

APA Format worksheet

Question	Answer
1. How many spaces after a period?	
2. Which page should be page #1?	
3. Where is text typed in all uppercase letters (capitals)?	
4. What is the maximum lines of text that you should put on one page?	
5. What is the minimum size for the left margin?	
6. What is the maximum number of characters in the running head?	
7. What type of line spacing is used throughout?	
8. What is the maximum line length?	
9. What is the minimum font size you should use?	
10. List 2 recommended type faces (font faces)?	
11. How many spaces should a paragraph be indented?	
12. Although quotations are not encouraged, if you use one that is over 40 words, how should it be formatted?	
13. What is the name of the shortened title used at the top of each page with the page number?	
14. What kind of justification (alignment) is NOT used?	
15. Where should the page number be placed?	
16. What is the recommended number of words for the title?	

CITATION WORKSHEET #2 - Quotation, Paraphrase, Summary

ASSIGNMENT:

Using the fictional information below, please create an appropriate MLA style quotation, paraphrase, and summary complete with in-text citation.

Fictional Author: Janice Fabro

Whether intentional or unintentional, plagiarism can lead to serious consequences. Let's look at some real-life examples of people who had their professional and personal lives seriously affected by accusations of plagiarism.

In 2006, first-time author and Harvard sophomore Kaavya Viswanathan acknowledged that she plagiarized portions of her novel *How Opal Mehta Got Kissed, Got Wild and Got a Life* from several other sources, including the works of authors Sophie Kinsella and Megan McCafferty. The book was pulled from shelves and the author lost both a two-book deal with Little, Brown and Company worth half a million dollars and a movie deal with DreamWorks. Viswanathan acknowledged that she had read the books that she was accused of plagiarizing, but claimed that the cases of plagiarism found in her book were unintentional and accidental.

In 2005, Thomas Matrka, a mechanical engineer who had earned his master's degree from Ohio University, uncovered 55 master's theses from the school's Russ College of Engineering and Technology that appeared to include plagiarized work. Many of the theses contained almost identical paragraphs and drawings. The university responded by revisiting more than 200 engineering papers written since 1980 in search of duplication and plagiarism. After review by multiple university committees, the decision was made to revoke the master's degree of one of the accused in 2007. The university also recommended that 12 other theses be rewritten. In response to the scandal, the engineering school now uses software to check submitted theses and dissertation for duplication of content.

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Both of these stories can help us to understand why you should care about the effects and consequences of plagiarism.

Your individual professional and academic integrity are at stake. While there are certain to be immediate consequences tied to accusations of plagiarism, such as failing a course, you're also devaluing your original work and bringing into question the legitimacy of your other accomplishments.

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A. Quotations

1. Think about why we quote. Now, pick a good, short section of this essay and quote it. Be sure to attribute the work properly and embed the quote in a sentence as if you were using it in an essay.
2. Pick a section that would make for a good long quote. Quote it and briefly explain why you believe it would be a good selection for a long quote in an essay.

B. Paraphrase

3. Effectively paraphrase the last paragraph of this passage.
4. Briefly explain why paraphrasing is such an important tool in academics.

C. Summary

Create an effective 2-5 sentence summary of this passage. Be sure to attribute correctly

Citing Sources Worksheet ~ APA Style

Directions:

This worksheet contains 9 examples in which the left-hand column provides text from an original source and the right-hand column features a sentence that might appear in a research paper along with the corresponding bibliographic citation from the paper's References list. Examine each example, and determine whether or not the information provided in the right-hand column represents proper citation of the source material.

<p>1</p> <p>Material from the original source</p>	<p>Concern over prison conditions has not diminished. Owing to the rapid growth in prison populations in most countries, problems of security and the protection of prisoners from violence on the part of other prisoners was compounded by the difficulties that arose from overcrowding. Most industrialized societies experienced a rapid increase in prison populations after World War II.</p> <p>[Block quote from Allott, A. N. (2002). Crime and Punishment. In <i>The new encyclopaedia britannica</i> (Vol. 16, pp. 796-816). Chicago: Encyclopaedia Britannica.]</p>	<p>"Example" sentence and Reference list citation from a student paper</p>
		<p>Overcrowding of prisons is a problem faced by the criminal justice system.</p>
		<p>Reference [blank]</p>

Did the student cite the source correctly in the right-hand column? Yes ___ No ___

Please explain briefly:

<p>2</p>	<p>Material from the original source</p> <p>Often, adolescents engage in binge drinking and drug use in social settings. Efforts to educate high school students on the dangers of these activities should, therefore, include information on how they increase an individual's risk of becoming a victim of violence in addition to the standard information on negative health outcomes. Risk taking also may be related to buffering the negative emotions associated with adolescence....Therefore, interventions in school settings should focus on identifying youth that have a particularly destitute sense of satisfaction with life. Educational efforts that focus on helping these adolescents view their lives in a more positive light may help prevent these youth from engaging in risk taking as a method of coping. Such efforts would not only reduce the engagement in these social ills, but also prevent youth from becoming victims of dating violence.</p> <p>[Block quote from Gover, A. R. (2004). Risky lifestyles and dating violence: A theoretical test of violent victimization. <i>Journal of Criminal Justice</i>, 32(2), 171-180. Retrieved June 15, 2005 from the ScienceDirect database. Quote appears on p. 178.]</p>	<p>"Example" sentence and Reference list citation from a student paper</p> <p>Since many teenagers are prone to risk taking through behaviors such as binge drinking and use of drugs, programs that aim to educate high school students on the dangers of these activities should, therefore, include information on how they increase an individual's risk of becoming a victim of violence in addition to the standard information on negative health outcomes.</p> <p>Reference</p> <p>Gover, A. R. (2004). Risky lifestyles and dating violence: A theoretical test of violent victimization. <i>Journal of Criminal Justice</i>, 32(2), 171-180.</p>
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Did the student cite the source correctly in the right-hand column? Yes ___ No ___

Please explain briefly:

3 Material from the original source

Our findings provide evidence that both peer and romantic partner behaviors are associated with adolescent delinquency. **In particular, our findings suggest that romantic partners' delinquency exerts a unique effect on adolescent involvement in both minor and more serious delinquency, net of the influence of friends' behavior.** Although romantic partner behavior is associated with adolescents' participation in delinquency, the strength of the association is smaller than that found for peer behavior. Despite the weaker association between romantic partner and respondent behavior, findings do indicate that romantic relationships contribute to an understanding of adolescents' involvement, even after the well-documented effect of peers is taken into account.

[Block quote from Haynie, D. L., Giordano, P. C., Manning, W. D., & Longmore, M. A. (2005). Adolescent romantic relationships and delinquency involvement. *Criminology*, 43(1), 177-210. Retrieved June 15, 2005 from the Criminal Justice Periodicals Index database. Quote appears on p. 199.]

"Example" sentence and Reference list citation from a student paper

Within the realm of adolescent romantic relationships, "romantic partners' delinquency exerts a unique effect on adolescent involvement in both minor and more serious delinquency, net of the influence of friends' behavior" (Haynie, Giordano, Manning, & Longmore, 2005, p. 199).

Reference

Haynie, D. L., Giordano, P. C., Manning, W. D., & Longmore, M. A. (2005). Adolescent romantic relationships and delinquency involvement. *Criminology* 43(1), 177-210.

Did the student cite the source correctly in the right-hand column? Yes No

Please explain briefly:

<p>4 Material from the original source</p>	<p>Our findings provide evidence that both peer and romantic partner behaviors are associated with adolescent delinquency. In particular, our findings suggest that romantic partners' delinquency exerts a unique effect on adolescent involvement in both minor and more serious delinquency, net of the influence of friends' behavior. Although romantic partner behavior is associated with adolescents' participation in delinquency, the strength of the association is smaller than that found for peer behavior. Despite the weaker association between romantic partner and respondent behavior, findings do indicate that romantic relationships contribute to an understanding of adolescents' involvement, even after the well-documented effect of peers is taken into account.</p> <p>[Block quote from Haynie, D. L., Giordano, P. C., Manning, W. D., & Longmore, M. A. (2005). Adolescent romantic relationships and delinquency involvement. <i>Criminology</i>, 43(1), 177-210. Retrieved June 15, 2005 from the Criminal Justice Periodicals Index database. Quote appears on p. 199.]</p>	<p>"Example" sentence and Reference list citation from a student paper</p> <p>According to Haynie, Giordano, Manning, and Longmore (2005), within the realm of adolescent romantic relationships, "romantic partners' delinquency exerts a unique effect on adolescent involvement in both minor and more serious delinquency, net of the influence of friends' behavior" (p. 199).</p> <p>Reference</p> <p>Haynie, D. L., Giordano, P. C., Manning, W. D., & Longmore, M. A. (2005). Adolescent romantic relationships and delinquency involvement. <i>Criminology</i>, 43(1), 177-210.</p>
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Did the student cite the source correctly in the right-hand column? Yes ___ No ___

Please explain briefly:

<p>5 Material from the original source</p>	<p>Our findings indicate that a record of shelter use increases the risks, after release from prison, for both shelter use and reincarceration. On the one hand, this suggests that the hiatus spent in prison fails to alleviate, and likely exacerbates, residential instability, and that those bearing the highest risk for homelessness upon release from prison have had a history of residential instability prior to their incarceration. On the other hand, past shelter use, both before and after the index prison stay, also is associated with an increased risk of reincarceration. This suggests that the effects of homelessness manifest themselves in the prison system as well.</p> <p>[Block quote from Metraux, S., & Culhane, D. P. (2004). Homeless shelter use and reincarceration following prison release. <i>Criminology & Public Policy</i>, 3(2), 139-159. Retrieved June 15, 2005 from the Criminal Justice Periodicals Index database. Quote appears on p. 151.]</p>	<p>"Example" sentence and Reference list citation from a student paper</p> <p>Those who have been homeless prior to time spent in prison are not only highly susceptible to homelessness again when the prison sentence is complete but also are highly susceptible to reincarceration.</p> <p>Reference [blank]</p>
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Did the student cite the source correctly in the right-hand column? Yes No

Please explain briefly:

<p>6</p>	<p>Material from the original source</p> <p>The present study provided some guidance for public policy interventions. The findings provided further support for the suggestion that efforts placed in preventing teenage pregnancy and increasing nuclear families would have positive social outcomes (Wilson, 1997). Such efforts, however, are typically beyond the scope of any proximal influence. More proximal prevention efforts should be school-based. The public should consider targeting resources toward educational prevention on risk taking. Schools can provide a natural opportunity for programs that focus on violence prevention because they are a primary context for social development (Flay, 2002 and Gottfredson & Hirschi, 1990).</p> <p>[Block quote from Gover, A. R. (2004). Risky lifestyles and dating violence: A theoretical test of violent victimization. <i>Journal of Criminal Justice</i>, 32(2), 171-180. Retrieved June 15, 2005 from the ScienceDirect database. Quote appears on p. 178.]</p> <p>[Works cited in the paragraph refer to:</p> <p>Wilson, J. Q. (1997). <i>Two nations</i> (Francis Boyer Lecture). Washington, DC: American Enterprise Institute.</p> <p>Flay, B. R. (2002). Positive youth development requires comprehensive health promotion programs. <i>American Journal of Health Behavior</i>, 26, 407-424.</p> <p>Gottfredson, M., & Hirschi, T. (1990). <i>A general theory of crime</i>. Palo Alto, CA: Stanford University Press.]</p>	<p>"Example" sentence and Reference list citation from a student paper</p> <p>According to Gover (2004), since schools provide a key setting for adolescent social development, they could also serve as a valuable setting for intervention programs that aim to prevent not only risk taking behaviors among teens but also violence (p. 178)</p> <p>Reference</p> <p>Gover, A. R. (2004). Risky lifestyles and dating violence: A theoretical test of violent victimization. <i>Journal of Criminal Justice</i>, 32(2), 171-180.</p>
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Did the student cite the source correctly in the right-hand column? Yes ___ No ___

Please explain briefly:

7

Material from the original source

Indeterminate sentencing was the dominant model used across the United States for most of the 20th century. Under this structure, parole served many positive functions. First, extremely dangerous inmates were often maintained in prisons longer than they would have been under a determinate sentence structure. Determinate sentences are usually shorter than indeterminate sentences, and parole boards regularly require dangerous, high-risk inmates to serve the maximum sentence...Second, parole boards do act as a gatekeeper to ensure inmates have solid release plans when they return to the community...Third, **the existence of parole and parole consideration is an incentive for good behavior by inmates and for program participation that can be beneficial, even if not truly voluntary.**

[Block quote from Seiter, R. P., & Kadela, K. R. (2003). Prisoner reentry: What works, what does not, and what is promising. *Crime & Delinquency*, 49(3), 360-388. Retrieved June 15, 2005 from EBSCOhost Electronic Journals Service database. Quote appears on p. 364.]

"Example" sentence and Reference list citation from a student paper

Under the indeterminate sentencing model, "the existence of parole and parole consideration is an incentive for good behavior by inmates and for program participation that can be beneficial, even if not truly voluntary" (Seiter & Kadela, 2003, p. 364).

Reference

Seiter, R. P., & Kadela, K. R. (2003). Prisoner reentry: What works, what does not, and what is promising. *Crime & Delinquency*, 49(3), 360-388.

Did the student cite the source correctly in the right-hand column? Yes No

Please explain briefly:

<p>8</p>	<p>Material from the original source</p> <p>Community polling techniques such as public educational campaigns and community meetings are creative ways to inform citizens about domestic violence and what to expect from the police. And, as this study suggests, when the police meet these expectations, satisfaction in their services result. Action, however, is necessary to achieve these lofty goals. Police officers must actively seek to meet the people in their community. Police administrators need to support their officers by providing them with the time and resources necessary to meet the people in their community and to conduct town meetings. Citizens also need to get involved and make efforts to attend meetings. Citizen participation, especially as it applies to victims of domestic violence, is where these techniques run into serious problems, however. Domestic violence victims are not only victims of physical violence; they are also victims of social isolation (Walker, 1984). Typically, victims are not allowed by their batterers to have friends they do not approve of first, and most likely will not be allowed to attend community meetings held by the local police. This means that the police must find innovative ways to reach secluded victims.</p> <p>[Block quote from Wilson, S., & Jasinski, J. L. (2004). Public satisfaction with the police in domestic violence cases: The importance of arrest, expectations, and involuntary contact. <i>American Journal of Criminal Justice</i>, 28(2), 235-254. Retrieved June 15, 2005 from the Criminal Justice Periodicals Index database. Quote appears on pp. 251-252.]</p> <p>[Work cited in the paragraph refers to Walker, L. E. (1984). <i>The battered women syndrome</i>. New York: Springer Publishing.]</p>	<p>"Example" sentence and Reference list citation from a student paper</p> <p>According to Wilson and Jasinski (2004), while community meetings conducted by police can help educate the community about domestic violence and inform the community about the police's role in domestic violence intervention, the success of such meetings may be compromised by the lack of participation by domestic violence victims (pp. 251-252). Walker (1984), as cited in Wilson and Jasinski (2004, p. 252), indicates that victims of domestic violence are also typically isolated socially by their abusers.</p> <p>References</p> <p>Walker, L. E. (1984). <i>The battered women syndrome</i>. New York: Springer Publishing.</p> <p>Wilson, S., & Jasinski, J. L. (2004). Public satisfaction with the police in domestic violence cases: The importance of arrest, expectations, and involuntary contact. <i>American Journal of Criminal Justice</i>, 28(2), 235-254.</p>
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Did the student cite the source correctly in the right-hand column? Yes ___ No ___

Please explain briefly:

<p>9</p>	<p>Material from the original source</p>	<p>Amendment IV</p> <p>The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.</p> <p>[Block quote from National Archives and Records Administration. (n.d.) Charters of Freedom: Bill of Rights. Retrieved June 18, 2005 from http://www.archives.gov/national_archives_experience/charters/bill_of_rights_transcript.html]</p>	<p>"Example" sentence and Reference list citation from a student paper</p>	<p>In the United States, citizens are protected by the Fourth Amendment from unreasonable searches and seizures without a search warrant.</p>	<p>Reference</p> <p>[blank]</p>
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Did the student cite the source correctly in the right-hand column? Yes ___ No ___

Please explain briefly:



Directions: Use the information provided and Purdue OWL to practice your APA style for citing sources.

BOOK

Author: Fulcan, Mary J.
Title: The Beginning Teacher
Date: 1989

Authors: Samuel Robertson & Jane Nelson
Title: Language and Thinking in Young Children
Date: 1987

Publisher: Mott Media
Place: Milford, Michigan

JOURNAL ARTICLE

Author: Janet Currie & Duncan Thomas
Title: Does Head Start make a difference?
Source: American Economic Review June 1995 v85 n3 p341 – 365

Authors: Joanne R. Nurss, Yolanda E. Upkins, & Jacqueline E. Brown
Title: More than baby-sitting: a homeless children's day shelter program
Source: Children Today March-April 1996 v22 n2 p7 – 10

NEWSPAPER ARTICLE

Author: Estelle Maxwell

Title: More than somewhere to leave the kids

Date: June 2, 1995

Source: Times Educational Supplement n4118 p6A

INTERNET SOURCE

Authors: Danielle Houser & Cathy Osborne

Title: Developmentally Appropriate Practices: Right for All Kids

Source: Early Childhood Educators' and Family Web Corner

<http://www.nauticom.net/www/cokids/dapei.html>

TIPS TO HELP YOU!!!

Never use author's first or middle names...just use initials.

Use & instead of "and" if there is more than one author.

Italicize only titles of books, journals, and volumes.

Capitalize ONLY the first word in the title and subtitle UNLESS it's a proper noun.

Only use "p" for page in citing a newspaper article, never for journal or periodical articles.

Use issue number instead of month.