




# THE INS AND OUTS OF CITING SOURCES FOR ACADEMIC WRITING

Dr. Jennifer L. VanSlander  
Columbus State University  
Graduate Research and Writing Boot Camp  
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# Introductions

- Dr. Jennifer L. VanSlander, Assistant Professor of Educational Leadership (previously Assistant Professor of Literacy)

# APA 7<sup>th</sup> Edition

- What is APA?
- According to the American Psychological Association (APA, 2020), "APA style is a set of guidelines for clear and precise scholarly communication that helps authors, both new and experienced, achieve excellence in writing" (p. xvii).
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed)*. American Psychological Association.

# Works Credited in the Text

## *(In-text Citations)*

- In-text citations are a way to ethically credit authors and researchers who have influenced your work (APA, 2020).
- In-text citations are needed when:
  - ***Paraphrasing* (restating the idea[s] of someone else) in your own words)**
  - *Using direct quotes (reproduction of someone else's works verbatim)*
  - *Referring to data*
  - *Reprinting or adapting figures, tables, images, or long passages*
    - Creative Commons
    - Free internet images
    - Commercially copyrighted material (APA, 2020)

# A note about quotes...

- **It is better to paraphrase words than include direct quotes**
- Use quotes when reproducing an exact definition
- Memorable information or to respond to exact wording of someone else
- Too many direct quotes can be problematic (seek guidance from instructor/chair)
- Quotes need author, date, and page number (Graham et al., 2016, p. 6)
- Fewer than 40 words can be quoted in regular formatting using quotation marks
- More than 40 words should be a block quotation

Table 8.2 Examples of Direct Quotations Cited in the Text

Correct	Incorrect	Rationale
Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).	Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another." (Ervin et al., 2018, p. 470)	The period marking the end of a sentence should follow the citation, not precede it.
"Even smart, educated, emotionally stable adults believe superstitions that they recognize are not rational," as exemplified by the existence of people who knock on wood for good luck (Risen, 2016, p. 202).	"Even smart, educated, emotionally stable adults believe superstitions that they recognize are not rational (Risen, 2016, p. 202)," as exemplified by the existence of people who knock on wood for good luck.	The citation should be outside the quotation marks, not within them.
Biebel et al. (2018) noted that "incorporating the voice of students with psychiatric disabilities into supported education services can increase access, involvement, and retention" (p. 299).	Biebel et al. (2018) noted that "incorporating the voice of students with psychiatric disabilities into supported education services can increase access, involvement, and retention." (p. 299)	The period marking the end of the sentence should follow the page number, not precede it.
"Some people are hilarious, others are painfully unfunny, and most are somewhere in between," wrote Nusbaum et al. (2017, p. 231) in their exploration of humor.	"Some people are hilarious, others are painfully unfunny, and most are somewhere in between," (p. 231) wrote Nusbaum et al. (2017) in their exploration of humor.	The page number should be within the same parentheses as the year when the quotation precedes the narrative citation.
The item read, "What were the best aspects of the program for you?" (Shayden et al., 2018, p. 304).	The item read, "What were the best aspects of the program for you?" (Shayden et al., 2018, p. 304).	The question mark that ends the quotation should appear within the quotation marks.
In 2018, Soto argued that "more similar stimuli, such as those coming from the same modality, produce more configural processing" (p. 598).	In 2018, Soto argued that "more similar stimuli, such as those coming from the same modality, produce more configural processing" (Soto, 2018, p. 598).	It is not necessary to repeat the author and year within parentheses when they already appear in the narrative.

# Parenthetical and Narrative Citations

- Parenthetical: author name **and** publication date appear in parentheses
  - *In 2013, roughly 20% of school-age children in the United States were living in poverty (Kena et al., 2015).*
- Narrative: information is incorporated into the text as part of the sentence
  - *CORRECT: Skinner (1966) also distinguished between two types of reinforcement.*
  - *INCORRECT: In 1966, Skinner also distinguished between two types of reinforcement.*

# Why are in-text citations needed?

- Support your thesis/statements
  - *Students entering third grade in 2023 read at a lower level than those of any other year prior because of COVID 19 school shutdowns.*
  - *Says who? Is this an opinion/perception, or is this statement supported by research or data?*
- Avoid plagiarism (deliberate and unintentional)
  - ***Unintentional plagiarism:** Teacher efficacy in writing is related to student achievement in writing.*
- Help the reader find the source material by providing the corresponding reference for the in-text citation.
  - *Hattie (2009) conducted a meta-analysis of over 50,000 studies and found that self-efficacy had an effect size of .92.*
    - Reference: Hattie, J. (2009). *Visible learning*. Routledge.



# How many in-text citations are needed?

- Depends on purpose of the writing
- Academic writing (i.e., essay for a course): cite 1-2 most representative sources
- Literature reviews require a more comprehensive list (*orienting reader to everything that has been written on a specific topic*)
- More or less citations?
  - *Undercitation=plagiarism*
  - *Overcitation=distracting/unnecessary (includes repeating the same citation in every sentence)*

### Figure 8.1 Example of an Appropriate Level of Citation

Humor plays an important role in everyday life, from interacting with strangers to attracting mates (Bressler & Balshine, 2006; Earleywine, 2010; Tornquist & Chiappe, 2015). Some people, however, come up with funny and witty ideas much more easily than do others. In this study, we examined the role of cognitive abilities in humor production, a topic with a long past (e.g., Feingold & Mazzella, 1991; Galloway, 1994) that has recently attracted more attention (Greengross & Miller, 2011; Kellner & Benedek, 2016). Humor production ability is measured with open-ended tasks (Earleywine, 2010), the most common of which involves asking participants to write captions for single-panel cartoons (for a review, see Nusbaum & Silvia, 2017).

*Note.* The authors have provided citations to representative sources for each new idea in the text. Common knowledge (here, the idea that some people come up with funny ideas more easily than do others) does not require a citation.

# Creating accurate in-text citations...

- APA uses author-date citation system
- Each citation must have a corresponding complete reference on the reference list
- Each source listed in the reference list must have an in-text citation
- Personal communication: in-text citation only (no reference needed)
- Narrative references to entire websites (i.e., Apple website) or periodicals (i.e. Opelika-Auburn News) do not need an in-text citation or need to be added to the reference list
- Participant quotes from your own research do not need in-text citations or reference list entry.

# Creating accurate in-text citations...

- Avoid citing secondary resources
- If unavoidable (cannot access the primary source)
  - *(Rabbitt, 1982, as cited in Lyon et al., 2014)*
  - *Only Lyon source is added to reference list*
- When citing multiple sources:
  - Alphabetical order
  - Separate with semi-colon(s)
    - *(Adams et al., 2019; Shumway & Shulman, 2015; Westinghouse, 2017)*
- Abbreviations:
  - *The American Psychological Association (APA, 2017) described...*
  - *Consistent guidelines for academic writing ensures sources are credited appropriately (American Psychological Association [APA], 2017).*

- 2 authors: include both in the citation (Brown & Smith, 2019); Brown and Smith (2019)
- 3 or more authors; use "et al." (Graham et al., 2020); Graham et al. 2020 noted....

the Year Omitted

author name and year

Koehler (2016) experimentally examined how journalistic coverage influences public perception of the level of agreement among experts. Koehler provided participants with quotations from real reviews for movies that critics either loved or loathed. He found that participants better appreciated the level of expert consensus for highly rated movies when only positive reviews were provided rather than when both positive and negative reviews were provided, even when the proportion of positive to negative reviews was indicated. These findings, in combination with similar research, demonstrate that providing evidence for both sides when most experts agree may lead to a false sense of balance (Koehler, 2016; Reginald, 2015).

year omitted

year always included in parenthetical citations

**Table 8.1 Basic In-Text Citation Styles**

Author type	Parenthetical citation	Narrative citation
One author	(Luna, 2020)	Luna (2020)
Two authors	(Salas & D'Agostino, 2020)	Salas and D'Agostino (2020)
Three or more authors	(Martin et al., 2020)	Martin et al. (2020)
Group author with abbreviation First citation <sup>a</sup>	(National Institute of Mental Health [NIMH], 2020)	National Institute of Mental Health (NIMH, 2020)
Subsequent citations	(NIMH, 2020)	NIMH (2020)
Group author without abbreviation	(Stanford University, 2020)	Stanford University (2020)

<sup>a</sup> Define the abbreviation for a group author only once in the text, choosing either the parenthetical or the narrative format. Thereafter, use the abbreviation for all mentions of the group in the text (see Section 8.21).

# Time to practice!

- When teachers differentiate content, process, products, or the learning environment, ongoing assessment and flexible grouping make this a successful approach to instruction and significantly impact student achievement.
- The cognitive learning theory states that learners construct knowledge based on a reflection of their prior experiences or knowledge or schema (Dewey, 1933; Bruner, 1990; Piaget, 1972).
- Vygotsky (1978) encouraged teachers to teach slightly above their students' development by modeling, guiding, or scaffolding students' learning and understanding (Rupley, Blair, & Nichols, 2009).
- Differentiated instruction can increase each student's growth and individual success by meeting them where they are, rather than expecting students to change themselves for the curriculum.
- Elementary teachers are unprepared to teach writing (Graham et. al. 2021).