

## APA vs. MLA The Basics

APA	Similarities	MLA
Typically used in the social sciences, nursing, education, and criminal justice	Used to document borrowed information and ideas from sources so that readers can easily find the information on their own. Helps keep student and professional writers from plagiarizing and provides credibility to academic essays.	Typically used in the Humanities (i.e. English, theatre, and art)
Typically has a cover page, an abstract, the essay, and References page	The paper is double-spaced, as well as the References or Works Cited pages. The citations have a hanging indent.	Typically does not have a cover page but does require the Works Cited page at the end
References page to cite sources at the end of the work	<ul style="list-style-type: none"> <li>• All information used in the paper <i>must</i> be on the Reference page or Works Cited.</li> <li>• All sources on the Reference or Works Cited <i>must</i> be used in the paper.</li> </ul>	Works Cited page to cite sources at the end of the work
Reference entries begin with last name and first initial:  Bird, B.	<ul style="list-style-type: none"> <li>• Citations are listed alphabetically on the References or Works Cited</li> </ul>	Works Cited entries begin with the last name and first name:  Bird, Big.
When information is cited and the author's name is listed within the signal or introductory phrase, place the year the material was published next to the author's name:  Big Bird (2010) believes that seeing a writing tutor is awesome.	<ul style="list-style-type: none"> <li>• Any information that is not your own or considered common knowledge must be cited.</li> <li>• Both use in-text/parenthetical citations.</li> </ul>	When information is cited with the author's name in the signal or introductory phrase, place the page number at the end:  According to Big Bird, seeing a writing tutor is awesome (22).
When information is cited and the author's name IS NOT listed within the signal or introductory phrase, place the author's last name and the year the material was published after: Seeing a writing tutor is awesome (Bird, 2010).	Both use parenthetical citations.	When information is cited and the author's name IS NOT listed within the signal or introductory phrase, place the author's last name and page number after. Seeing a writing tutor is awesome (Bird 22).

<p>Short quotations from print sources must appear with the page number:</p> <ol style="list-style-type: none"> <li>1. According to Palladino and Wade (2010), "a flexible mind is a healthy mind" (p. 147).</li> <li>2. In 2010, Palladino and Wade noted that "a flexible mind is a healthy mind" (p. 147).</li> <li>3. In fact, "a flexible mind is a healthy mind" (Palladino &amp; Wade, 2010, p. 147).</li> <li>4. "A flexible mind is a healthy mind," according to Palladino and Wade's (2010, p. 147) longitudinal study.</li> <li>5. Palladino and Wade's (2010) results indicate that "a flexible mind is a healthy mind" (p. 147).</li> </ol>	<p>All quotes must be integrated using the writer's own words in a signal or introductory phrase.</p>	<p>Short quotations from print sources must appear with the page number:</p> <ol style="list-style-type: none"> <li>1. According to Palladino and Wade, "a flexible mind is a healthy mind" (147).</li> <li>2. Palladino and Wade noted that "a flexible mind is a healthy mind" (147).</li> <li>3. In fact, "a flexible mind is a healthy mind" (Palladino and Wade 147).</li> <li>4. "A flexible mind is a healthy mind," according to Palladino and Wade's longitudinal study (147).</li> <li>5. Palladino and Wade's results indicate that "a flexible mind is a healthy mind" (147).</li> </ol>
<p>Quotes 40 words or more are indented one tab (or 5 spaces)</p>	<p>Long quotes require some special formatting</p>	<p>Quotes four lines or longer are <i>blocked</i>, meaning indented 2 tabs over</p>
<p>Quotes or paraphrases from web sources that do not have page numbers can be dealt with this way:</p> <ul style="list-style-type: none"> <li>• A paragraph number, if provided; alternatively, you could count paragraphs down from the beginning of the document.</li> </ul> <p>(Myers, 2000, para. 5)</p>	<p>Both styles require some thought when dealing with sources that do not provide page numbers.</p>	<p>Quotes or paraphrases from web sources do not require page numbers. Paragraph numbers are only required if they are provided in the source itself.</p>

## APA Cheat Sheet: Quotations

### What is a quote?

- When you borrow information word-for-word from a source, you must put quotation marks around it and acknowledge where the information came from.

### What is the correct format for a quote?

- ✓ All quotes should have quotation marks around the words borrowed from the source
- ✓ All quotes should be integrated into the text of your paper, not just listed as words
  - This means all quotes need signal or introductory phrases. See page 257 in *Good Reasons*.
- ✓ The source must be acknowledged either in the signal or introductory phrase OR inside parentheses after the quote
- ✓ Quote length: a quote can be three consecutive words from your source or as long as 4-5 typed lines (though this should be very rare). Quotes over 40 typed words must be formatted specially as a block quotation. See <https://owl.english.purdue.edu/owl/resource/560/02/> (scroll down until you see long quotations) or <http://blog.apastyle.org/apastyle/2013/06/block-quotations-in-apa-style.html>

### Okay. So what does a regular quote look like?

For more examples, see <http://blog.apastyle.org/apastyle/2010/03/how-to-cite-direct-quotations.html>

*Signal phrase w/ author's name included*



According to Adam Penenberg (2012), who frequently writes about security issues, "Within hours of the attacks on the World Trade Center and the Pentagon... Attorney General John Ashcroft was mobilizing his own forces" (p. 479).

*This is the page number, which must be included for a quote. The period comes AFTER the parentheses.*

Signal phrase w/out author's name included

According to an author who frequently writes about security issues, "Within hours of the attacks on the World Trade Center and the Pentagon... Attorney General John Ashcroft was mobilizing his own forces" (Penenberg, 2012, p.479).

The author's name is included with the page number inside the parentheses. The period comes AFTER the parentheses.

### Do I have to quote everything?

Not at all—take a look at the samples above. Notice the ...? Those are called ellipsis, and they show the reader that something has been left out of the quote. See <http://blog.apastyle.org/apastyle/2011/04/ellipseswhen-and-how.html>

### Can I put my own words into a quote?

Only under specific circumstances: when quoting you might need to change the form of a word, add a brief definition, or fit the quotation into the grammatical structure of your sentence. In such cases, enclose the material you've inserted into the quotation in brackets. See <http://www.dailywritingtips.com/when-and-how-to-use-brackets/>

### What if I quote someone who isn't the author?

Let's go back to the Penenberg article from *Good Reasons*. He [Penenberg] quotes several lawmakers, such as Richard Gephardt. So, let's say that you want to quote Gephardt, but how do you do this when Penenberg is the author of the piece?

The signal phrase makes who the author is clear and gives the name of the person being quoted

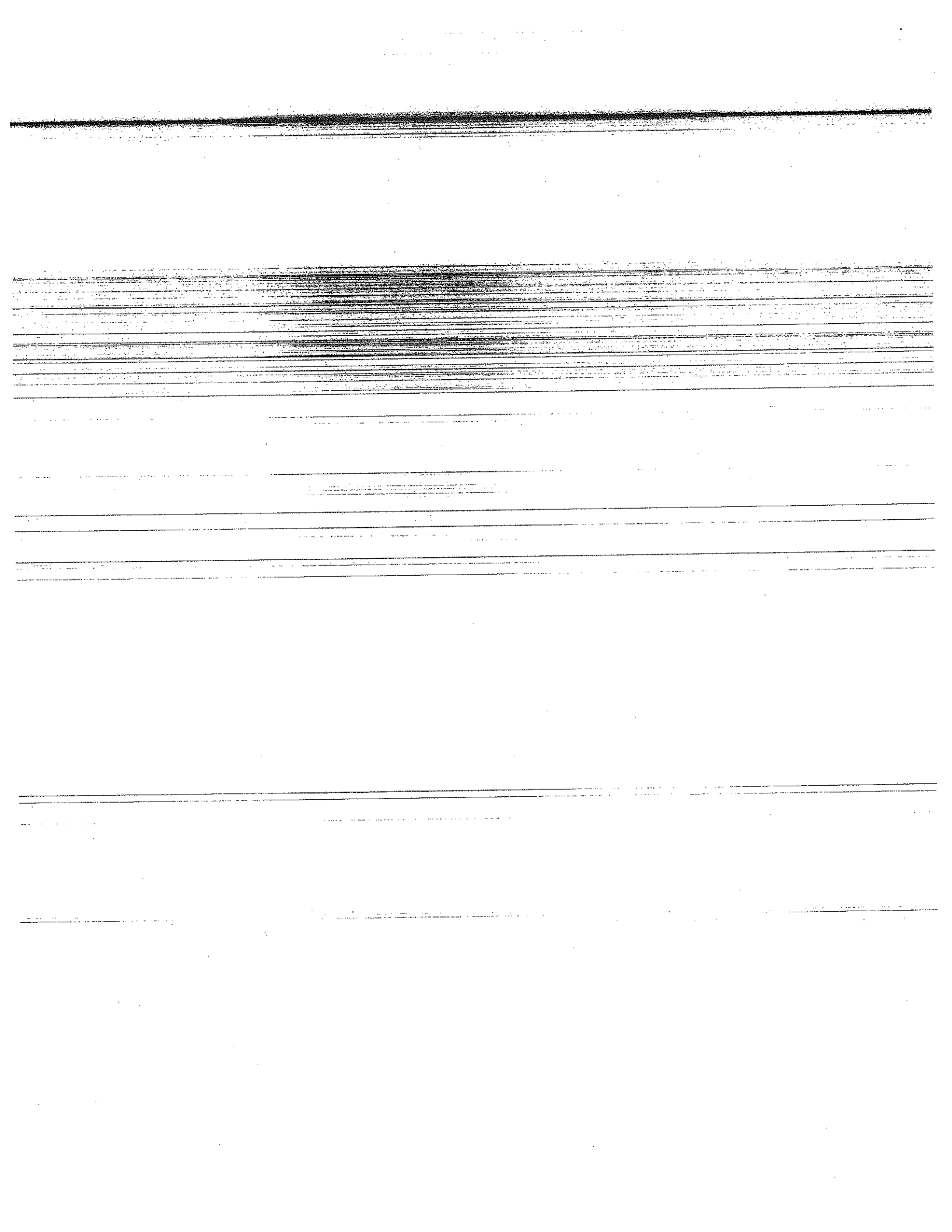
Penenberg (2012) quotes lawmaker Richard Gephardt who claims, "This event will change the balance between security and freedom... There's a whole range of issues...that takes us to this basic trade-off" (p. 480).

Lawmaker Richard Gephardt, speaking not long after the 9/11 attacks claims, "This event will change the balance between security and freedom... There's a whole range of issues... that takes us to this basic trade-off" (as cited in Penenberg, 2012, p. 480).

*"As cited in" is used to indicate through a short hand method that Gephardt is quoted in Penenberg's article.*

**Does any of this change with an internet or web article?**

- ✓ Quotation marks must still be used
- ✓ Signal or introductory phrases must still be used to acknowledge the author
- ✓ Internet or web articles will not have a page number. APA encourages writers to provide a paragraph number in such cases. See <http://blog.apastyle.org/apastyle/direct-quotations/>



## APA STYLE RESEARCH PAPER

Some important aspects of the American Psychological Association (APA) style are exemplified in the following pages. The APA style is often required for research papers in education and the behavioral and social sciences.

### Title Page

An APA style paper begins with a title page. The model title page here is adapted for student papers from the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition. Individual instructors may have different preferences about what information to include on the title page and whether an abstract is required.

### Abstract

If your instructor requires an abstract, it will be the second page. An abstract is a short one-paragraph summary of your paper. It is not the introduction of your paper. Put the title *Abstract* (not in italics) at the top of the page in the center, and do not indent the first line of the paragraph.

### Pagination

The words *Running head* (not in italics), followed by a colon and the title of your paper in all capital letters, should appear in the upper left corner of each page. If the title is long, shorten it to the first few words. Use the *header* function in your word processor to automatically repeat the running header a half inch from the top of each page and to number the pages automatically in the upper right corner.

Second Language Acquisition and Creole Languages

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English 2

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May 28, 2009



## Abstract

This paper compares the development of creole languages and the process of second language acquisition. Researchers have noticed that both creole languages and the speech of second language learners contain simplified grammar and vocabulary. Schumann (1978) based his acculturation model of second language acquisition on the comparison with creole languages, emphasizing the importance of social factors in language learning, but other researchers have been critical of this model. This paper concludes that while the similarities between language learning and creole languages reflect general linguistic processes of simplification and elaboration, second language acquisition is an individual process that is influenced by psychological as well as social factors.

~~Second Language Acquisition and Creole Languages~~

"Dem recognise say human beings get dignity wey dey with us and rights wey go make all of us friendly with each other, so tay, we all come be like one family" ("Dis Come," 2003, p. 18).

This sentence from the Universal Declaration of Human Rights is in one of the many creole languages found around the world. Some might think of this as "broken English," but linguists have found that creoles, like all human languages, are governed by their own grammatical rules. Creoles are sometimes described as mixed languages. Sebba (1996) explained, "In linguistics,

*creole* is a technical term meaning a language which comes into being through contact between two or more languages" (p. 50). Creoles form when speakers of different languages live in close contact and must communicate in a common language. For example, Jamaican Creole developed when slaves who spoke different African languages had to communicate with each other in English, the language of the slaveholders. Jamaican Creole and other English-based creoles take much of their vocabulary from English, "while elements of the pronunciation, grammar, vocabulary, and oral traditions can be traced to Africa" (Sebba, 1996, p. 51).

Researchers have noticed similarities between creoles and second language learning. Sebba (1996) pointed out, "usually creoles come about through a situation of partial language learning" (p. 51). Whinnom (1971) drew a parallel between creole languages and second language acquisition (SLA), calling them both forms of "linguistic hybridization" (p. 91). Schuman (1974, 1978a, 1978b) extended the concept of interlanguage by comparing it to the creation of a creole. He defined interlanguage as "a systematic attempt to deal with the target language data, ... a separate but nevertheless genuine linguistic system" (Schumann, 1974, p. 145). Creole languages may help us to understand SLA as a process of creating and refining an individual's linguistic system.

Like creoles, the interlanguage of second language learners is simplified in specific

## In-Text Documentation—Overview

Study the examples of in-text citations on pages 3 and 6 of the following student essay. The authors and dates in parentheses are examples of in-text citations: (Sebba, 1996, p. 51).

Whenever you include information in your paper from another source, you must give credit to that source both within the text in the form of an in-text citation and at the end of the paper on a references page. The in-text citation matches an entry on the references page. Study the title page, abstract page, sample text pages, and references page of a student's research paper, and read the explanation pages for a clearer understanding of APA documentation. If you have any further questions, ask your instructor or a member of the Writing Center staff for clarification.

### Quoting

When you copy exact words that you find in a source, you must use quotation marks (" "). You must copy the word(s), sentence, or passage precisely as it appears, and you must be sure to give credit to the author in the form of an in-text citation and on your references page.

If a quotation is longer than 40 words, start on a new line and indent the whole quotation a half inch from the left margin. Double-space and do not indent the right margin. Do *not* use quotation marks around the quotation, and place the in-text citation after the period at the end of the quotation. (See the example on page 6 of the sample student paper.)

To cite a quotation that was quoted in your source (the person whose words you are quoting is not the author), cite the speaker or writer of the words *and* the author of your source. Put the words *as cited in* (not italicized) before your source's author's last name in parentheses.

**Example:** Schmidt found, "high integrative motivation ... led to a considerable increase in communicative competence" (as cited in Kaspar & Rose, 2002, p. 19)

The original speaker or writer of the words may be identified in the sentence (as shown in the example above) or in the in-text citation before the words *as cited in*.

results showed that psychological distance had the most important effect on SLA, and the psychological factor of motivation had the highest correlation with level of development of negotiation.

Schumann (1978a) used these findings to argue that acculturation is the main factor in language acquisition. On closer examination, however, the findings seem to show that social factors are not as important as motivation. Stauble (1978) reasoned,

Therefore it can be hypothesized that the amount and kind of motivation the second language learner has plays a decisive role in the degree to which he will acculturate toward the "model" language group and accounts for his degree of linguistic development toward the "model" language. (p. 50)

However, this assertion applies only to what psychologists call integrative motivation, the wish to become part of the target language culture, not to instrumental motivation, the desire to achieve a goal such as career advancement (Gardner & Lambert, 1972). Like Schumann, Stauble limited her discussion to "natural" language acquisition, so she did not take into account that people successfully learn English as a foreign language through instruction; such learners have an instrumental motivation since they are not living in contact with the target language culture.

In his acculturation model, Schumann (1978a) took the position that the important parallel between creole languages and SLA is the role social and psychological factors play in both. He asserted that acculturation is the cause of second language acquisition, seeing SLA as just one aspect of acculturation. However, later research did not support the acculturation model. Schmidt found that factors including "high integrative motivation to use the second language for communication have led to a considerable increase in communicative competence but have had little effect on improved grammatical competence" (as cited in Kaspar & Rose, 2002, p. 19).

## In-Text Documentation (with Examples)

1. Within the text of an APA style paper, after every paraphrase or summary of a source, place in parentheses the author's last name followed by a comma and the year of publication:  
**Example: Nativization describes the construction of an interlanguage by the first or second language learner (Anderson, 1979).**
2. Alternatively, you may cite within a sentence the author's name followed by the year of publication in parentheses.  
**Example: John Schumann (1978) used these findings to argue that acculturation is the main factor in language acquisition.**
3. If you quote directly from a source, you must also add a page number preceded by a *p.* (not italicized).  
**Example: Sebba (1996) explained that a creole language "comes into being through contact between two or more languages" (p. 50).**  
**Note: Place the parentheses outside of the quotation marks but before the period.**
4. Internet sources often do not have page numbers. After a direct quotation from an online source, you may use paragraph numbers preceded by the abbreviation *para.* (not in italics).  
**Example: Cummins (2003) states, "academic difficulties of bilingual children could not be attributed to bilingual education" (para. 10).**
5. If a source has two authors, cite both authors every time. Put their names in the sentence, connected with *and* or put their last names in parentheses connected with *&* (not italicized).  
**Example: Gardner and Lambert (1973) distinguished between instrumental and integrative motivation.**  
**Example: It is necessary to distinguish between what psychologists call instrumental and integrative motivations (Gardner & Lambert, 1973).**
6. If the source has three to five authors, list all the authors' names in the first in-text citation. After that, cite only the first author's last name followed by *et al.* (not italicized).  
**Example of first citation: (Leonard, Wong, Deevy, & Stokes, 2006)**  
**Example of later citations: (Leonard et al., 2006)**

7. If a source has six or more authors, cite only the last name of the first author followed by *et al.*  
**Example: (Patel et al., 1999)**
8. If the source has no author, use the first few words of the title, in quotation marks for an article and underlined for a book. Capitalize the main words.  
**Example: ("Older Investors," 2002)**
9. When citing more than one source in a sentence, insert the parenthetical notes after the words they support.  
**Example: While Porter (1981) suggests that the ecology of the aquifer might be harder than suspected "given the size of the drainage area and the nature of the subsurface rock" (p. 62), there is no reason to believe that the county needs another shopping mall in a vicinity described as "one of the last out-posts of undisturbed nature in the county" (Martinez, 1982, p. 28).**
10. If you need to cite more than one work in the same parentheses, list the authors alphabetically, separating each citation with a semicolon.  
**Example: (Schumann, 1974; Stauble, 1978)**
11. If you cite more than one work written in the same year by the same author, use a lowercase letter after each year, as on the references page, to distinguish one work from the other:  
**Example: (Schumann, 1978a; Schumann, 1978b)**
12. Personal communications are interviews, telephone conversations, private letters, e-mails, and other communications which a reader would not be able to find a copy or recording of. These communications are cited in your paper with the communicator's name, the words *personal communication* (not in italics), and the date.  
**Example: (D. J. Winn, personal communication, September 9, 2009)**

## References Format

The references page is placed at the end of your essay and lists all the sources you have cited in your paper. Note the following characteristics of the references page:

1. The title, *References* (not in italics), is centered.
2. A hanging indent is used. The first line of each entry starts at the left margin, and the following lines are indented a half inch.
3. Entries are double-spaced—that is, double-space lines within the entries and between the entries. *No extra space occurs between entries.*
4. Entries are listed in alphabetical order by
  - author's last name, or
  - title, if the source does not have an author. Ignore the articles *a*, *an*, and *the* when alphabetizing.
5. When using more than one work written by the same author and published in the same year, put the entries in alphabetical order by title and use a lowercase letter after each year to distinguish one work from another. (See the two sources by Schumann listed on the references page of the sample student paper.)
6. If a source has between one and seven authors, write all the authors' names, last name first, followed by a comma and initial(s). Do not include titles like *Dr.* or degrees like *MA*. Put the symbol & before the last author.  
  
If there are more than seven authors, list the first six authors' names, three dots (...) and the last author's name.  
**Example:** Bell, J. K., McDougal, M. B., Gerard, G., Zukowsky, N. P., Kim, C. H., Hammad, Z. R., ... Nishikawa, T.
7. The following kinds of sources are not listed on the references page:
  - Personal communications—interviews, telephone conversations, private letters and e-mails, and similar sources.
  - Religious scriptures and important writings from ancient times.
8. It is important to follow the capitalization, punctuation, and spacing rules of APA format carefully. See the APA style documentation models on the following pages.

## References

- Dis come vex everibodi. (2003, March). *Harper's Magazine*, 306, 18-20. Retrieved from Literature Resource Center database.
- Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House.
- Gitsaki, C. (1998). Second language acquisition theories: Overview and evaluation. *Journal of Communication and International Studies*, 4(2). Retrieved from <http://espace.library.uq.edu.au/view/UQ:9550>
- Kasper, G. & Rose, K. R. (2002). Theories of second language pragmatic development. *Language Learning*, 52(Suppl. 1), 13-62.
- Schumann, J. H. (1974). The implications of interlanguage, pidginization and creolization for the study of adult second language acquisition. *TESOL Quarterly*, 8, 145-52.
- Schumann, J. H. (1978a). The acculturation model for second language acquisition. In R. C. Gingras (Ed.), *Second language acquisition and foreign language teaching* (pp. 27-50). Arlington, VA: Center for Applied Linguistics.
- Schumann, J. H. (1978b). The relationship of pidginization, creolization and decreolization to second language acquisition. *Language Learning*, 28, 367-79.
- Sebba, M. (1996, Winter). How do you spell Patwa? *Critical Quarterly*, 38, 50-63. doi: 10.1111/j.1467-8705.1996.tb02263.x
- Stauble, A.-M. (1978). Decreolization: A model for second language development. *Language Learning*, 28, 29-54.
- Whinnom, K. (1971). Linguistic hybridization and the "special case" of pidgins and creoles. In D. Hymes (Ed.), *Pidginization and creolization of language* (pp. 91-115). London: Cambridge University Press.



## APA STYLE DOCUMENTATION MODELS FOR REFERENCES PAGE

The following are models of how different kinds of sources must appear on the references page at the end of the paper. (See the sample references page.) For each entry follow the punctuation and spacing exactly. However, because many of your sources will not fall into the following categories, you may need to refer to an APA manual or seek an instructor's assistance.

### \*\*\*\*\* **Book:**

Author's last name, initials. (Year). *Title of the book*. Publisher's location: Publisher.

### **Example:**

Barth, R. S. (1990). *Improving schools from within: Teachers, parents, and principals can make the difference*. San Francisco: Jossey-Bass.

### **Chapter in an edited book:**

Last name, initials of article's author. (Year of book publication). Title of the article. In Editor's first and middle initials and last name (Ed.), *Title of the book* (edition number ed., pp. page numbers). Publisher's location: Publisher.

### **Example:**

Lilienfeld, R. M. & Rathje, W. L. (1998). Six enviro-myths. In L.G. Kirszner & S.R. Mandell (Eds.), *Patterns for college writing: A rhetorical reader and guide* (7<sup>th</sup> ed., pp. 176-179). New York: St. Martin's.

### **Article in a reference book or entry in a dictionary:**

If there is no author, start with the article/entry title, followed by the year (see second example).

Last name, initials of article's author. (Year). Title of the article. In *Encyclopedia title* (edition number ed., Vol. volume number, pp. page numbers). Publisher's location: Publisher.

### **Example:**

Hinkle, S. F. (1996). Chocolate. In *Encyclopedia Americana* (Vol. 6, pp. 620-621). Danbury, CT: Grolier.

### **Example:**

Public health. (2006). In *Merriam-Webster's collegiate dictionary* (11<sup>th</sup> ed., p. 1006). Springfield, MA: Merriam-Webster.

### **Pamphlet:**

Format a reference to a pamphlet in the same way as one to an entire book; in brackets, identify the type of publication. An organization may be cited as the author. If there is no author, begin the entry with the title of the pamphlet. If the author is the same as the publisher, write *Author* (not in italics) after the place of publication.

#### **Example:**

California Department of Education, Child Development Division. (2000). *Care about quality:*

*Your guide to child care* [Brochure]. Sacramento, CA: Author.

### **Article from a scholarly journal:**

If the article has a digital object identifier (DOI) number, see page 13.

Author's last name, initials. (Year). Title of the article. *Title of the Journal*, volume, pages.

#### **Example:**

Ebell, M. H., Smith, M. A., Barry, H. C., Ives, K., & Carey, M. (2000). Does this patient have

strep throat? *The Journal of the American Medical Association*, 284, 2912-2918.

**Note:** If each issue of the journal starts at page 1, put the issue number after the volume number in parentheses, not italicized.

#### **Example:**

Marshall, B. (1996). Reexamining the role of adult educators. *The CATESOL Journal*, 9(2),

127-132.

### **Article from a daily newspaper:**

Author's last name, initials. (Year, month day). Title of the article. *Title of the Newspaper*, pp.

page numbers or p. if one page.

#### **Example:**

Cooper, C. (2002, December 17). Governor's broad parole power upheld. *The Sacramento Bee*,

pp. A1, A17.

**Note:** If there is no author, begin with the title of the article, followed by the date.

#### **Example:**

Older investors feel pressure of losses. (2002, December 17). *The Sacramento Bee*, p. D6.

### Article from a magazine:

Author's last name, initials. (Year, month day). Title of the article. *Title of the Magazine*, volume, pages.

#### Example:

Schaaf, R. V. (1999, June). Health and safety. *Parents*, 74, 47-49.

### Article with a digital object identifier (DOI) number:

The digital object identifier (DOI) is a universal number assigned to a particular document wherever it is published, whether in print or electronic form. An article, book, or other document may have a DOI. The print and electronic versions of a document with a DOI may be cited in exactly the same way.

Author's last name, initials. (Date). Title of the article. *Title of the Periodical*, publication information required for the printed source, such as volume and pages. doi: number

#### Example:

Jarvis, S., & Muñoz, C. (2009). Age and the rate of foreign language learning. *Studies in Second Language Acquisition*, 31, 512-513. doi: 10.1017/S0272263109090457

### Periodical article on the Internet:

Start with the required publication information depending on the type of periodical (newspaper, magazine, or journal). If there is no digital object identifier (DOI) number, type the words *Retrieved from* (not in italics) and the Internet address. No period follows the Internet address. If the article can be easily found by searching a Web site, such as a newspaper or journal site, give just the address of the home page. You may omit page numbers if they are not provided.

Author's last name, initials. (Date). Title of the article. *Title of the Periodical*, volume number for a magazine or journal, and page numbers, if available. Retrieved from Internet address

#### Example:

Johnson, J. (2009, September 18). NASA scientists find hydrogen in moon's sunlit regions. *LA Times*. Retrieved from <http://www.latimes.com>

Note: If there is no author, begin with the title of the article, followed by the date.

#### Example:

Making the grade. (2009, September 16). *Sacramento Bee*. Retrieved from [http://](http://www.sacbee.com)

[www.sacbee.com](http://www.sacbee.com)

### Source from an Internet site:

The author may be an organization. End the reference with *Retrieved from* (not in italics) and the Internet address. For a technical report, put the publisher in the retrieval statement if the author is not the publisher. Include the date of access only if the source is likely to change over time.

Author. (Date). *Title of the document*. Retrieved from Internet address

#### Example:

Environmental Integrity Project. (2002, November). *Smoking guns*. Retrieved from

<http://www.environmentalintegrity.org/pubs/SmokingGuns.pdf>

#### Example:

Flint, M. L., Daar, S. & Molinar, R. (2003). *Establishing integrated pest management policies*

*and programs: A guide for public agencies* [Publication 8093]. Retrieved from the

University of California, Davis, Agriculture and Natural Resources Web site:

<http://anrcatalog.ucdavis.edu/pdf/8093.pdf>

#### Example:

*Learning theories*. (n.d.). Retrieved September 22, 2009, from <http://en.wikibooks.org/wiki>

[/Learning\\_Theories](http://en.wikibooks.org/wiki/Learning_Theories)

### Article found on a library database:

For articles from library research databases like ProQuest or JSTOR, begin with the required publication information for the type of document (such as magazine or scholarly journal article). If there is no DOI, you may find the Internet address of the periodical and put it after the words *Retrieved from* (not in italics) as you would for other Internet sources (see above). If the document is available only from the database, type the name of the database in the retrieval statement. Put in parentheses the database's number for that document.

Author's last name, initials. (Date). Title of the article. *Title of the Periodical*, publication

information required for the printed source, such as volume and pages. Retrieved from

Name of database. (Document number)

#### Example:

Montoya, C. (2002). The roots of reading. *R&D Alert*, 4(1), 2, 5-6. Retrieved from ProQuest Eric

TextPlus database. (ED464333)

**Online version of a print book:**

Author's last name, initials. (Year). *Book title*. Retrieved from internet address

**Example:**

Porter, M. F. (1921). *Applied psychology for nurses*. Retrieved from <http://www.gutenberg.org/ebooks/18843>

**Online reference article or dictionary entry:**

Last name, initials of article's author. (Year). Title of the article. In *Reference work title*.

Retrieved from Internet address

**Note:** If there is no author, start with the title of the entry followed by the year.

**Example:**

Diabetes mellitus. (2009). In *Merriam-Webster's medical dictionary*. Retrieved from <http://www.merriam-webster.com/medical/diabetes>

**Video or DVD:**

Producer's name (Producer), & Director's name (Director). (Year). *Title of the motion picture*  
[Format]. Country of origin: Movie studio.

**Example:**

Ferrero, P. (Director & Producer). (1983). *Hopi: Songs of the fourth world* [DVD]. United States:  
New Day Films.

**Episode from a television series retrieved online:**

Writer's name (Writer), & Director's name (Director). (Year). Title of episode [Television series  
episode]. In Producer's name (Producer), *Series title*. Location: Publisher

**Example:**

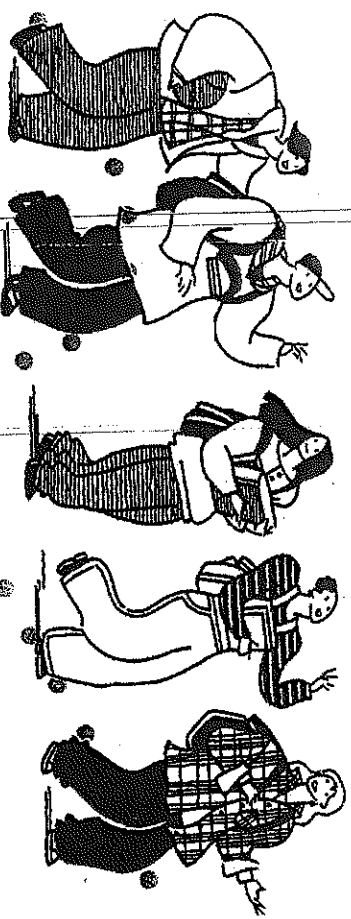
Duncan, D. (Writer), & Burns, K. (Director). (2009). Empire of grandeur [Television series  
episode]. In K. Burns (Producer), *The national parks: America's best idea*. Retrieved  
from <http://video.pbs.org/video/1258669203>

4/15/2010

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# Sierra Writing Center

**APA STYLE - PAPER FORMATS**

Running head: SHORT TITLE 1

Full Version of Your Paper's Title

Your Name

John Jay College of Criminal Justice

Insert page numbers in the upper right corner.

Flushed left, the words "Running head" should only appear on the title page. Afterward, put the short version of your paper's title in caps.

The short version of your paper's title should appear on all subsequent pages (but the words "Running head" show up only on the title page).

Use 12-point Times New Roman font.

Center and double space the full title of your paper, your name, as well as the college name.

SHORT TITLE 2

Abstract

The abstract succinctly summarizes your paper. It thus provides a quick overview of its focus and main points.

Center the word Abstract.

Do not indent the first line.

Do not exceed 250 words.



# APA STYLE - RESEARCH PAPER FORMAT

## METHOD

### SHORT TITLE

3

#### Page numbers

Insert page numbers in the upper right corner.

#### Typeface

12 pt Times New Roman

#### Line spacing

Double space between all lines of the paper.

#### Paragraphs and indentation

Indent the first line of every paragraph.

Text should be flushed left.

## REFERENCES

### References

References start on a new page.  
Center the word References.

### Alphabetical order

Alphabetize references by the author's last name. (If there's not author, the first letter of the title).

### Line spacing

Double-space throughout.

### Indentation

The first line of every entry is flushed left. Subsequent lines are indented 0.5" (or five spaces).

### SHORT TITLE

8

#### References

Bonnie, R. J., Jeffries, J. C., Jr., & Low, P. W. (2000). *A case study in the*

*insanity defense: The trial of John Hinckley, Jr.* (2<sup>nd</sup> ed.). New York, NY: Foundation Press.

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Sniper insanity? *U. S. News & World Report*, 135 (17) p. 35.

Parzen, M. D. (2003). Toward a culture-bound syndrome-based insanity

defense. *Culture, Medicine & Psychiatry*, 27, 131-155.



## Student Essay

The following research paper, "The High Cost of Cheap Counterfeit Goods," follows APA format as outlined in the preceding pages.

### APA PAPER GUIDELINES

- An APA paper should have a one-inch margin all around and be double-spaced throughout.
- The first line of every paragraph should be indented, and all pages of the paper, including the first, should be numbered consecutively.
- An APA paper has four sections: the *title page*, the *abstract*, the *body of the paper*, and the *reference list*.
  1. The **title page** (page 1) should include a running head at the top:  
Running Head: THE HIGH COST OF COUNTERFEIT GOODS
  2. The title page should also include the title of the paper (upper- and lower-case letters), your name (first name, middle initial, last name), and your school.
  3. The **abstract** (page 2) should be a 150- to 250-word summary of the paper. Type the word **Abstract** (centered); skip one line; and do not indent. After the abstract, skip one line and type *Keywords* (italicized and indented), followed by keywords that will help researchers find your essay in a database.
  4. The **body of the paper** should begin on page 3. After the title page, each page of the paper should include the title (in all capital letters), typed flush left, one-half inch from the top of the page:  
THE HIGH COST OF COUNTERFEIT GOODS
  5. The **reference list** should begin on a new page, after the body of the paper. (See pages 650–651 for a discussion of how to format the reference list.)
- Citations should follow APA documentation style.

Running Head: THE HIGH COST OF CHEAP COUNTERFEIT GOODS

1

The High Cost of Cheap Counterfeit Goods

Deniz Bilgutay

Humanities 101, Section 1

Professor Fitzgerald

March 4, 2012

**Abstract**

The global trade in counterfeit products costs manufacturers of luxury goods millions of dollars each year. Although this illegal trade threatens the free market, employs underage labor, and may even fund terrorism, many people consider it a victimless crime. Studies show that some consumers even take pride in buying knock-off products. But a closer look at this illicit trade in counterfeit goods shows that consumers in the United States—and around the world—do not understand the ethical implications of the choices they make. Consumers should stop supporting this illegal business, and law enforcement officials should prosecute it more vigorously than they currently do. In the final analysis, this illegal practice hurts legitimate businesses and in some cases endangers the health and safety of consumers.

*Keywords:* counterfeiting, terrorism, ethics, crime

# THE HIGH COST OF CHEAP COUNTERFEIT GOODS

## The High Cost of Cheap Counterfeit Goods

For those who do not want to pay for genuine designer products, a fake Louis Vuitton bag or knock-off Rolex watch might seem too good to pass up. Such purchases may even be a source of pride. According to one study, two-thirds of British consumers said they would be "proud to tell family and friends" that they bought inexpensive knock-offs (Thomas, 2007). The trade in counterfeit goods, however, is a crime—and not a victimless crime. A growing body of evidence suggests that the makers and distributors of counterfeit goods have ties to child labor, organized crime, and even terrorism. In addition, the global economic cost of counterfeiting is estimated at \$600 billion a year, according to recent data from the International Chamber of Commerce (Melik, 2011). For these reasons, consumers should stop buying these products and funding the illegal activities that this activity supports.

Much of the responsibility for the trade in counterfeit goods can be placed on the manufacturers and the countries that permit the production and export of such goods. For example, China, which dominates the world counterfeit trade, is doing very little to stop this activity. According to a recent article in *USA Today* by Calum MacLeod (2011), "a major obstacle is China's *shanzhai* culture, whereby some Chinese delight in making cheap imitations, sometimes in parody, of expensive, famous brands." Chinese counterfeiters have gone so far as to create entire fake stores: fake Starbucks stores, fake Abercrombie & Fitch stores, and even fake Apple stores. Although some of these copycats have been prosecuted, there is a high level of tolerance, even admiration, for counterfeiting in China. This attitude towards *shanzhai* is reflected in the country's lax intellectual property protection laws. As one Chinese intellectual property lawyer observed, "The penalties don't

Introduction

Thesis statement

## THE HIGH COST OF CHEAP COUNTERFEIT GOODS

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outweigh the benefits" (as cited in MacLeod, 2011). Given this situation, the production of counterfeit goods in China is not likely to slow down any time soon.

Despite such cultural justifications for counterfeiting, there is still an ethical problem associated with the purchase of knock-offs. As Dana Thomas (2007) has written in *The New York Times*, many of these counterfeit products are made by children who are "sold or sent off by their families to work in clandestine factories." To American consumers, the problem of children laboring in Chinese factories may be remote, but it is serious. If it is reasonable to place blame for this flourishing market on the countries that allow it, it is also reasonable to blame the people who buy most of the counterfeit goods—namely, consumers in the United States and Europe. According to a report by U.S. Customs and Border Patrol, 62% of fake goods seized in the United States in 2011 were produced in China (as cited in Coleman, 2012). In Europe, the numbers are even higher. According to the *Wall Street Journal*, 85% of goods seized in the European Union come from China (Nairn, 2011). Consequently, the simple act of buying a counterfeit Coach handbag implicates the consumer in the practice of forced child labor.

Evidence:  
Point 1

Immoral labor practices are not the only reason why the counterfeit market needs to be stopped. Organized crime is behind much of the counterfeit trade, so "every dollar spent on a knockoff Gap polo shirt or a fake Kate Spade handbag may be supporting drug trafficking, . . . and worse" ("Editorial: The True Cost," 2007). Consumer dollars may also be supporting narcotics, weapons, and child prostitution (Thomas, 2007).

Evidence:  
Point 2

This illicit international system also helps to finance groups even more sinister than crime syndicates. American consumers of counterfeit goods should understand that profits from



THE HIGH COST OF CHEAP COUNTERFEIT GOODS

counterfeit goods support terrorist and extremist groups, including Hezbollah, paramilitary organizations in Northern Ireland, and FARC, a revolutionary armed faction in Colombia (Thomas, 2007).

According to the International Anti-Counterfeiting Coalition, the sale of knock-off T-shirts may even have funded the 1993 attack on the World Trade Center. Some observers speculate that terrorists annually receive about 2% of the roughly \$500 billion trade in counterfeit goods ("Editorial: The True Cost," 2007). According to Ronald K. Noble, secretary-general of the international law enforcement agency Interpol, crime involving counterfeit merchandise "is becoming the preferred method of funding for a number of terrorist groups" (as cited in Langan, 2003).

Evidence:  
Point 3

Beyond the moral and ethical implications of its links to child labor, crime, and terrorism, counterfeit merchandise also undermines the mainstay of Western business—respect for intellectual property. In the context of a vast international market of counterfeit luxury goods, the issue of intellectual property can seem insignificant. But the creation of new products requires time, energy, and money, and "unrestrained copying robs creators of the means to profit from their works" (Sprigman, 2006). Copyright law exists to make sure that inventors and producers will be motivated to create original work and be fairly compensated for it. This principle applies to the designers of luxury goods and fashion items as well. Christopher Sprigman (2006) disagrees, however, noting that although intellectual property law does little to protect fashion designs, this is as it should be. "Trend-driven consumption," says Sprigman, is good for the fashion industry because the industry's ability to create trends "is based on designers' relative freedom to copy." But even this argument—which addresses the influences of legitimate fashion designers and manufacturers—cannot be used to justify allowing counterfeiters to copy Prada handbags or Hugo

Evidence:  
Point 4

Opposing  
argument

Refutation

## THE HIGH COST OF CHEAP COUNTERFEIT GOODS

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Boss suits and pass them off as genuine branded articles. Such illicit activity creates no trends—other than perhaps increasing the market for counterfeit products, which siphons off more profits from original designers.

Evidence:  
Point 5

The knock-off market is not limited to fashion and luxury goods. For example, fake products such as shoddy brake pads have directly injured many consumers. In addition, each year millions of people in the United States and abroad buy counterfeit drugs that do not work and in many cases are dangerous. Some sources estimate that the majority of drugs used to treat life-threatening diseases in Africa are counterfeit. Not coincidentally, many of the same people who are making and distributing counterfeit luxury goods are also manufacturing these drugs ("Editorial: The True Cost," 2007).

Conclusion

It is time for people to realize the harm that is done by counterfeit merchandise and stop buying it. One way to combat this problem is to educate consumers about the effects of their purchases. As James Melik (2011) of the BBC explains, "People try to save money without realising that the purchase of counterfeit goods can actually harm themselves, the economy and ultimately, their own pockets." Melik urges consumers to "think twice" before buying "products which promote and fund crime." Another way to confront the problem is for law enforcement to address this issue aggressively. Not only should local authorities do more to stop this illegal trade, but national governments should also impose sanctions on countries that refuse to honor international treaties concerning intellectual property. Only by taking this issue seriously can we ensure that this "victimless" crime does not continue to spread and claim more victims.

## THE HIGH COST OF CHEAP COUNTERFEIT GOODS

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- When and How to Use Page Numbers: <http://blog.apastyle.org/apastyle/direct-quotations/>
- Block Quotations: <http://blog.apastyle.org/apastyle/2013/06/block-quotations-in-apa-style.html>
- Ellipses: <http://blog.apastyle.org/apastyle/2011/04/ellipseswhen-and-how.html>

### Paraphrases:

- When and How to Use Page Numbers: <http://blog.apastyle.org/apastyle/direct-quotations/>  
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- How to Cite Part of a Work: <http://blog.apastyle.org/apastyle/2013/11/how-to-cite-part-of-a-work.html>

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- FAQ with a List of Reference Types: <http://www.apastyle.org/learn/faqs/index.aspx>
- How to Cite a Website: <http://blog.apastyle.org/apastyle/2010/11/how-to-cite-something-you-found-on-a-website-in-apa-style.html>
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