APA Documentation and Style: A Brief Reference

What to expect from this guide

The American Psychological Association mandated style - most commonly referred to as APA - is used as a guideline for research papers in the fields of Social Sciences (Psychology, Sociology, Education, Economics, Linguistics, Philosophy and Criminology) as well as in Business and Nursing. APA establishes standards in terms of format, organization, content, style and citation.

This guide, revised according to the 6th edition of the APA Publication Manual, offers step-by-step instructions in composing an APA document. It is meant to act as a reference and includes illustrated examples of an actual APA research paper.

Please keep in mind that all specifications are subject to change based on the expectations and guidelines of professors and publishers.

General APA format

- Paper should be typed and double spaced on standard 8.5" x 11" white paper.
- Font should be Times New Roman or a similar typeface between the size of 10 and 12 pts. All type should be black.
- Margins should be 1" thick on all sides.
- Paper should include a header and a footer at 0.5".
- All pages should include a "Running Head" (the title or abbreviated title of your paper) on the left hand side of the header.
- All pages (including the Title Page) should include a page number on the right hand side of the header.
- All punctuation should be followed by two spaces.
- All quotes, ideas and paraphrasing must be credited using APA citations within the text.
- All cited works must be listed in a Reference (Works Cited) page at the end of the document.

Notable changes for the 6th Edition

- A section "Displaying Results" has been added to the handbook to explain when and how to display data through figures - including graphs, charts, and photographs.
- Biased language was removed from all studies and replaced with the terms "subjects" and "participants."
- Formatting for heading levels was updated and a fifth level was added.
- Sentences now require two spaces after all punctuation to increase readability.
- All approximations of days, months and years should be spelled out. (2 days = two days)
- When using a colon to separate two clauses, a capital letter should follow the colon at the beginning of the second clause. (The students were then grouped: Gender, age and grade)

- Reporting statistics have been updated to require a zero before a decimal point with numbers less than one when the statistic can be greater than one (0.78 mg); if the statistic cannot be greater than one, do not use a zero before the decimal point (r = .078)
- Citations have been updated to cater to electronic publishing. Digital object identifiers (DOI) are now preferred over URLs for reference pages.
- It is no longer necessary to include the date when a citation was accessed.
- When citing pagination for a website, refer to the paragraph number when page numbers are unavailable by using "para." instead of "p." (Gauthier, 2009, para.5)
- Citations are now required not only for direct citations but also for paraphrasing or summarizing an author's ideas in your document.

Major paper sections

All papers should include four major sections:

1) Title page - used to introduce the title and subject of the document, the name of the author[s] and their affiliations (university, company etc).

2) Abstract - a 150-250 word paragraph intended to summarize the key points of your research paper. Abstracts typically outline the research topic, research questions, participants, methods, results, data analysis and conclusions.

3) Main body - the main body of the document is the actual research paper. It is typically broken into sub-sections*:
    a) Introduction - the opening paragraph of the paper, meant to present the main idea that the paper addresses.
    b) Methods - provides the methods and procedures in a research study or experiment. This section may be broken down into subsections describing research design, participants, materials, variables and actions taken by the participants.
    c) Results - reports the results and concrete conclusions of the overall tests, experiments or research. This section typically includes relevant figures, statistics and graphs.
    d) Discussion - provides interpretation and elaboration on the conclusions. This section places findings in the context of previous research and assesses the importance of the findings. This section acknowledges the limitations of the research and identifies new areas for exploration.

4) References - provides information necessary for a reader to locate and retrieve any source cited in the body of the paper. All sources should be listed here in proper APA format.

* may vary based on requirements and discipline.

The title of the running head should be in capital letters in the left hand corner of the page next to the words "Running Head:". The page number should be in the right hand corner. Both should be .5" from the side margin.

The title should be centered on the page, typed in 12 point. It should not be bolded, underlined or italicized. It should be about half way down the page and should not exceed twelve words in length. Capital letters should be used where appropriate.

The Correlation Between Student-Teacher Relationships

and Academic Achievement

Cynthia P. Sigler and Megan A. Gauthier

University of Massachusetts Dartmouth

The author's name[s] should be listed below the title. All titles (Ph.D, etc.) should be omitted. If there is more than one author, names should be listed on the same line, if possible, in alphabetical order by first name.

The author's affiliation (usually an institution or site for research) should be directly below the name. If no affiliation is available, list the author's city and state of residence below the name.

Note that the words "Running Head" have been removed from the header. The running head itself and the page number should appear in this format for the remainder of the paper.

The title "Abstract" should be centered in boldface size 12 font.

The abstract should be one paragraph in length and should not have an indent at the start of the paragraph.

Abstract

In our research, we will explore the correlation between student-teacher relationships and academic achievement. Much evidence and research leads us to believe that there is a positive correlation between high academic achievement and positive student-teacher relationships. We will use prior research conducted by other scholars as a foundation for our study. What makes our study unique is that we are gathering data solely from students. Through observation, interviews and the administration of questionnaires, we will analyze the perception students have of their classroom environment and teacher. We are focusing on three main aspects: community in the classroom, cultural sensitivity and diversity and student motivation. By examining student behavior and perception through these three lenses, we hope to gain greater insight into how students' perceptions of their relationships with their teachers effect their attitude, their behavior and the general scope of their schooling. The question we ultimately seek to answer is: How do student-teacher relationships effect academic achievement?

Keywords: relationships, achievement, student, teacher, community, behavior, perception

Including a list of keywords allows readers to determine whether or not your research is useful to them. Italicize the word "keyword" and center the list. The list itself should be in regular size 12 font.

The full title of your paper should be centered in regular size 12 font at the top of the first page. Capital letters should be used where appropriate.

The opening paragraph should be your introduction.

All paragraphs should be indented eight spaces or one standard "tab".

The Correlation Between Student-Teacher Relationships
and Academic Achievement

Studies show that students thrive in positive academic environments. There are many facets of an academic environment, including the physical setting of the classroom, the student population, student -student relationships, curriculum, instruction, assessment, and, perhaps the most important: student-teacher relationships . In this study, we will work with a set of students to determine how their relationship with their teachers correlates with their behavior, their attitude about school, their involvement in the community and their overall academic achievement. It is predicted that there is a strong correlation between student-teacher relationships and academic achievement. By examining this issue, we seek to determine how to better serve students and enhance their learning.

Community in the classroom is an important concept when focusing on student-teacher relationship and its' effect on academic achievement.   Students who feel they do not have caring relationships with teachers are more likely to hide their academic weaknesses (Marchand, 2007).   Theories of attachment would predict that children who feel insecure i   lkely to conceal their problems and stay away   eacher-student relationships creates a class   ess. A caring teacher is more apt to help a s   .esearch has shown that there is a decline of   rge who seek help for their academic need   ined to "sit passively, or persist unsuccessfull   (Marchand, p. 66).

Note that the citation includes the author's name and the publication year, NOT the page number.

For more information on how to properly format in-text citations, refer to pages 11 and 12.

Anoth   )ductive classroom community is through teacher sensitivity. The teachers need to model behavior and levels of comfort for students in order to build relationships: never assume the students know what acceptable behavior is; explain why the behavior is expected. Teachers can use familiar words/phrases, pop culture references and straightforward directives to communicate.

Headings may be used to separate and classify sections within a paper. There are 5 heading levels within APA guidelines. This is a Level 1 heading. For more information on headings, turn to page 10.

When you first introduce a term you plan to refer to by an abbreviation or acronym, mention the abbreviation in parentheses next to the full name.

Avoid over-using abbreviations by introducing them only if you mention the term more than three times throughout your paper.

Remember that all ending punctuation should be followed by two spaces.

STUDENT TEACHER RELATIONSHIPS

Methodology

The location for this study is the Global Learning Charter Public School (GLCPS) in New Bedford, Massachusetts. GLCPS is an inner city school with 429 students grades 5 through   e or reduced lunch, denoting low income status.   charter school, GLCPS became a Commonwealth   o the school's mission statement, the school setting an   s a means of generating a culture of personalization.

In this st   he veteran teacher of 6 years who boasts such accomplishments as receiving Massachusetts Teacher of the Year and one sophomoric teacher with little experience.   Both of the teachers instruct students in the eighth grade across the discipli   l Science.   There are 44 students within this eighth g   d all of their class time divided between the two aforen

We will collect qualitati   hese 44 students, we will observe a random sampling of t   of the class), all who have agreed to the terms of our study.   Aside from observing these students within the classroom, we will also conduct teacher relationship interviews (TRI) and issue three questionnaires (found in the Appendix): one on ideal teacher interaction, one on perceived teacher interaction and one on classroom environment. Students will asked be asked to respond to statements posed in the questionnaires based on how the statements posed in the questionnaires based on how the statements apply to them. Answers range on a scale from 0 to 5, with 0 being "never" and 5 being "always." Students are encouraged to answer questions to the best of their ability.
This study will take place over a period of one academic school year. Students will be observed every day in each of their classes. The researcher will make arrangements with the teachers to receive a copy of all lesson plans administered. The researcher will then take notes during the class, focusing on student engagement and interaction as well

APA standards for results are very specific. For more information, please refer to the Sixth Edition APA Publication Manual.

STUDENT TEACHER RELATIONS   17

Results

This study was completed over the course of one year.   During this time, we met individually with 44 students within the eighth grade - all of whom spent their time divided between the same two teachers.   After collecting data - comprised of personal stateme   aires - we have deduced that there is a strong correlat   ationships and academic achievement.

When using numbers in relation to days, months or years, all numbers under 10 should be written out.

udent-teacher relationships. This data was collecte   lich students were asked: What kind of relationship do you   ossible answers were: a) I have a positive relationship with my teacher b) I have a neutral relationship with my teacher c) I do not have a relationship with my teacher d) I have a negative relationship with my teacher. As you can see from the graph, a majority of students felt they had a positive relationship with their teacher while only a small percentage felt they had no / a negative relationship with their teacher. The

next graph, Figure 2, shows the grades

intersection between the student-teache

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Tables, graphs and other relevant figures may be used to reinforce the results of your study. Your illustrations should be concise, easy to follow and in proper APA format. Make sure you explain the data found in all figures and how it is relevant to your results within the text of your paper.

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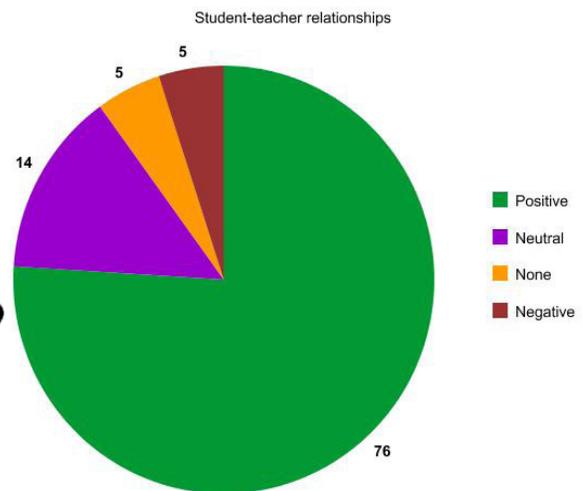
relevant a   also examined other factors, including cultural

Student-teacher relationships

- Positive: 76
- Neutral: 14
- None: 5
- Negative: 5

Headings may be used to classify and separate sections. This is a Level 2 heading.

STUDENT TEACHER RELATIONSHIPS

19

Discussion

Limitations

It is impossible to create a study that is not bound by limitations. Each study has hundreds of constraints which certainly affect the outcome of the study. In our study, one limitation is that it was conducted within one school rather than seeking out multiple schools across the same (or multiple) districts. Feedback was received from roughly one quarter of the student population in one specific grade rather than examining students in the same school within multiple grades or following the same students through multiple grades. The students within this group had only two teachers during the time we observed them.   Had there been other teachers who created similar classroom environments observed, the information within the findings may have even further significance. Similarly, had there been other schools involved, the findings may have been altered.

A second limitation is found bas   pol itself. One of the goals of GLCPS is to create an envi   students focus on building relationships in order to furthe   ress. Therefore, the school observed is not a regular public   ared to such. This also poses a limitation when comparing each classroom, since each teacher is expected to create a classroom community with strong teacher – student relationships. Location may also affect the school's culture, as this school is situated in an urban area and has a highly diverse population. Cultural and social attitudes may differ in this school from schools located in other states across the country or even from a school located in a different area of the same town.

A final limitation when examining the success of student achievement was the inability to gain access to student grades.   Also, since the school was established in 2002, a cumulative grade point average (GPA) of the school is not yet available for public viewing.   While state test scores are published on the Massachusetts Department of Education website, the fact that the school has been open for only 8 years limits the

Remember to double space all text.

References

The reference list entries should be alphabetized by the last name of the first author of each work.

The title "References" should be centered in regular size 12 font.

All lines after the first line of each entry should be indented one-half inch from the margin (hanging margin).

Author's names are inverted (last name first); give the last name and first initials for all authors of each work.

For more information on how to cite references, refer to pages 13 and 14.

Italicize the titles of longer works, such as books and journals.

Capitalize all major words in journal titles.

STUDENT TEACHER RELATIONSHIPS   21

References

Adler, N.I. (2002). Interpretations of the meaning of care: Creat[...] urban middle school classrooms. *Urban Education*, 37(2[...]

Ang, R.P. (2005). Development and validation of the teacher-st[...] inventory using exploratory and confirmatory factor analysis. *The Journal of Experimental Education,* 74(1), 55-73.

Baker, J. A., Grant, S., Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, 23(1), 3-15.

Bondy, E.; Gallingane, C., Hambacher, E. Ross,D. (2007). Creating environments of success and resilience: Culturally responsi[...]ment and more. *Urban Education*, 42(4), 326-348.

Eccles, J., Midgley, C. (1989). Stage-environment[...] appropriate classrooms for young adolescents, *Journal of Educational Psychology*, 41(3), 139-186.

Garza, R. (2009). Latino and white high school students' perceptions of caring behaviors: Are we culturally responsive to our students? *Urban Education*, 44(3), 297-321. relationships: Teachers narratives concerning disruptive versus non-disruptive children. *School Psychology Review,* 38(1), 86-101.

Marchand, G., Skinner, E.A. (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology,* 99(1), 65-82.

. (2009). Teachers closing the discipline gap in an urban middle school. *Urban Education*, 44(3), 322 – 347.

Levels of heading establish the hierarchy of sections via format and appearance. There are five possible formatting arrangements according to the number of levels of subordination. Each heading level is numbered. However, you should not label headings with numbers or letters within the text. The number of headings and levels will depend on the type and length of your document. Consult your professor for appropriate levels and headings.

LEVEL	FORMAT
1	**Centered, Boldface, Uppercase and Lowercase Headings**
2	**Left-aligned, Boldface, Uppercase and Lowercase Headings**
3	**Indented, Boldface, lowercase heading with a period.**
4	***Indented, Boldface, italicized, lowercase heading with a period.***
5	***Indented, Boldface, italicized, lowercase heading with a period.***

Example of heading levels

<div align="center">

Method

</div>

Sample and Participant Selection

Assessments and Measure

    Classroom observations.

    Interviews with participants.

    Administration of questionnaires.

<div align="center">

Research

</div>

Cultural Awareness

Community in the Classroom

    Student-student relationships.

    Student-teacher relationships.

    Physical classroom environment.

Motivation

    Academic achievement.

    Grade point average.

    Test scores.

    Standardized tests.

    Individualized tests.

References in APA publications are cited in text with an author-date citation. All authors referenced in-text must also be cited in the References page. If you reference the author, year or name of the work in the body of your text, you do not need to include the information in the parenthetical citation. For example, if you mention that G. Marchand conducted a study, you only need to cite the date and page number and/or title in your citation. (See below for examples.)

Short quotations

If you are directly quoting from a work, then you will need to include the author, year of publication, and the page number(s) / paragraph number(s) for the reference.

One work by one author

- Students who feel they do not have caring relationships with teachers are more likely to hide their academic weaknesses (Marchand, 2007, p. 72).

- Marchand noted that students who feel they do not have caring relationships with teachers are more likely to hide their academic weaknesses (2007, p. 72).

- In 2007, Marchand determined that students who feel they do not have caring relationships with teachers are more likely to hide their academic weaknesses (pp. 72-3).

- Marchand (2007) noted that students who feel they do not have caring relationships with teachers are more likely to hide their academic weaknesses (para. 4).

One work by multiple authors

When a work has two authors, cite both names every time the reference occurs. When it has three to five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the last name of the first author followed by "et al.". When a work has more than six authors, cite only the surname of the first author followed by "et al." for all citations.

- The relationship that the student has with their teacher will affect their motivation if that relationship is a positive one that shows the student they are cared about and respected (Eccles & Midgley,1989, para.6).

- According to Bondy, Gallingane, Hambacher and Ross, caring teachers were defined as: understanding, answered student questions, helped with academics, talked with students individually, and contacted their families or guardians (2007, p. 94).

- According to Bondy et al., caring teachers were defined as: understanding, receptive to student questions, helpful with academics, willing to talk with students individually, and involved with students' families or guardians (2007, p.94).

Multiple works by the same author

When one author has written multiple works which appear within your paper, cite the author's last name, date of publication and page number. (Marchand, 2007, p. 75)

If multiple works were published in the same year, you may include a key word from the title or the title itself (if it's short) to differentiate. Use double quotation marks around the title. (Marchand, 2007a., "Urban Education," p. 75).

Groups as authors

If a work was published by a group (e.g., corporations, associations, study groups), the name of the group should be spelled out upon first mention and then may be abbreviated for subsequent references. (Massachusetts Department of Education, 2009) or (MDOE, 2009).

Works with no identified author

When a work is published with no identified author or an author identified as "anonymous," cite in text a key word from the title or the title itself (if it's short) where the author's name usually appears. Use double quotation marks around the title. ("Urban Education," 2007, p.75).

Long quotations

If a quote is longer than 40 words, the quote should be offset from the rest of the text. The entire body of the quote should be indented half an inch (two tabs in) from the left margin. It should be double spaced and should not have quotation marks. The author's citations should follow the same rules as those written for short quotations.

- In their 2008 study, Hughes et al. determined that:
  > When the children have a close relationship to their teachers they are more likely to become more invested in the school. When the children have a positive relationship with their teachers they are more capable of dealing with stressors and participate more actively in the classroom (Hughes, Kwok, Loyd, & Luo, p. 18).

  The relationship with the teacher not only affects their class participation and motivation but it also affects how they are motivated in the school setting. They are able to participate in different situations if they have the support from the teacher and positive influence.

Summary or paraphrase

If you are paraphrasing an idea from another work, make sure to include the author and the year of publication in your in-text reference. You do not need to include the page number.

- Research by Hughes et al. determined that children who have a close or positive relationship with their teacher are more invested and engaged in the classroom (Hughes, Kwok, Loyd, & Luo, 2008).

Reference lists provide readers with the information necessary to find all sources referenced within your work. Each entry should include the author[s], year of publication, title and publishing data. Page numbers should be included when available. If not available, cite the paragraph number[s].

Reference lists should be alphabetized by author's last name. All entries within the reference list should also be alphabetized by author's last name. If an author has written more than one work cited in your paper, entries should be listed chronologically.

Basic format: Books

This category includes encyclopedias, dictionaries, reference books, anthologies and selections from within books.

- **General format:**
  Last, First. (Date published). *Title of book: Subtitle*. City: Publisher.

- **Basic format:**
  Postman, Neil. (1995). *The End of Education: Redefining the Value of School*. New York: Alfred A. Knopf, Inc.

- **Edited book**:
  Lunoz, Graham. (2006). *School Contexts and Student Belongings,* Jane Forbes, (Ed.). Miami: Miami University Press.

- **Edited book, no author:**
  Longden, B., & Yorke, M. (Eds.). (2004). *Retention and Student Success in Higher Education.* New York: Open University Press.

- **A translation:**
  Kusinewicz, A. (2004). *Public Policy in Education.* (Marie Grabowski, Trans.). Trenton, NJ: Lawrence Erlbaum Associates. (Original work published 2002).

- **Edition other than first:**
  Marks, R., & Sunnie, B. (2003). *The Student-Teacher Dilemma* (3rd ed). Boston: Beacon Press.

- **Article or chapter in an edited book:**
  Haybron, D.M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R.J. Larsen (Eds.), *The science of subjective well-being* (pp. 17-43). New York: Guilford Press.

- **Several volumes in a multivolume work:**
  Koch, S. (Ed.). (1959-1963). *Psychology: A study of science* (Vols. 1-6). New York: McGraw-Hill.

Books contd.

- **Reference book:**
  VandenBos, G.R. (Ed.). (2007). *APA dictionary of psychology.* Washington, D.C.: American Psychological Association.

- **Entry in reference book with no byline:**
  (1993). Relativity. In P.G. Bergmann (Ed). *The new encyclopedia britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

- **Introduction / Preface / Forward / Afterword:**
  Funk, R. & Kolln, M. (1998). Introduction. In E.W. Ludlow (Ed.), *Understanding English Grammar* (pp. 1-2). Needham, MA: Allyn and Bacon.

Basic format: Periodicals

This category includes items published on a regular basis such as journals, magazines, newspapers and newsletters.

- **General format:**
  Last, First. (Year, Month Day). Title of article. *Name of Periodical*, page number.

- **Newspaper article:**
  Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

- **Magazine:**
  Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time,* 135, 28-31.

- **Article in journal, paginated by volume:**
  Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

- **Article in journal, paginated by issue:**
  Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(30), 5-13.

- **Letter to the editor:**
  Moller, G. (2002, August). Ripples versus rumbles [Letter to the editor]. *Scientific American*, 287(2), 12.

Periodicals contd.

- **Review in a periodical:**
   Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book The self-knower: A hero under control, by R. A. Wicklund & M. Eckert]. *Contemporary Psychology*, 38, 466-467.

- **Editorial without signature:**
   Editorial: "What is a disaster" and why does this question matter? [Editorial]. (2006). *Journal of Contingencies and Crisis Management*, *14*, 1-2.

- **Special section in a periodical**:
   Greenfield, P., & Yan, Z. (Eds.). (2006). Children, adolescents, and the Internet [Special section]. *Developmental Psychology*, *42*, 391-458.

- **Special issue of a periodical:**
   Haney, C. & Wiener, R.L. (Eds.). (2004). Capital punishment in the United States [Special issue]. *Psychology, Public Policy, and Law, 10* (4).

Reference page: citing online references

For all publications under this category, it is no longer necessary to cite the date when you accessed a website. If a digital object identifier (DOI) is assigned to the content, this is preferable to citing the URL address. Note that the DOI and URL are interchangeable. You should not include both.

- **General format:**
   Last name, First. (Year). *Title of publication: Subtitle of publication.* Retrieved from website http://www.websitelinkname.com

- **Book (URL):**
   De Huff, E. W. (2008). *Taytay's tales: Traditional Pueblo Indian tales*. Retrieved from http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html

- **Book (DOI)**:
   Schiraldi, G.R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi: 10.1036/0071393722

Online references contd.

- **Chapter or entry in a book:**

    Peckinpaugh, J. (2003). Change in the Nineties. In J. S. Bough and G. B. DuBois (Eds.), *A century of growth in America*. Retrieved from GoldStar database.

- **Article from an online periodical (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 an online periodical (DOI):**

    Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283. doi:10.1108/03090560710821161

- **Article from a database:**

    Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3), 120-125.

- **Newspaper article:**

    Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from http://www.nytimes.com

- **Online book review:**

    Castle, G. (2007). New millennial Joyce [Review of the books *Twenty-first Joyce, Joyce's critics: Transitions in reading and culture, and Joyce's messianism: Dante, negative existence, and the messianic self*]. *Modern Fiction Studies*, 50(1), 163-173. Available from Project MUSE Web site: http://muse.jhu.edu/journals/modern_fiction_studies/toc/mfs52.1.html

- **Entry from an online reference book:**

    Feminism. (n.d.). In Encyclopædia Britannica online. Retrieved from http://www.britannica.com/EBchecked/topic/724633/feminism

- **Online forum or discussion board:**

    Frook, B. D. (1999, July 23). New inventions in the cyberworld of toylandia [Msg 25]. Message posted to http://groups.earthlink.com/forum/messages/00025.html

- **Qualitative data and online interviews:**

    Butler, C. (Interviewer) & Stevenson, R. (Interviewee). (1999). *Oral History 2* [Interview transcript]. Retrieved from Johnson Space Center Oral Histories Project Web site: http:// www11.jsc.nasa.gov/history/oral_histories/oral_histories.htm

- **Dissertation or thesis from a database:**

    Biswas, S. (2008). Dopamine D3 receptor: *A neuroprotective treatment target in Parkinson's disease*. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

Citing audio-visual media

- **Motion picture:**
  Scheinman, Andy (Producer), & Reiner, Rob (Director). (1989). *When Harry Met Sally* [Motion picture]. United States: Castle Rock Entertainment.

- **Music recording:**
  Taupin, B. (1975). Someone saved my life tonight [Recorded by Elton John]. On *Captain fantastic and the brown dirt cowboy* [CD]. London, England: Big Pig Music Limited.

- **Graphic data (maps, etc):**
  Solar Radiation and Climate Experiment. (2007). [Graph illustration the SORCE Spectral Plot May 8, 2008]. *Solar Spectral Data Access from the SIM, SOLSTICE, and XPS Instruments*. Retrieved from http://lasp.colorado.edu/cgi-bin/ion-p?page=input_data_for_ spectra.ion

- **Episode from a television series:**
  Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (Executive producer), *House*. New York, NY: Fox Broadcasting.

- **Weblog and video blog post**
  Dean, J. (2008, May 7). When the self emerges: Is that me in the mirror? [Web log comment]. Retrieved from http://www.spring.org.uk/the1sttransport. (2004, September 26). Psychology Video Blog #3 [Video file]. Retrieved from http://www.youtube.com/watch?v=lqM90eQi5-M

- **Audio podcast:**
  Bell, T. & Phillips, T. (2008, May 6). A solar flare. *Science @ NASA Podcast*. Podcast retrieved from http://science.nasa.gov/podcast.htm

- **Video podcast:**
  Scott, D. (Producer). (2007, January 5). The community college classroom [Episode 7]. *Adventures in Education.* Podcast retrieved from http://www.adveeducation.com

All citation examples obtained from the 6th Edition Publication Manual of the American Psychological Association and the Purdue Online Writing Lab APA Reference Guide.

Afterword

This is an abbreviated guide for the most commonly used information regarding the APA format. For more information, please refer to the Sixth Edition Publication Manual of the American Psychological Association or visit the Purdue Owl APA Formatting and Style Guide at http://owl.english.purdue.edu/owl/section/2/10/

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