

Research

A Concise Research Guide with MLA and APA

Finding and Evaluating Sources

When you incorporate what others have said about an issue into your essays, you are using the words and ideas of those other authors to increase the credibility, the logic, and the emotional appeal of your own argument. The idea of incorporating others' works into your essays is not to let those other authors take over the essay you are writing, but to use those others' words and ideas to help you make your own points.

While the Internet has made it much easier to access information, the Internet also encourages some researchers to simply rely on a few search engines such as Google or Yahoo or Dogpile to gather information. The problem with these search engines is that they can lead to the impression that research is simply a matter of "surfing the "net."

When students do try to use search engines to research their topics, they often find that the amount of information is either overwhelming (plugging the word "environment" into Google produces almost two billion "hits") or seemingly non-existent (plugging the phrase "the problem of toxic waste in Rhode Island" produces zero "hits"). The problem is that searching for a term or a phrase that is not focused enough produces too many results and searching for a term that is too focused will not produce any results.

A better strategy than beginning your search for sources by surfing the Internet is to start by searching sources of information that have been designed specifically for serious researchers. These sources of information include the electronic catalogues of your local academic library, which will connect you to the library's own collection of research and to databases such as Academic Search Premier, FirstSearch, InfoTrac, JSTOR, LexisNexis, EBSCOHost, Project Muse, and others. These databases contain information that has been collected and evaluated as suitable for serious researchers.

When you do find material that you plan to use for your essays outside of these traditional sources, such as information you have found by searching through a search engine like Google or Yahoo, you must evaluate that source for yourself to determine whether the information is reliable or not. In order to evaluate the source, look for the following indicators:

- Try to establish who the "author" of the website is. Generally, serious sites will give a short statement on the author's credentials, but if that is not available, then you might try looking up other sources by the same author to establish his or her credibility.
- Sometime there is no author listed. In that case, try to establish what group or organization has sponsored the website. Sites that have an address that ends in .edu are sponsored by educational institutions such as universities and colleges, but individual students and teachers can often post information even to these sites that has not been evaluated. Sites whose addresses end in .org or .com or .gov are, of course, sponsored either by organizations, companies, or the government. You may assume that

organization and government sites are credible; however, even these sites need to be evaluated for unintentional or intentional bias.

- Check the quality of the website. Does it look professional as regards the quality of design, images, and writing?
- Make sure that the site provides sources for any cited information. Any quotes, statistics, facts, or ideas that don't seem original to the author of the article on the website should have some indication of where the author of the website obtained that information.
- Check the date of the website's last update if it is provided (usually at the bottom of the site). Check the links on the site to make sure they are still active. If the links on the site do not work, then the website has probably not been updated for a while.
- Try to evaluate the purpose of the website. Is something for sale? Does the website appear to have a specific "agenda?" If so, then that must be taken into account.

Common Knowledge

While some people may assume that students know easily what needs to be cited and what doesn't, the truth is that sometimes making this judgment can be difficult. **Common knowledge** generally does not have to be documented; however, establishing just what common knowledge is can be difficult. Briefly, common knowledge includes information that just about anyone might know or that can be found in a variety of sources without reference. For instance, everyone basically "knows" the story of how American astronauts landed on the moon. If, for some reason, you wanted to make reference to that event in your essay, you might have to look up the exact date of the moon landing (July 20, 1969), the name of the Lunar Module (the Eagle), and the full name and/or last name of the astronaut that was the first to stand on the moon (Neil Armstrong). Even so, all that information would likely be considered common knowledge because it is readily available in a wide variety of sources. However, let's suppose that we wanted to make reference to the analysis of Jim Scotti, who is Senior Research Specialist at the University of Arizona's Lunar and Planetary Lab, that the moon landing could not have been faked because all the evidence that humans did go to the moon "fits together too well to be a fake." Then we would need to cite the source ("Non-Faked Moon Landings." http://pirlwww.lpl.arizona.edu/~jscotti/NOT_faked/)

Likewise, it would not be necessary to provide a source for the commonly known fact that many people die as a direct result of smoking cigarettes every year; but if we were to write that smoking is directly or indirectly responsible for one in five deaths in the U.S. each year, then we would probably want to cite our source (Public Citizen. "Family Values, Killer Industries: Whose Family, What Values?" Congress Watch. 20 August 2006 <<http://www.citizen.org/congress/campaign/archive/articles.cfm?ID=5421>>).

Plagiarism, Incorrect Sourcing, and Fraud

Students are often worried about the possibility of committing plagiarism, and the potential does exist for students to make mistakes in judging what needs to be cited and how to properly cite a source. There is never any reason for a student to commit unintentional plagiarism in a course, however. When in doubt, always ask your teacher. There are a few guidelines to help you.

Basically, plagiarism is defined by *Webster's International Dictionary* as "to steal or purloin and pass off as one's own the ideas, words, or artistic production of another; to use without credit the ideas, expressions, or productions of another." For the sake of clarity, we use the word "fraud" instead of plagiarism for the intentional representation of someone else's ideas or words as your

own. Briefly, each paper that you turn in and every sentence in it must be written completely by you, or you must give proper credit to the other writers for their ideas and words. In addition, most teachers consider handing in papers that were written for other classes to be fraud, or plagiarism. New papers should be written for each assignment unless your teacher indicates otherwise. Remember that writing teachers are experienced at picking out papers that contain plagiarism, so do not be tempted to download papers from the web or to “recycle” papers from other students.

Most people consider plagiarism to be ethically and morally equivalent to lying, cheating, and stealing. When you plagiarize, you have stolen another’s work. Further, you shortchange your own education and compromise your ethics. Additionally, you risk damaging your grade for the assignment or the course, and you risk damaging your GPA and your academic or professional career. Plagiarism, specifically the kind we identify as fraud, is a very serious academic offense. In a way, the very foundation of the American educational system rests on the issue of trust, and this trust depends on an honest exchange between students and their teachers. Just as students need to trust that teachers are honest about grading, teaching, and advising, teachers need to trust that students will be honest when taking tests and writing papers. Plagiarism, or any type of cheating, seriously undermines this foundation. This sort of dishonesty indicates that there may be serious questions about the offending student’s ethics, and the stigma of this unethical behavior may follow the student for years, decreasing the student’s chances of success in academic and professional work.

Turning in a paper that was written or partially written by anyone else is fraud. In this case, “anyone else” includes everyone but you. You should not turn in a paper that was written or partially written by your parent, your boyfriend or girlfriend, your spouse, your sibling, a friend, a stranger, another student, a professional or amateur author, or anyone else.

There are other types of plagiarism that students may fall prey to, most notably “patchwriting” and incorrect or insufficient documentation. Patchwriting is taking several other texts that were written by others, piecing together those ideas or words into a single paper, and turning in that paper as your own work. Incorrect or insufficient documentation occurs when not enough of the original language and sentence structure of the source is changed for a paraphrase or when another author’s words or ideas are used without giving the author proper credit. To paraphrase correctly, major words and basic sentence structure should be changed from the original. A paper should not be made up of a series of paraphrases. Use paraphrasing to support your own ideas and not to construct your paper. Occasionally, students do get confused about these two issues. If you are unsure about whether you have engaged in patchwriting or incorrect or insufficient documentation, you should talk to your teacher before you hand in your paper. If you are having trouble writing your paper, do not be tempted to plagiarize; instead, ask your teacher for additional help with the assignment.

This doesn’t mean that you can’t get help writing your papers. You can. All successful writers rely on other readers to help make their writing better. In fact, going to your university’s writing center or having another student or friend read your papers before you turn them in is generally a good idea. Often, classes will have peer review sessions that allow other students to read and comment on your papers. However, you should never let anyone else sit at the computer and type in words or hold the pen and write in words. Ask readers to limit their responses to letting you know where you might make changes (for example, word choice, spelling, confusing sentences, awkward structures, organization, etc.) Even if you decide to take a reader’s advice, you should not let them make substantial changes to your work.

Good writers often research their topics to find sources to support their ideas, but if you write about what these other people have written on the subject or if you quote them, use their original ideas or language, or paraphrase, then you must give them credit in your paper. All sources, no matter how briefly used, must be cited.

Citation Formats

Several different ways of signaling to readers that information in an essay is not original to the author but comes from other sources have been developed. The two most common formats for including other authors' work in your own work are MLA (Modern Language Association) style and APA (American Psychiatric Association) style. One of these formats is probably familiar to most experienced readers, and each is based on a very simple logic that signals to readers that they are about to read something that is from another source and that directs them how to find that source should they need or want to. Following are some basic instructions on how to incorporate quoted and paraphrased material into your writing; however, these are not all the possible problems you may run into when using other authors' work; nor are they the only two styles in use. Consult your teacher, your writing center, or a complete guidebook for further information.

A Short Guide to Using Sources in MLA Style

Using Quotations Effectively in MLA Style

1. Never allow a quote to stand alone. All quotes should be linked to a sentence or a phrase that you have written.

Following is a “stand-alone” quote:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (Ehrenreich 79). I’m not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Note that the quoted sentence in the above paragraph has not been linked to a sentence or phrase that the writer of the essay has written. Link the quote to your writing like this:

Link the quote to a phrase:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. Barbara Ehrenreich writes that “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (79). I’m not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Link the quote to a phrase with a comma:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. As Barbara Ehrenreich writes, “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (79). I’m not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Or,

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” as Barbara Ehrenreich writes (79). I’m not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Link the quote to a complete sentence with a colon:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. Barbara Ehrenreich seems to agree: “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (79). I’m not so sure that I agree with her completely, but she does, at least, point to part of the problem.

2. The first time you quote from an author, introduce or frame the quote to provide a context for the borrowed passage.

Unfortunately, America has now become a nation of lazy, overweight slobs. Barbara Ehrenreich, noted author and humorist, would seem to agree: “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (79). Her opinion, which is contained in the essay “Spudding Out,” is one that many people share.

Note that the quoted author has been introduced using her full name and has been identified as “noted author and humorist.” Also notice that the title of the essay from which the quote has been taken has been mentioned to give further context to the quote.

After you have introduced an author by providing the appropriate context, you may then refer to the author by last name only when you quote him or her again.

3. To put a quote inside a quote, use single quotes inside the double quotes.

Barbara Ehrenreich provides some statistics: “In 1968, 85 percent of college students said that they hoped their education would help them ‘develop a philosophy of life’” (81).

Note that in every case above, the author of the essay has attempted to give a context for the quote and has also followed the quoted material with an original comment. Never allow the quote to just appear in the paper or allow the quote to “have the last word.” Always integrate the quote into the point you are making by preparing the reader for the quote before you insert it and by making a comment or explaining the quote after it appears in your paper.

Also note that the punctuation goes inside the quote marks if there is no parenthetical citation and after the parenthetical citation if there is one.

4. To introduce a quote longer than four lines, use a colon. Indent 10 spaces, use no quote marks, end the sentence with a period, and then insert the parenthetical citation after skipping two spaces.

Ehrenreich notes that much has changed about the way students pick their majors and in their expectations for what life will be like after college:

There has been a precipitous decline, just since the seventies, in the number of students majoring in mind-expanding but only incidentally remunerative fields like history and mathematics. Meanwhile, business—as an academic pursuit—is booming: almost one-fourth of all college graduates were business majors in 1983,

compared to about one-seventh in 1973, while the proportions of those who major in philosophy or literature have vanished to less than 1 percent. (79)

Notably, fewer college students are taking courses in humanities, while the demand for business courses has increased.

5. Some other examples of appropriate use of quotes:

A. Single author named in the sentence: After you have contextualized the author, you may refer to him or her by last name only. *Note the placement of the quote marks and the punctuation.*

Ehrenreich writes that “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (79).

B. Single author in the parenthetical: If you do not include the author’s name in the sentence, then you must include it in the parenthetical citation. *Note the placement of the quote marks and the punctuation.*

Now, we no longer spend as much time outdoors: “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (Ehrenreich 79).

C. Two or more works by the same author: In this citation we are assuming that more than one essay by Barbara Ehrenreich will be cited. As such we should identify the title of the one we are citing here.

Ehrenreich writes that “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (“Spudding Out” 79).

Now, we no longer spend as much time outdoors: “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (Ehrenreich, “Spudding Out” 79).

D. Two or three authors: Just include both authors in either in-sentence citation or parenthetical citation.

According to Dobrin and Brown, “every indicator from the current market shows that a slowdown is inevitable” (350).

Some analysts believe that “every indicator from the current market shows that a slowdown is inevitable” (Dobrin and Brown 350).

E. More than three authors: For more than three authors, use the first author’s name and the words et al., which is a Latin phrase meaning “and others.”

The possibility is, of course, that “some countries will use the new law to circumvent current trade restrictions” (Olson et al. 256).

F. Authors with the same last name: If more than one of your sources has the same last name, then you must identify which author you are quoting by using the first name, too.

When carbon emissions reach a certain level, “a tipping point will have been reached where it will be too late to stop the major problems that are associated with global warming” (Richard Smith 25).

G. Organizational author: If the source has been “written” as an institutional document with no stated author, use the institutional name as you would the author.

The Rockridge Institute claims that “when a frame is applied to an issue, it leads people to think and reason about the issue in a specific way. Suddenly, certain conclusions

seem to become inevitable and others become nearly impossible” (1).

Recent studies suggest that “when a frame is applied to an issue, it leads people to think and reason about the issue in a specific way. Suddenly, certain conclusions seem to become inevitable and others become nearly impossible” (Rockridge 1).

H. Website: Websites are treated in the text much the same as print sources. If the author is not identified then identify the website page by its title. Websites are not considered to have page numbers, so cite them as you would entire works.

I. Indirect source: When you use a quote or a paraphrase that your source has cited from another source, use qtd. in (this means quoted in).

Dobrin notes that carbon emissions have reached “a dangerous tipping point” (qtd. in Drew 413).

J. Email or personal interview: Cite the name of the person whose email you are quoting or who you interviewed as you would an author.

Developing a Works Cited page in MLA Style

1. The works cited page begins on a new page.
2. The works cited page is entitled “Works Cited.”
3. Each source you quote, paraphrase or summarize in your paper must have a corresponding works cited entry.
4. Alphabetize the entries; do not number them.
5. Underline titles of books and periodicals; put quotes around the titles of articles.
6. Capitalize all words in titles and subtitles except articles, prepositions, and infinitives.
7. Reduce publisher names by leaving off “and sons,” “limited,” “company,” and “incorporated.”

Reduce University and Press to the abbreviation UP (no periods). Thus Oxford University Press becomes Oxford UP. State University of New York Press becomes SUNY P.

8. Do not use p. or pp. to indicate page numbers.
9. Use a hanging indent for all entries.

Sample Entries for a Works Cited Page in MLA Style

A. A book by a single author: Reprint the author’s name exactly as they do and include the subtitle of the text.

Hardin, Joe Marshall. Opening Spaces: Critical Pedagogy and Resistance Theory in Composition. Albany: SUNY P, 2001.

B. A book of essays by various authors edited by a single editor: Notice that the editor’s name has been followed by the abbreviation “ed.,” which has not been capitalized.

Dobrin, Sidney I., ed. Saving Place: An EcoComposition Reader. Boston: McGraw-Hill, 2005.

C. A book by two authors: Notice that the second author’s name has not been reversed.

Faigley, Lester, and Jack Selzer. Good Reasons: Designing and Writing Effective Arguments. NY: Longman, 2003.

D. A book of essays by various authors edited by two editors: Notice that the second editor's name has not been reversed.

Weisser, Christian, and Sidney I. Dobrin, eds. Ecocomposition: Theoretical and Pedagogical Approaches. Albany: SUNY P, 2001.

E. A book by three or more authors: The Latin phrase "et al." means "and others."

Sanchez, Raul, et al. Things You Need to Know about Everything: What a Day. Oxford: Oxford UP, 2005.

F. Two or more works by the same author: For the second entry by the same author use three dashes and a period. Alphabetize the entries by the first word of the title.

Olson, Gary A. Is There a Class in this Text? London: Routledge, 2000.
 ——. Understanding Fish: Toward an Understanding of the Work of Stanley Fish. Boston: Hide, 2002.

G. Organizational author: If the book or article has been "written" by an organization with no author cited, use the organization's name as if it were the author.

Rockridge Institute. What the Right Doesn't Want You to Know. Sacramento: U of California P, 2001.

H. Essay in an edited collection of essays: The article by Julie Drew appears in the collection edited by Christian Weisser and Sidney I. Dobrin. Note the placement of the name of the collection and the editors' names.

Drew, Julie. "The Politics of Place: Student Travelers and Pedagogical Maps." Ecocomposition: Theoretical and Pedagogical Approaches. Eds. Christian Weisser and Sidney I. Dobrin. Albany: SUNY P, 2001.

I. Two or more essays from the same collection: In this citation, two works (Drew and Bawarshi) have been cited from the same collection (Weisser and Dobrin). Entries must be made for all three works (Bawarshi, Drew, and Weisser and Dobrin). Retain the alphabetical order for each entry.

Bawarshi, Anis. "The Ecology of Genre." Weisser and Dobrin 69-80.

Drew, Julie. "The Politics of Place: Student Travelers and Pedagogical Maps." Weisser and Dobrin 56-68.

Weisser, Christian, and Sidney I. Dobrin, eds. Ecocomposition: Theoretical and Pedagogical Approaches. Albany: SUNY P, 2001.

J. Article in a scholarly journal: This citation is for the article by Giroux, which appears in the journal JAC. The volume number (20) has been included as has the year of the volume. There is no need to cite the issue number, since the journal has continuous pagination, which is to say each issue for a particular year picks up the page number from the previous issue. Thus, volume 20, issue one may begin on page one and end on page 65. When volume 20, issue two comes out, it will begin on page 66. If each of the issues in a particular volume begins on page one, then you will need to include the issue number as well.

Giroux, Henry A. "Public Pedagogy and Responsibility of Intellectuals: Youth, Littleton, and the Loss of Innocence." JAC 20 (2000): 9-44.

K. Newspaper article: Include the section number and the page on which the article begins (E1). The + is used to indicate that the article is continued on another page.

Rodriguez, Pedro. "Students Find Outlet for Service Work through the Humane Society." *St. Petersburg Times* 4 Aug. 2001: E1+.

L. Entire website: This is the citation format for the opening (home) page of a particular website. The date given in the entry is the date the researcher first looked at the page.

The Rockridge Institute. 12 Apr. 2006. <<http://www.rockridgeinstitute.org>>.

M. Part of a website: This is the citation format for a page that has been accessed from the homepage of the website above. This page has an author. Notice that the title of this page has been put in quotes, since it is like a "chapter" in a larger work. The larger work is the homepage.

Lakoff, George. "Framing: It's About Values and Ideas." The Rockridge Institute. 12 Apr. 2006. <<http://www.rockridgeinstitute.org/research/lakoff/valuesideas>>.

N. Email or personal interview: For an email interview, just put "Email interview" instead of "Personal interview."

Dobrin, Sidney I. Personal interview. 14 Apr. 2006.

A Short Guide to Using Sources in APA Style

Using Quotations Effectively in APA Style

1. Never allow a quote to stand alone. All quotes should be linked to a sentence or a phrase that you have written.

Following is a "stand-alone" quote:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. "Americans used to be a great and restless people, fond of the outdoors in all of its manifestations" (Ehrenreich, 2001, p. 79). I'm not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Note that the quoted sentence has not been linked to a sentence or phrase that the writer of the essay has written. Link the quote like this:

Link the quote to a phrase:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. Barbara Ehrenreich (2001) writes that "Americans used to be a great and restless people, fond of the outdoors in all of its manifestations" (p. 79). I'm not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Link the quote to a phrase with a comma:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. As Barbara Ehrenreich (2001) writes, "Americans used to be a great and restless people, fond of the outdoors in all of its manifestations" (p. 79). I'm not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Or,

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” as Barbara Ehrenreich (2001) writes (p. 79). I’m not so sure that I agree with her completely, but she does, at least, point to part of the problem.

Link the quote to a complete sentence with a colon:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. Barbara Ehrenreich (2001) seems to agree: “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (p. 79). I’m not so sure that I agree with her completely, but she does, at least, point to part of the problem.

2. The first time you quote from an author, introduce or frame the quote to provide a context for the borrowed passage.

Unfortunately, America has now become a nation of lazy, overweight slobs. Barbara Ehrenreich (2001), noted author and humorist, would seem to agree: “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (p. 79). Her opinion, which is contained in the essay “Spudding Out,” is one that many people share.

Note that the quoted author has been introduced using her full name and has been identified as “noted author and humorist.” Also notice that the title of the essay from which the quote has been taken has been mentioned to give further context to the quote.

After you have introduced an author by providing the appropriate context, you may then refer to the author by last name only when you quote him or her again.

3. To put a quote inside a quote, use single quotes inside the double quotes:

Barbara Ehrenreich (2001) provides some statistics: “In 1968, 85 percent of college students said that they hoped their education would help them ‘develop a philosophy of life’” (p. 81).

Note that in every case above, the author of the essay has attempted to give a context for the quote and has also followed the quoted material with an original comment. Never allow the quote to just appear in the paper or allow the quote to “have the last word.” Always integrate the quote into the point you are making by preparing the reader for the quote before you insert it and by making a comment or explaining the quote after it appears in your paper.

Also note that the punctuation goes inside the quote marks if there is no parenthetical citation and after the parenthetical citation if there is one.

4. To introduce a quote longer than four lines, use a colon. Indent 5 spaces, use no quote marks, end the sentence with the period, and then insert the parenthetical citation skipping two spaces.

Barbara Ehrenreich (2001) notes that much has changed about the way students pick their majors and in their expectations for what life will be like after college:

There has been a precipitous decline, just since the seventies, in the number of students majoring in mind-expanding but only incidentally remunerative fields like history and mathematics. Meanwhile, business—as an academic pursuit—is booming: almost one-fourth of all college graduates were business majors in 1983,

compared to about one-seventh in 1973, while the proportions of those who major in philosophy or literature have vanished to less than 1 percent. (p. 79)

Notably, fewer college students are taking courses in humanities, while the demand for business courses has increased.

5. Some other examples of appropriate use of quotes:

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. As Barbara Ehrenreich (2001) writes in an essay entitled “Spudding Out,” which first appeared in her book *The Worst Years of Our Lives*, “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (p. 79). Now, she writes, we use television to hide from the world. If she’s right then this is surely a tragedy.

As our culture has grown more dependent on television as an escape from reality, we have become more isolated from our neighbors. Barbara Ehrenreich (2001) writes that “Americans used to be a great and restless people, fond of the outdoors in all of its manifestations” (“Spudding Out,” p. 79). Now, she continues, television may be “the only place to hide” (p. 82). If she’s right then this is surely a tragedy.

6. Website: Websites are treated in the text much the same as print sources. If the author is not identified then identify the website page by its title. Websites are not considered to have page numbers, so cite them as you would entire works.

7. Indirect source: When you use a quote or a paraphrase that your source has cited from another source, use as quoted in, followed by the author of the source you are quoting.

Dobrin notes that carbon emissions have reached “a dangerous tipping point” (as quoted in Drew 2004).

8. Email or personal interview: To quote from informal conversations, whether personal, over the phone, or by email, cite the name of the person who you are referring to in the sentence and include the type of communication and the date of the communication in the parentheses.

Dobrin (personal communication, April 12, 2006) believes that carbon emissions have reached a point where there may be no turning back the ill effects of global warming.

Developing a Reference page in APA style.

1. The reference page begins on a new page.
2. The reference page is entitled “References.”
3. Each source you quote, paraphrase or summarize in your paper must have a corresponding works cited entry, except personal communications.
4. Use the last name and the first or both initials for each author.
5. Alphabetize the entries.
6. Italicize or underline titles of books and periodicals; do not put quotes around the titles of articles.
7. Capitalize only the first word of all titles and subtitles.
8. Use a hanging indent for all entries.

Sample Entries for a Reference Page in APA Style

A. A book by a single author:

Hardin, J. M. (2001). *Opening spaces: Critical pedagogy and resistance theory in composition*. Albany: State Univ. of New York Press.

B. A book of essays by various authors edited by a single editor:

Dobrin, S. I. (Ed.). (2005). *Saving place: an ecocomposition reader*. Boston, MA: McGraw-Hill.

C. A book by two authors:

Faigley, L., Selzer, J. (2003). *Good reasons: Designing and writing effective arguments*. New York: Longman.

D. A book of essays by various authors edited by two editors:

Weisser, C., Dobrin, S. I. (Eds.). (2001). *Ecocomposition: Theoretical and pedagogical approaches*. Albany, NY: State Univ. of New York Press.

E. A book by six or more authors:

Sanchez, Raul, et al. (2005). *Things you need to know about everything: What a day*. Oxford, England: Oxford Univ. Press.

F. Two or more works by the same author:

Olson, G. A. (2002). *Understanding Fish: Toward an understanding of the work of Stanley Fish*. Boston, MA: Hide Press.

Olson, G. A. (2000). *Is there a class in this text?* London, England: Routledge Publications.

G. Organizational author:

Rockridge Institute. (2001). *What the right doesn't want you to know*. Sacramento, CA: Univ. of California Press: Author.

H. Essay in a collection of essays:

Drew, J. (2001). The politics of place: Student travelers and pedagogical maps. In C. Weisser and S. I. Dobrin (Eds.), *Ecocomposition: Theoretical and pedagogical approaches* (pp. 62-72). Albany, NY: State Univ. of New York Press.

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