.

Items in your reference list should be listed alphabetically by the first author's surname. The list is double spaced and formatted using a hanging indent (i.e., the second line of each item is indented five spaces). Do *not* manually indent each line. Use the hanging indent feature of MS Word.

There are five core elements to each listing:

Element One = author

Element Two = year

Element Three = title of article/ chapter

Element Four = name of journal/ book

Element Five = publisher location and name

Common reference items are listed in here. The APA 6th Edition book (p. 193) has many more.

	Page	Rule
Publishers' Locations	p. 186	You are required to list the publisher's city and state for all books. If the publisher is a university you do not have to restate the name of the state if it appears in the name of the school.
Several Works by the Same Author	p. 182	Arrange the references chronologically starting with the earliest date.
Sources by both Author Individually and with Others	p. 182	In this case list the individual reference first, followed by the group publications.
Sources with Six or More Authors	p. 198	For references with six or seven authors, list all of them in the reference citation. For references with eight or more authors, list the first six authors, then insert three ellipses, and add the last author's name. Engberg, M., Dugan, J. P., Haworth, J., Williams, T., Kelly, B., Johnson, W., ...Stewart, S. (2009). <i>Navigating the complexity of higher education preparation program administration</i> . San Francisco, CA: Jossey-Bass.
Capitalization	p. 185	Note that only the first word of a book or article title is capitalized. If the title has a colon, then the first word after the colon is capitalized as well. Each word in the title of a journal is capitalized.
Italics versus Underline	p. 185	Italics are used for the names of book and journal titles in lieu of underlining.

Reference Examples		
Book	p. 202	Creswell, J. W. (2007). <i>Qualitative inquiry & research design</i> (2nd ed.). Thousand Oaks, CA: Sage.
Edited Book	p. 204	Gilligan, C., Lyons, N. P., & Hammer, T. J. (Eds.). (1989). <i>Making connections: The relational worlds of adolescent girls at Emma Willard School</i> . Cambridge, MA: Harvard University Press. * Note that the name of the school retains its capitalization since it is a proper noun *
Chapter in an Edited Book	p. 204	McEwen, M. K. (2003). The nature and uses of theory. In S. R. Komives & D. B. Woodard, Jr. (Eds.), <i>Student services: A handbook for the profession</i> (4th ed.; pp. 153-178). San Francisco, CA: Jossey-Bass. * Note the comma, rather than a period, after (Eds.) *
Book Review	p. 209	Komives, S. R. (1995). Elements of truth [Review of the book <i>Reform in student affairs: A critique of student development</i>]. <i>NASPA Journal</i> , 32, 316-319.
Journal Article	p. 198	Boatwright, K. J., & Egidio, R. K. (2003). Psychological predictors of college women's leadership aspirations. <i>Journal of College Student Development</i> , 44, 653-669. doi : 10.1353/jcsd.2003.0048 Komives, S. K., Owen Casper, J., Longerbeam, S. D., Mainella, F., & Osteen, L. (2004). Leadership identity development. <i>Concepts & Connections</i> , 12(3), 1-6. * Note that because this publication begins each issue of a volume with page one, you are required to put the issue number in parentheses next to the volume number. Do not put a space between them and do not put the issue number in italics. *
Online First Journal Article	p. 199	Smith, J. A. (2010). Citing advance online publication: A review. <i>Journal of Psychology</i> . Advance online publication. doi: 10.1037/a45d7867 * Note that the phrase "Advance online publication" and DOI replace the journal volume and page number *
News Article	p. 200	Coughlin, E. K. (1993, March 24). Sociologists examine the complexities of racial and ethnic identity in America. <i>The Chronicle of Higher Education</i> , pp. A7-A8.
Magazine Article	p. 200	Henry, W. A. (1990, April 9). Beyond the melting pot. <i>Time</i> , 135, 28-31. *Note: <i>About Campus</i> is a magazine, not a journal*
New Directions		Coomes, M. D., & DeBard, R. (Eds.). (2004). <i>Serving the millennial generation</i> (New Directions for Student Services No. 106). San Francisco, CA: Jossey-Bass.
Chapter in a New Directions		Broido, E. M. (2004). Understanding diversity in millennial students. In M. D. Coomes & R. Debard (Eds.), <i>Serving the millennial generation</i> (New Directions for Student Services No. 106, pp. 73-86). San Francisco, CA: Jossey-Bass.
Abstracted Doctoral Dissertation		Tyree, T. M. (1998). Designing an instrument to measure the socially responsible leadership using the social change model of leadership development (Doctoral dissertation). Retrieved from <i>Dissertation Abstracts International</i> . (AAT 9836493)

Electronic Reference Items

A key addition to APA 6th Edition is an expanded section on citing electronic sources. Central to this in a reference list is the inclusion of digital object identifiers (DOIs). These are codes assigned to many, but not all, electronically published sources that allow for the more accurate retrieval of electronic documents. They are sometimes found on the actual electronic document (e.g., PDF), but may also be listed in the retrieval system (e.g., web database listing).

Three key guidelines should inform your formatting of electronic reference items:

1. You should direct the reader as closely as possible to the item you are referencing;
2. When page numbers are not available use paragraph numbers to guide the reader to the appropriate section; and
3. Provide URL addresses that work – double-check them.

Electronic Source with DOI	p. 187-192	Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. <i>Leadership Quarterly</i> , 16, 315-338. doi:10.1016/j.leaqua.2005.03.001
Electronic Source with no DOI	p. 187-192	Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. <i>Leadership Quarterly</i> , 16, 315-338. Retrieved from http://www.elsevier.com/wps/find/journaldescription.cws_home/620221/description * Note that you do not end this type of reference with a period. Nor should you leave the hyperlink in the URL. *

Use this site to find a DOI:

<http://www.crossref.org/guestquery/>

APA has an addition to the Style Guide for electronic references available for purchase/download at:

<http://www.apastyle.org/products/4210512.aspx>

Additional Resources

The Purdue Online Writing Lab (OWL) has an extensive website with examples:

<http://owl.english.purdue.edu/owl/section/2/10/>

Should you need to cite government documents, the University of Nebraska Kearney has a great site:

<http://www.unk.edu/academics/library.aspx?id=8936>

If you have looked and looked and simply can't find the correct citation format, here's what APA has to say:

"Occasionally, however, you may need to use a reference for a source for which this chapter does not provide specific guidance. In such a case choose the example that is most like your source and follow that format...When in doubt, provide more information rather than less." (American Psychological Association, 2009 p. 193).