APA Documentation Information

Definitions of Research Virginia Cano

Research is about finding out. It is about searching systematically for solutions to problems. It is about rules to guide your search. It is also about helping you to evaluate the research of others.

The term *research* has several meanings:

☐ Research is a systematic, formal rigorous and precise process employed to gain solutions to problems and/or to discover and interpret new facts and relationships. (Waltz and Bausell, 1981, p.1).

☐ Research is the process of looking for a specific answer to a specific question in an organized objective reliable way (Payton, 1979, p.4).

☐ Research is systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena (Kerlinger, 1973, p.1).

2. Purposes of research

The function of research is to either create or test a theory. Research is the instrument used to test whether a theory is good or not. Research must be original, whether you are conducting an experiment, a structured interview, or a literary critique— you must have original research to test your theory or hypothesis. Research is the process by which data is gathered to generate a theory or used to test a theory. There are different ways of conducting research. Any method you use, however,

will be based on the systematic collection and analysis of data. The emphasis here is on the word systematic.

This means you have to collect your data in an ordered manner, with a purpose in mind, and following certain rules about your mode of collection.

References

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Marx, M.H. (1976). Formal Theory. IN Marx H.H. and

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      Practice. Philadelphia: F.A. Davis.

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      Evaluation. Boston: Little, Brown.

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      Statistics and Computer Analysis. Phil.

References—Finding your sources

Your assignment will require you to find sources—both print and non print (data bases, websites). The following steps will help you decide what sources you need.

1. Think about your research question. This means that you need to decide what you will discuss in your paper. The question is different from the topic.
   a. The topic is the general idea: **personal responsibility** is a topic not a research question.
   b. A research question would be: How does the society in *The Giver* define personal responsibility in contrast to our society?
2. Now you are ready to begin your research. You might start by finding definitions of personal responsibility. From your initial research more questions will develop—such as how do moral and ethical considerations impact personal responsibility in the novel and in our society? Continue to find answers to your questions.
3. Another source that you might consider is a literary criticism of the novel. Often experts have thought

about the same or similar questions that you have about the novel.
4. Carefully gather your information. Most researchers find it easier to either photocopy pages of information or to directly quote the source. In either case complete bibliographic information MUST be used. Your instructor can help you decide whether to use source cards or to record your information in some other format.

Plagiarism[1]

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include **buying, stealing, or borrowing a paper** (including, of course, copying an entire paper or article from the Web); **hiring someone to write your paper** for you; and **copying large sections of text** from a source without quotation marks or proper citation.

But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work. Sometimes teachers suspecting students of plagiarism will consider the students' intent, and whether it appeared the student was deliberately trying to make ideas of others appear to be his or her own.

However, other teachers and administrators may not distinguish between deliberate and accidental plagiarism. So

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[1] This Information comes from the Purdue OWL

let's look at some strategies for avoiding even suspicion of plagiarism in the first place.

When Do We Give Credit?[2]

The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, including the Modern Language Association and the American Psychological Association, have lengthy guidelines for citing sources. Students are often so busy trying to learn the rules of MLA format and style or APA format and style that they sometimes forget exactly what needs to be credited. Here, then, is **a brief list of what needs to be credited or documented**:

- Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
- Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
- When you copy the exact words or a unique phrase
- When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
- When you reuse or repost any electronically-available media, including images, audio, video, or other media

Bottom line, document any words, ideas, or other productions that originate somewhere outside of you.

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[2] This information comes from the Purdue OWL

There are, of course, certain things that do not need documentation or credit, including:

- Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
- When you are writing up your own results obtained through lab or field experiments
- When you use your own artwork, digital photographs, video, audio, etc.
- When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents)
- When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Deciding if Something is "Common Knowledge"[3]

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

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[3] This information comes from the Purdue OWL

Paraphrasing[4]

One of the most common remarks from students about plagiarism is that, "I changes some of the words; isn't that good enough to avoid plagiarism?"

If you want to use information from a source, you must give the author credit. The examples below come from Indiana University.

Original text from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et.al.

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization, the growth of large cities, (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism:**

The increase of industry, the growth of cities and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of

immigrants. With industry came the growth of large cities like Fall Rivers where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

Two reasons:

- The writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- The writer has failed to cite a source for any of the ideas or facts.

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agricultural to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams, 1981, p. 1)

Why is this passage acceptable?

- **The information is recorded accurately.**
- **The source of the information is given.**

Here's an example of quotation and paraphrase used together in an ACCEPTABLE PASSAGE

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers" (Williams, 1981, p. 1) and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (p.1).

Why is this passage acceptable?

- **The information is accurately recorded from the original.**
- **Credit is given to the author.**
- **There is an indication of the original author's ideas in correct APA citation.**

Plagiarism and the World Wide Web[5]

The same rules as to printed material apply when a writer must refer to ideas or quote from a WWW site. These sources must be cited, whether these materials are printed or visual (such as a graphic).

How to Paraphrase[6]

Avoiding plagiarism when paraphrasing is not difficult if you follow the guidelines below.

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[5] Writing Tutorial Services of Indiana University
www.indiana.edu/pamphlets/plagiarism
[6] Writing Tutorial Services of Indiana University
www.indiana.edu/pamphlets/plagiarism

1. Carefully read the information.
2. Cover the text with your hand or with a piece of paper.
3. Write the ideas in your own words without looking at the original text.
4. Check your paraphrase with the original to be sure you have not accidentally used the same phrases or words and that the information is accurate.

Summary:[7] APA (American Psychological Association) is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page.

General APA Guidelines

Your essay should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 12 pt. Times New Roman font.

Include a **page header** at the top of every page. To create a **page header**, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left.

Major Paper Sections[8]

Your essay should include **four** major sections: the **Title Page**, **Abstract**, **Main Body**, and **References**. These sections are necessary when writing about experimental research projects. Your assignment

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[7] This information comes from the Purdue OWL
[8] This information comes from the Purdue OWL

does not require an **Abstract;** however, it is important that you understand what an abstract is and its purpose.

Title Page

The title page should contain the **title** of the paper, the **author's name**, and the **institutional affiliation**. Include the page header (described above) flush left with the page number flush right at the top of the page. Please note that on the title page, your page header should look like this:

Running head: TITLE OF YOUR PAPER

Pages after the title page should have a running head that looks

like this:

TITLE OF YOUR PAPER

Type your **title** in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.

Beneath the title, type the **author's name**: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (Ph.D.).

Beneath the author's name, type the **institutional affiliation**, which should indicate the location where the author(s) conducted the research.

Your title page will look similar to the example below.

Running Head: Title of Paper   Page #

Title of Paper

Your Name

Mayde Creek High School

Teacher Name

Class Period

Date

Abstract:[9]

An abstract is a brief (between 150 and 250 words) summary of your paper in an accurate, concise, and specific manner. Is should contain: the research topic, research questions, participants, methods, results, data analysis, and conclusions. It may also include possible implications of your research and future work you see connected with your findings. If may also include keywords.

Main Body:

- The first page of text will start with number 2 for your paper.

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[9] This information comes from the Purdue OWL

- On the top of this first page center the title of your paper.
- Make sure that you clearly identify the souse you use in parenthetical citations.

Reference Page:[10]

- This page will also be numbered.
- Center the word References at the top of the page.
- Double-space the reference entries.
- Use a hanging indent style--the first line of each entry is flushed left and the lines are indented.
- Use alphabetical order by author's last name.
- Invert the authors' names (last name then initials).
- Capitalize only the first letter of the first word of a title or subtitle, the first work after a colon or dash in the title and proper nouns.
- Capitalize all major words in journal titles.
- Italicize titles of longer works.
- Do not italicize, underline, or put quotes around the titles of shorter works such as essays or articles.
- **Refer to the last section for specific details for referencing books, articles, and websites.**

Formatting for the paper

Margins:

Margins are one inch along the top, bottom, and sides of a 8.5 x 11 inch paper. The first word of each paragraph should be indented one-half inch from the left margin (tab once).

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[10] This information comes from the Purdue OWL

Text:

Font: New Times Roman
Size: 12 point
Left Justified (not centered)
Double space—throughout including quotes, notes, and references
Space twice after end punctuation
Page numbers are at the top of each page (included in the running head)

Language and Voice:[11]

Use the conventions of Standard American English
Use plain, clear, concise language
Use third person--not first or second
Use the active voice

Avoid flowery, repetitious language
Avoid the use of the pronouns *you, your, yours*
Avoid passive construction

In-text Citations[12]

In-text citations allow others to find the information you are using in your paper. They must correspond to information in the reference section of your paper.

When using information from a source you **must** give credit to that source. When using direct quotations, begin with a signal to your readers that you are about to quote a source. Afterwards:

- state the author's last name and date of publication.

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[11] This information comes from the Purdue OWL
[12] This information comes from the Purdue OWL

- direct quotations and close paraphrase need the page number as well.
- NOTE: the page number comes immediately after the end quote. The first two examples below the page number is at the end of the sentence because that is where the quote ends. If the quote ends in the middle of the sentence, the page number is inserted there (see example three).

Below are examples from the Purdue OWL

Caruth (1996) states that a traumatic response frequently entails a "delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena" (p.11).

A traumatic response frequently entails a "delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena" (Caruth, 1996, p.11).

Caruth (1996) states that a traumatic response frequently entails a "delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena" (p.11), which is a belief shared by many other physiologists.

In the first example the signal is the author's name, publication date, and the word *states*. The second example uses a set of quotations as a signal that the information comes from a source other than the writer (you).

Signal words include but are not limited to: *acknowledge, contend, state, maintain, grant, concede, accept, found, affirm, verify, respond, report, argue,* and *conclude.*
Use the past tense or present perfect tense of these verbs.

When using summaries or close paraphrases[13], begin by providing the author's last name and the date of publication:

> Though feminist studies focus solely on women's experiences, they err by collectively perpetuating the masculine-centered impressions (Fussell, 1975).

Another format that you might use is to include a signal and the author's name and the date of publication in parentheses.

> Recently, the history of warfare has been significantly revised by Higonnet et al (1987), Marcus (1989), and Raitt and Tate (1997) to include women's personal and cultural responses to battle and its resultant traumatic effects.

If you are using a quote within a summary or paraphrase you must provide the page number in parentheses after the quotation.

> According to feminist researchers Raitt and Tate (1997), "It is no longer true to claim that women's responses to the war have been ignored" (p. 2).

More in-text citation information:[14]

If the information you are summarizing or paraphrasing comes from two different sources, they must be in the same order (alphabetical) in the citation in which they appear in the reference list--the author's name, and date of publication--separated by a semi-colon.
(Kachru, 2005; Smith, 2008)

When you have two authors use *and* in between the authors' names in the signal phrase.

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[13] This information comes from the Purdue OWL
[14] This information comes from the Purdue OWL

According to feminist researchers Raitt and Tate
(1997), "It is no longer true to claim that women's
responses to the war have been ignored" (p. 2).

Use the *&* sign between the authors' names in the parentheses.

Some feminists researchers question that "women's
responses to the war have been ignored" (Raitt &
Tate, 1997, p. 2).

If you are citing a work with three to five authors, use all the authors'
names in the signal phrase or parentheses.

Harklau, Siegal, and Lose (1999) or
Harklau, Siegal, & Lose, 1999, p. 2)

In subsequent citations, only use the first author's last name and *et.al.*
in the signal phrase or in the parentheses.

(Harklau et al., 1993)

Unknown Authors[15]

Oftentimes you have a source without an author's name. APA has
specific information for citing such information.

Use the source's full title in the signal phrase and the publication date
in parentheses--

According to "Indiana Joins Federal Accountability System" (2008),
...
 Or cite the first work of the title followed by the year in parentheses
(Indiana, 2008)

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[15] This information comes from the Purdue OWL

Put the titles of articles and chapters within quotation marks and italicize titles of books.

Citing organizations is easy--mention the organization the first time (full name) then use the abbreviation of well-known organizations there after.

>The data collected by the Food and Drug Administration (2008) confirmed that…
>Food and Drug Administration (FDA) confirmed … FDA's experts tested…

If you have authors with the same last name, use their first inital with their last name.

>(B. Kachru, 2005; Y. Kachru, 2008)

Electronic sources:[16]

Whenever possible, cite in the author-date style.
If electronic source lacks page numbers, locate
and identify paragraph number/paragraph
heading.

>According to Smith (1997), ... (Mind over Matter section, para. 6).

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[16] This information comes from the Purdue OWL

References:[17]

Use the examples below to help you with the References. See your teacher or the APA manual for additional help.

Basic Guide[18] (NOTE: double space throughout)

Author, A. A. (Year of publication). *Title of work: Capital letter*

    also for subtitle. Location: Publisher.

Note: For "Location," you should always list the city and the state using the two letter postal abbreviation without periods (New York, NY).

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing*

    manuscripts for journal publication. Washington, DC:

    American Psychological Association.

Edited Book, No Author

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up*

    poor. New York, NY: Russell Sage Foundation.

Edited Book with an Author or Authors

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[17] This information comes from the Purdue OWL
[18] These examples are from the Purdue OWL

Plath, S. (2000). *The unabridged journals* (K.V. Kukil, Ed.). New

      York, NY: Anchor.

Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of

      chapter. In A. Editor & B. Editor (Eds.), *Title of book*

      (pages of chapter). Location: Publisher

Note: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role

      journeys: Metaphor for healing, transition, and

      transformation. In B. R. Wainrib (Ed.), *Gender issues*

      across the life cycle (pp. 107-123). New York, NY:

      Springer.

Multivolume Work

Wiener, P. (Ed.). (1973). *Dictionary of the history of ideas* (Vols. 1-

      4). New York, NY: Scribner's.

Reference List: Electronic Sources (Web Publications)

Article From an Online Periodical

Note: In 2007, the APA released several additions/modifications for documentation of electronic sources in the APA Style Guide to Electronic References. These changes are reflected in the entries below. **Please note** that there are no spaces used with brackets in APA.

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of

       article. *Title of Online Periodical, volume number*(issue

       number if available). Retrieved from

       http://www.someaddress.com/full/url/

Bernstein, M. (2002). 10 tips on writing the living Web. *A List*

       Apart: For People Who Make Websites, 149. Retrieved

       from http://www.alistapart.com/articles/writeliving

Article From a Database

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). This will allow people to retrieve the print version if they do not have access to the database from which you

retrieved the article. You can also include the item number or accession number in parentheses at the end, but the APA manual says that this is not required. For articles that are easily located, do not provide database information. If the article is difficult to locate, then you can provide database information. Only use retrieval dates if the source could change, such as Wikis. For more about citing articles retrieved from electronic databases, see pages 187-192 of the Publication Manual.

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of

enjoyment of peas. *Journal of Abnormal Eating, 8*(3), 120-

125.

Sample Work:[19]

Title Page

Running head: EFFECTS OF AGE ON   1
        DETECTION OF EMOTION

Effects of Age on Detection of Emotional Information

Christina M. Leclerc and Elizabeth A. Kensinger

Boston College

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[19] This sample comes from the Purdue OWL

Introduction

Effects of Age on Detection of Emotional Information

Frequently, people encounter situations in their environment in which it is impossible to attend to all available stimuli. It is therefore of great importance for one's attententional processes to select only the most salient information in the environment to which one should attend. Previous research has suggested that emotional information is privy to attentional selection in young adults (e.g., Anderson, 2005; Calvo & Lang, 2004; Carretie, Hinojosa, Marin-Loeches, Mecado, & Tapia,2004; Nummenmaa, Hyona, & Calvo, 2006), an obvious service to evolutionary drives to approach rewarding situations and to avoid threat and danger (Davis & Whalen, 2001; Dolan & Vuilleumier, 2003; Lang, Bradley, & Cuthbert, 1997; LeDoux, 1995). For example, Ohman, Flykt, and Esteves (2001) presented participants with 3×3 visual arrays with images representing four categories (snakes, spiders, flowers, mushrooms). In half the arrays,

25

all nine images were from the same category, whereas in the

remaining half of the arrays, eight images were from one category

and one image was from a different category (e.g., eight flowers and

one snake). Participants were asked to indicate whether the matrix

included a discrepant stimulus. Results indicated that fear-relevant

images were more quickly detected than fear-irrelevant items, and

larger search facilitation effects were observed for participants who

were fearful of the stimuli. A similar pattern of results has been

observed when examining the attention grabbing nature of negative

facial expressions, with threatening faces (including those not

attended to) identified more quickly than positive or neutral faces

(Eastwood, Smilek, & Merikle, 2001; Hansen & Hansen, 1988). The

enhanced detection of emotional information is not limited to

References

Anderson, A. K. (2005). Affective influences on the attentional

dynamics supporting awareness. *Journal of Experimental

Psychology: General, 154,* 258–281. doi:10.1037/0096-

3445.134.2.258

Anderson, A. K., Christoff, K., Panitz, D., De Rosa, E., & Gabrieli,

J. D. E. (2003). Neural correlates of the automatic processing

of threat facial signals. *Journal of Neuroscience,

23,* 5627–5633.

Armony, J. L., & Dolan, R. J. (2002). Modulation of spatial attention

by fear-conditioned stimuli: An event-related fMRI study.

Neuropsychologia, 40, 817–826.

doi:10.1016/S0028-3932%2801%2900178-6

Beck, A. T., Epstein, N., Brown, G., & Steer, R. A. (1988). An

inventory for measuring clinical anxiety: Psychometric

properties. *Journal of Consulting and Clinical Psychology,

56,* 893–897. doi:10.1037/0022-006X.56.6.893

Calvo, M. G., & Lang, P. J. (2004). Gaze patterns when looking at

    emotional pictures: Motivationally biased attention.

    Motivation and Emotion, 28, 221–243.

    doi:10.1023/B%3AMOEM.0000040153.26156.ed

Carretie, L. Hinojosa, J. A., Martin-Loeches, M., Mecado, F., &

    Tapia, M. (2004). Automatic attention to emotional stimuli:

    Neural correlates. *Human Brain Mapping, 22,* 290–299.

    doi:10.1002/hbm.20037