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This tabbed section shows how to document sources in APA style for the social sciences and fields like nursing and business, and in CMS (*Chicago*) style for history and some humanities classes. It also includes discipline-specific advice on three important topics: supporting a thesis, citing sources and avoiding plagiarism, and integrating sources.

NOTE: For advice on finding and evaluating sources and on managing information in courses across the disciplines, see the tabbed section R, Researching.

APA Papers

Many writing assignments in the social sciences are either reports of original research or reviews of the literature (previously published research) on a particular topic. Often an original research report contains a “review of the literature” section that places the writer’s project in the context of previous research.

Most social science instructors will ask you to document your sources with the American Psychological Association (APA) system of in-text citations and references described in APA-4. You face three main challenges when writing a social science paper that draws on sources: (1) supporting a thesis, (2) citing your sources and avoiding plagiarism, and (3) integrating quotations and other source material.

Examples in this section appear in APA style and are drawn from one student's research for a review of the literature on treatments for childhood obesity. Luisa Mirano's complete paper appears on pages 488–96.

APA-1 Supporting a thesis

Most assignments ask you to form a thesis, or main idea, and to support that thesis with well-organized evidence. In a paper reviewing the literature on a topic, this thesis analyzes the often competing conclusions drawn by a variety of researchers.

APA-1a Form a working thesis.

Once you have read a variety of sources and considered your issue from different perspectives, you are ready to form a working thesis: a one-sentence (or occasionally a two-sentence) statement of your central idea. (See also C1-c.) Because it is a working, or tentative, thesis, you can remain flexible and revise it as your ideas develop. Ultimately, your thesis will express not just your opinion but your informed, reasoned answer to your research question (see R1-a). Here, for example, is a research question posed by Luisa Mirano, a student in a psychology class, followed by her thesis in answer to that question.

RESEARCH QUESTION

Is medication the right treatment for the escalating problem of childhood obesity?

WORKING THESIS

Treating cases of childhood obesity with medication alone is too narrow an approach for this growing problem.

Notice that the thesis expresses a view on a debatable issue—an issue about which intelligent, well-meaning people might disagree. The writer's job is to persuade such readers that this view is worth taking seriously.

PRACTICE hackerhandbooks.com/writersref

> APA > APA 1–1 and APA 1–2

APA-1b Organize your ideas.

The American Psychological Association encourages the use of headings to help readers follow the organization of a paper. For an original research report, the major headings often follow a standard model: Method, Results, Discussion. The introduction is not given a heading; it consists of the material between the title of the paper and the first heading.

For a literature review, headings will vary. The student who wrote about treatments for childhood obesity used four questions to focus her research; the questions then became headings in her paper (see pp. 488–96).

Making the most of your handbook

A working thesis and rough outline can help writers get started.

- ▶ Drafting a working thesis: [C1-c](#)
- ▶ Sketching a plan: [C1-d](#)

APA-1c Use sources to inform and support your argument.

Used thoughtfully, your source materials will make your argument more complex and convincing for readers. Sources can play several different roles as you develop your points.

Providing background information or context

You can use facts and statistics to support generalizations or to establish the importance of your topic, as student writer Luisa Mirano does in her introduction.

In March 2004, U.S. Surgeon General Richard Carmona called attention to a health problem in the United States that, until recently, has been overlooked: childhood obesity. Carmona said that the “astounding” 15% child obesity rate constitutes an “epidemic.” Since the early 1980s, that rate has “doubled in children and tripled in adolescents.” Now more than 9 million children are classified as obese.

Explaining terms or concepts

If readers are unlikely to be familiar with a word, a phrase, or an idea important to your topic, you must explain it for them. Quoting or paraphrasing a source can help you define terms and concepts in accessible

language. Luisa Mirano uses a scholarly source to explain how one of the major obesity drugs functions.

Sibutramine suppresses appetite by blocking the reuptake of the neurotransmitters serotonin and norepinephrine in the brain (Yanovski & Yanovski, 2002, p. 594).

Supporting your claims

As you draft your argument, make sure to back up your assertions with facts, examples, and other evidence from your research (see also A2-e). Luisa Mirano, for example, uses one source's findings to support her central idea that the medical treatment of childhood obesity has limitations.

As journalist Greg Critser (2003) noted in his book *Fat Land*, use of weight-loss drugs is unlikely to have an effect without the proper "support system"—one that includes doctors, facilities, time, and money (p. 3).

Lending authority to your argument

Expert opinion can add credibility to your argument (see also A2-e). But don't rely on experts to make your argument for you. Construct your argument in your own words and, when appropriate, cite the judgment of an authority in the field for support.

Both medical experts and policymakers recognize that solutions might come not only from a laboratory but also from policy, education, and advocacy. A handbook designed to educate doctors on obesity called for "major changes in some aspects of western culture" (Hoppin & Taveras, 2004, Conclusion section, para. 1).

Anticipating and countering alternative interpretations

Do not ignore sources that seem contrary to your position or that offer interpretations different from your own. Instead, use them to give voice to opposing points of view and alternative interpretations before you counter them (see A2-f). Readers often have objections in mind already, whether or not they agree with you. Mirano uses a source to acknowledge value in her opponents' position that medication alone can successfully treat childhood obesity.

As researchers Yanovski and Yanovski (2002) have explained, obesity was once considered "either a moral failing or evidence of underlying psychopathology" (p. 592). But this view has shifted: Many medical professionals now consider obesity a biomedical rather than a moral condition, influenced by both genetic

and environmental factors. Yanovski and Yanovski have further noted that the development of weight-loss medications in the early 1990s showed that “obesity should be treated in the same manner as any other chronic disease . . . through the long-term use of medication” (p. 592).

APA-2 Citing sources; avoiding plagiarism

Your research paper is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of those sources. Failure to do so is a form of academic dishonesty known as *plagiarism*.

Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words. It’s a good idea to find out how your school defines and addresses academic dishonesty. (See also R3-c.)

APA-2a Cite quotations and borrowed ideas.

Sources are cited for two reasons:

- to tell readers where your information comes from—so that they can assess its reliability and, if interested, find and read the original source
- to give credit to the writers from whom you have borrowed words and ideas

You must cite anything you borrow from a source, including direct quotations; statistics and other specific facts; visuals such as tables, graphs, and diagrams; and any ideas you present in a summary or paraphrase.

The only exception is common knowledge—information that your readers may know or could easily locate in any number of reference sources. For example, most general encyclopedias will tell readers that Sigmund Freud wrote *The Interpretation of Dreams* and that chimpanzees can learn American Sign Language.

As a rule, when you have seen certain information repeatedly in your reading, you don’t need to cite it. However, when information has appeared in only a few sources, when it is highly specific (as with statistics), or when it is controversial, you should cite the source.

The American Psychological Association recommends an author-date system of citations. The following is a brief description of how the author-date system often works.

1. The source is introduced by a signal phrase that includes the last name of the author followed by the date of publication in parentheses.
2. The material being cited is followed by a page number in parentheses.
3. At the end of the paper, an alphabetized list of references gives complete publication information for the source.

IN-TEXT CITATION

As researchers Yanovski and Yanovski (2002) have explained, obesity was once considered “either a moral failing or evidence of underlying psychopathology” (p. 592).

ENTRY IN THE LIST OF REFERENCES

Yanovski, S. Z., & Yanovski, J. A. (2002). Drug therapy: Obesity. *The New England Journal of Medicine*, 346, 591-602.

This basic APA format varies for different types of sources. For a detailed discussion and other models, see APA-4.

APA-2b Enclose borrowed language in quotation marks.

To indicate that you are using a source’s exact phrases or sentences, you must enclose them in quotation marks unless they have been set off from the text by indenting (see p. 453). To omit the quotation marks is to claim—falsely—that the language is your own. Such an omission is plagiarism even if you have cited the source.

ORIGINAL SOURCE

In an effort to seek the causes of this disturbing trend, experts have pointed to a range of important potential contributors to the rise in childhood obesity that are unrelated to media: a reduction in physical education classes and after-school athletic programs, an increase in the availability of sodas and snacks in public schools, the growth in the number of fast-food outlets across the country, the trend toward “super-sizing” food portions in restaurants, and the increasing number of highly processed high-calorie and high-fat grocery products.

—Henry J. Kaiser Family Foundation, “The Role of Media in Childhood Obesity” (2004), p. 1

PLAGIARISM

According to the Henry J. Kaiser Family Foundation (2004), experts have pointed to a range of important potential contributors to the rise in childhood obesity that are unrelated to media (p. 1).

BORROWED LANGUAGE IN QUOTATION MARKS

According to the Henry J. Kaiser Family Foundation (2004), “experts have pointed to a range of important potential contributors to the rise in childhood obesity that are unrelated to media” (p. 1).

NOTE: When quoted sentences are set off from the text by indenting, quotation marks are not needed (see p. 453).

APA-2c Put summaries and paraphrases in your own words.

Summaries and paraphrases are written in your own words. A summary condenses information; a paraphrase conveys the information using roughly the same number of words as in the original source. When you summarize or paraphrase, it is not enough to name the source; you must restate the source’s meaning using your own language. (See also R3-c.) You commit plagiarism if you half-copy the author’s sentences—either by mixing the author’s phrases with your own without using quotation marks or by plugging your own synonyms into the author’s sentence structure. The following paraphrases are plagiarized—even though the source is cited—because their language and sentence structure are too close to those of the source.

ORIGINAL SOURCE

In an effort to seek the causes of this disturbing trend, experts have pointed to a range of important potential contributors to the rise in childhood obesity that are unrelated to media.

—Henry J. Kaiser Family Foundation, “The Role of Media in Childhood Obesity” (2004), p. 1

UNACCEPTABLE BORROWING OF PHRASES

According to the Henry J. Kaiser Family Foundation (2004), experts have indicated a range of significant potential contributors to the rise in childhood obesity that are not linked to media (p. 1).

UNACCEPTABLE BORROWING OF STRUCTURE

According to the Henry J. Kaiser Family Foundation (2004), experts have identified a variety of key factors causing a rise in childhood obesity, factors that are not tied to media (p. 1).

To avoid plagiarizing an author's language, resist the temptation to look at the source while you are summarizing or paraphrasing. After you have read the passage you want to paraphrase, set the source aside. Ask yourself, "What is the author's meaning?" In your own words, state your understanding of the author's basic point. Return to the source and check that you haven't used the author's language or sentence structure or misrepresented the author's ideas. When you fully understand another writer's meaning, you can more easily and accurately present those ideas in your own words.

ACCEPTABLE PARAPHRASE

A report by the Henry J. Kaiser Family Foundation (2004) described causes other than media for the childhood obesity crisis.

APA-3 Integrating sources

Quotations, summaries, paraphrases, and facts will help you develop your argument, but they cannot speak for you. You can use several strategies to integrate information from sources into your paper while maintaining your own voice.

APA-3a Use quotations appropriately.

In your academic writing, keep the emphasis on your ideas; use your own words to summarize and to paraphrase your sources and to explain your points. Sometimes, however, quotations can be the most effective way to integrate a source.

WHEN TO USE QUOTATIONS

- When language is especially vivid or expressive
- When exact wording is needed for technical accuracy
- When it is important to let the debaters of an issue explain their positions in their own words
- When the words of an authority lend weight to an argument
- When the language of a source is the topic of your discussion

Limiting your use of quotations Although it is tempting to insert many quotations in your paper and to use your own words only for connecting

passages, do not quote excessively. It is almost impossible to integrate numerous long quotations smoothly into your own text.

It is not always necessary to quote full sentences from a source. To reduce your reliance on the words of others, you can often integrate language from a source into your own sentence structure.

Carmona (2004) advised the subcommittee that the situation constitutes an “epidemic” and that the skyrocketing statistics are “astounding.”

As researchers continue to face a number of unknowns about obesity, it may be helpful to envision treating the disorder, as Yanovski and Yanovski (2002) suggested, “in the same manner as any other chronic disease” (p. 592).

Using the ellipsis mark To condense a quoted passage, you can use the ellipsis mark (three periods, with spaces between) to indicate that you have omitted words. What remains must be grammatically complete.

Roman (2003) reported that “social factors are nearly as significant as individual metabolism in the formation of . . . dietary habits of adolescents” (p. 345).

The writer has omitted the words *both healthy and unhealthy* from the source.

When you want to leave out one or more full sentences, use a period before the three ellipsis dots.

According to Sothorn and Gordon (2003), “Environmental factors may contribute as much as 80% to the causes of childhood obesity. . . . Research suggests that obese children demonstrate decreased levels of physical activity and increased psychosocial problems” (p. 104).

Ordinarily, do not use an ellipsis mark at the beginning or at the end of a quotation. Readers will understand that you have taken the quoted material from a longer passage, so such marks are not necessary. The only exception occurs when you have dropped words at the end of the final quoted sentence. In such cases, put three ellipsis dots before the closing quotation mark. Make sure that omissions and ellipsis marks do not distort the meaning of your source.

Using brackets Brackets allow you to insert your own words into quoted material. You can insert words in brackets to clarify a confusing reference or to keep a sentence grammatical in your context.

The cost of treating obesity currently totals \$117 billion per year—a price, according to the surgeon general, “second only to the cost of [treating] tobacco use” (Carmona, 2004).

To indicate an error such as a misspelling in a quotation, insert [*sic*], italicized and with brackets around it, right after the error. (See P6-b.)

Setting off long quotations When you quote forty or more words from a source, set off the quotation by indenting it one-half inch from the left margin. Use the normal right margin and do not single-space the quotation.

Long quotations should be introduced by an informative sentence, usually followed by a colon. Quotation marks are unnecessary because the indented format tells readers that the passage is taken word-for-word from the source.

Yanovski and Yanovski (2002) have described earlier treatments of obesity that focused on behavior modification:

With the advent of behavioral treatments for obesity in the 1960s, hope arose that modification of maladaptive eating and exercise habits would lead to sustained weight loss, and that time-limited programs would produce permanent changes in weight. Medications for the treatment of obesity were proposed as short-term adjuncts for patients, who would presumably then acquire the skills necessary to continue to lose weight, reach “ideal body weight,” and maintain a reduced weight indefinitely. (p. 592)

Notice that at the end of an indented quotation the parenthetical citation goes outside the final mark of punctuation. (When a quotation is run into your text, the opposite is true. See the sample citations on p. 452.)

APA-3b Use signal phrases to integrate sources.

Whenever you include a paraphrase, summary, or direct quotation of another writer’s work in your paper, prepare your readers for it with a signal phrase. A signal phrase usually names the author of the source, gives the publication year in parentheses, and often provides some context. It commonly appears before the source material. To vary your sentence structure, you may decide to interrupt source material with a signal phrase or place the signal phrase after your paraphrase, summary, or direct quotation. It is generally acceptable in the social sciences to call authors by their last name only, even on a first mention. If your paper refers to two authors with same last name, use initials as well.

Using signal phrases in APA papers

To avoid monotony, try to vary both the language and the placement of your signal phrases.

Model signal phrases

In the words of Carmona (2004), “. . .”

As Yanovski and Yanovski (2002) have noted, “. . .”

Hoppin and Taveras (2004), medical researchers, pointed out that “. . .”
“. . .,” claimed Critser (2003).

“. . .,” wrote Duenwald (2004), “. . .”

Researchers McDuffie et al. (2003) have offered a compelling argument for this view: “. . .”

Hilts (2002) answered objections with the following analysis: “. . .”

Verbs in signal phrases

admitted	contended	reasoned
agreed	declared	refuted
argued	denied	rejected
asserted	emphasized	reported
believed	insisted	responded
claimed	noted	suggested
compared	observed	thought
confirmed	pointed out	wrote

When you write a signal phrase, choose a verb that is appropriate for the way you are using the source (see APA-1c). Are you providing background, explaining a concept, supporting a claim, lending authority, or refuting an argument? See the chart on this page for a list of verbs commonly used in signal phrases. Note that APA requires using verbs in the past tense or present perfect tense (*explained* or *has explained*) to introduce source material. Use the present tense only for discussing the results of an experiment (*the results show*) or knowledge that has been clearly established (*researchers agree*).

Marking boundaries

Readers need to move from your words to the words of a source without feeling a jolt. Avoid dropping direct quotations into your text without warning. Instead, provide clear signal phrases, including at least the author’s name and the year of publication. Signal phrases mark the boundaries between source material and your

own words; they can also tell readers why a source is worth quoting. (The signal phrase is highlighted in the second example.)

DROPPED QUOTATION

Obesity was once considered in a very different light. “For many years, obesity was approached as if it were either a moral failing or evidence of underlying psychopathology” (Yanovski & Yanovski, 2002, p. 592).

QUOTATION WITH SIGNAL PHRASE

Obesity was once considered in a very different light. As researchers Yanovski and Yanovski (2002) have explained, obesity was widely thought of as “either a moral failing or evidence of underlying psychopathology” (p. 592).

Using signal phrases with summaries and paraphrases

As with quotations, you should introduce most summaries and paraphrases with a signal phrase that mentions the author and the year and places the material in the context of your argument. Readers will then understand where the summary or paraphrase begins.

Without the signal phrase (highlighted) in the following example, readers might think that only the last sentence is being cited, when in fact the whole paragraph is based on the source.

Carmona (2004) advised a Senate subcommittee that the problem of childhood obesity is dire and that the skyrocketing statistics—which put the child obesity rate at 15%—are cause for alarm. More than 9 million children, double the number in the early 1980s, are classified as obese. Carmona warned that obesity can cause myriad physical problems that only worsen as children grow older.

There are times, however, when a summary or a paraphrase does not require a signal phrase naming the author. When the context makes clear where the cited material begins, you may omit the signal phrase and include the author’s name and the year in parentheses. Unless the work is short, also include the page number in the parentheses.

Integrating statistics and other facts

When you are citing a statistic or another specific fact, a signal phrase is often not necessary. In most cases, readers will understand that the citation refers to the statistic or fact (not the whole paragraph).

In purely financial terms, the drugs cost more than \$3 a day on average (Duenwald, 2004).

There is nothing wrong, however, with using a signal phrase to introduce a statistic or another fact.

Duenwald (2004) reported that the drugs cost more than \$3 a day on average.

Putting source material in context

Readers should not have to guess why source material appears in your paper. If you use another writer's words, you must explain how they relate to your point. In other words, you must put the source in context. It's a good idea to embed a quotation between sentences of your own, introducing it with a signal phrase and following it up with interpretive comments that link the quotation to your paper's argument. (See also APA-3c.)

QUOTATION WITH EFFECTIVE CONTEXT

A report by the Henry J. Kaiser Family Foundation (2004) outlined trends that may have contributed to the childhood obesity crisis, including food advertising for children as well as

a reduction in physical education classes . . . , an increase in the availability of sodas and snacks in public schools, the growth in the number of fast-food outlets . . . , and the increasing number of highly processed high-calorie and high-fat grocery products. (p. 1)

Addressing each of these areas requires more than a doctor armed with a prescription pad; it requires a broad mobilization not just of doctors and concerned parents but of educators, food industry executives, advertisers, and media representatives.

APA-3c Synthesize sources.

When you synthesize multiple sources in a research paper, you create a conversation about your research topic. You show readers that your argument is based on your active analysis and integration of ideas, not just a list of quotations and paraphrases. Your synthesis will show how your sources relate to one another; one source may support, extend, or counter the ideas of another. Readers should be able to see how each one functions in your argument (see R2-a).

Considering how sources relate to your argument

Before you integrate sources and show readers how they relate to one another, consider how each one might contribute to your own argument. As student writer Luisa Mirano became more informed through

her research about treatments for childhood obesity, she asked herself these questions: *What do I think about the various treatments for childhood obesity? Which sources might support my ideas? Which sources might help extend or illustrate the points I want to make? What common counterarguments do I need to address to strengthen my position?* Mirano kept these questions in mind as she read and annotated sources.

Placing sources in conversation

When you synthesize sources, you show readers how the ideas of one source relate to those of another by connecting and analyzing the ideas in the context of your argument. Keep the emphasis on your own writing. After all, you’ve done the research and thought through the issues, so you should control the conversation. The thread of your argument should be easy to identify and to understand, with or without your sources.

SAMPLE SYNTHESIS (DRAFT)

Student writer
Luisa Mirano
begins with
a claim that
needs support.

Signal phrases
indicate how
sources
contribute to
Mirano’s paper
and show that
the ideas that
follow are not
her own.

Mirano interprets
and connects
sources. Each
paragraph ends
with her own
thoughts.

Medical treatments have clear costs for individual patients, including unpleasant side effects, little information about long-term use, and uncertainty that they will yield significant weight loss. The financial burden is heavy as well; the drugs cost more than \$3 a day on average (Duenwald, 2004). In each of the clinical trials, use of medication was accompanied by expensive behavioral therapies, including counseling, nutrition education, fitness advising, and monitoring. As Critser (2003) noted in his book *Fat Land*, use of weight-loss drugs is unlikely to have an effect without the proper “support system”—one that includes doctors, facilities, time, and money (p. 3). For many families, this level of care is prohibitively expensive.

Both medical experts and policymakers recognize that solutions might come not only from a laboratory but also from policy, education, and advocacy. A handbook designed to educate doctors on obesity called for “major changes in some aspects of western culture” (Hoppin & Taveras, 2004, Conclusion section, para. 1). Solving the childhood obesity problem will require broad mobilization of doctors and concerned parents and also of educators, food industry executives, advertisers, and media representatives.

Student writer

Source 1
Student writer

Source 2
Student writer

Source 3
Student writer

In this draft, Mirano uses her own analyses to shape the conversation among her sources. She does not simply string quotations and statistics together or allow her sources to overwhelm her writing. The final sentence, written in her own voice, gives her an opportunity to explain to readers how her sources support and extend her argument.

When synthesizing sources, ask yourself these questions:

- Which sources inform, support, or extend your argument?
- Have you varied the functions of sources—to provide background, explain concepts, lend authority, and anticipate counterarguments? Do your signal phrases indicate these functions?
- Do you explain how your sources support your argument?
- Do you connect and analyze sources in your own voice?
- Is your own argument easy to identify and to understand, with or without your sources?

APA-4 Documenting sources

In most social science classes, you will be asked to use the APA system for documenting sources, which is set forth in the *Publication Manual of the American Psychological Association*, 6th ed. (Washington: APA, 2010). APA recommends in-text citations that refer readers to a list of references.

An in-text citation usually gives the author of the source (often in a signal phrase), the year of publication, and at times a page number in parentheses. At the end of the paper, a list of references provides publication information about the source (see p. 496 for a sample list). The direct link between the in-text citation and the entry in the reference list is highlighted in green in the following example.

IN-TEXT CITATION

Yanovski and Yanovski (2002) reported that “the current state of the treatment for obesity is similar to the state of the treatment of hypertension several decades ago” (p. 600).

ENTRY IN THE LIST OF REFERENCES

Yanovski, S. Z., & Yanovski, J. A. (2002). Drug therapy: Obesity. *The New England Journal of Medicine*, 346, 591-602.

For a reference list that includes this entry, see page 496.

APA-4a APA in-text citations

APA's in-text citations provide at least the author's last name and the year of publication. For direct quotations and some paraphrases, a page number is given as well.

For a directory to the in-text citation models in this section, see page 443, immediately following the tabbed divider.

NOTE: APA style requires the use of the past tense or the present perfect tense in signal phrases introducing cited material: *Smith (2005) reported . . .*, *Smith (2005) has argued. . .*

1. Basic format for a quotation Ordinarily, introduce the quotation with a signal phrase that includes the author's last name followed by the year of publication in parentheses. Put the page number (preceded by "p.") in parentheses after the quotation.

Critser (2003) noted that despite growing numbers of overweight Americans, many health care providers still "remain either in ignorance or outright denial about the health danger to the poor and the young" (p. 5).

If the author is not named in the signal phrase, place the author's name, the year, and the page number in parentheses after the quotation: (Critser, 2003, p. 5).

NOTE: APA style requires the year of publication in an in-text citation. Do not include a month, even if the entry in the reference list includes the month.

2. Basic format for a summary or a paraphrase Include the author's last name and the year either in a signal phrase introducing the material or in parentheses following it. A page number is not required for a summary or a paraphrase, but include one if it would help readers find the passage in a long work. (For the use of other locators, such as paragraph numbers or section names in online sources, see pp. 462–63.)

Yanovski and Yanovski (2002) explained that sibutramine suppresses appetite by blocking the reuptake of the neurotransmitters serotonin and norepinephrine in the brain (p. 594).

Sibutramine suppresses appetite by blocking the reuptake of the neurotransmitters serotonin and norepinephrine in the brain (Yanovski & Yanovski, 2002, p. 594).

3. Work with two authors Give the names of both authors in the signal phrase or the parentheses each time you cite the work. In the parentheses, use “&” between the authors’ names; in the signal phrase, use “and.”

According to Sothorn and Gordon (2003), “Environmental factors may contribute as much as 80% to the causes of childhood obesity” (p. 104).

Obese children often engage in limited physical activity (Sothorn & Gordon, 2003, p. 104).

4. Work with three to five authors Identify all authors in the signal phrase or the parentheses the first time you cite the source.

In 2003, Berkowitz, Wadden, Tershakovec, and Cronquist concluded, “Sibutramine . . . must be carefully monitored in adolescents, as in adults, to control increases in [blood pressure] and pulse rate” (p. 1811).

In subsequent citations, use the first author’s name followed by “et al.” in either the signal phrase or the parentheses.

As Berkowitz et al. (2003) advised, “Until more extensive safety and efficacy data are available, . . . weight-loss medications should be used only on an experimental basis for adolescents” (p. 1811).

5. Work with six or more authors Use the first author’s name followed by “et al.” in the signal phrase or the parentheses.

McDuffie et al. (2002) tested 20 adolescents, aged 12-16, over a three-month period and found that orlistat, combined with behavioral therapy, produced an average weight loss of 4.4 kg, or 9.7 pounds (p. 646).

6. Work with unknown author If the author is unknown, mention the work’s title in the signal phrase or give the first word or two of the title in the parenthetical citation. Titles of short works such as articles and chapters are put in quotation marks; titles of long works such as books and reports are italicized. (For online sources with no author, see item 12 on p. 462.)

Children struggling to control their weight must also struggle with the pressures of television advertising that, on the one hand, encourages the consumption of junk food and, on the other, celebrates thin celebrities (“Television,” 2002).

NOTE: In the rare case when “Anonymous” is specified as the author, treat it as if it were a real name: (Anonymous, 2001). In the list of references, also use the name Anonymous as author.

7. Organization as author If the author is a government agency or another organization, name the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

Obesity puts children at risk for a number of medical complications, including Type 2 diabetes, hypertension, sleep apnea, and orthopedic problems (Henry J. Kaiser Family Foundation, 2004, p. 1).

If the organization has a familiar abbreviation, you may include it in brackets the first time you cite the source and use the abbreviation alone in later citations.

FIRST CITATION (Centers for Disease Control and Prevention [CDC], 2009)

LATER CITATIONS (CDC, 2009)

8. Authors with the same last name To avoid confusion, use initials with the last names if your reference list includes two or more authors with the same last name.

Research by E. Smith (1989) revealed that. . . .

9. Two or more works by the same author in the same year When your list of references includes more than one work by the same author in the same year, use lowercase letters (“a,” “b,” and so on) with the year to order the entries in the reference list. (See item 6 on p. 465.) Use those same letters with the year in the in-text citation.

Research by Durgin (2003b) has yielded new findings about the role of counseling in treating childhood obesity.

10. Two or more works in the same parentheses When your parenthetical citation names two or more works, put them in the same order that they appear in the reference list, separated with semicolons.

Researchers have indicated that studies of pharmacological treatments for childhood obesity are inconclusive (Berkowitz et al., 2003; McDuffie et al., 2002).

11. Personal communication Personal interviews, memos, letters, e-mail, and similar unpublished communications should be cited in the text only, not in the reference list. (Use the first initial with the last name in parentheses.)

One of Atkinson's colleagues, who has studied the effect of the media on children's eating habits, has contended that advertisers for snack foods will need to design ads responsibly for their younger viewers (F. Johnson, personal communication, October 20, 2009).

12. Electronic source When possible, cite electronic sources, including online sources, as you would any other source, giving the author and the year.

Atkinson (2001) found that children who spent at least four hours a day watching TV were less likely to engage in adequate physical activity during the week.

Electronic sources sometimes lack authors' names, dates, or page numbers.

Unknown author

If no author is named in the source, mention the title of the source in the signal phrase or give the first word or two of the title in the parentheses (see also item 6). (If an organization serves as the author, see item 7.)

The body's basal metabolic rate, or BMR, is a measure of its at-rest energy requirement ("Exercise," 2003).

Unknown date

When the date is unknown, use the abbreviation "n.d." (for "no date").

Attempts to establish a definitive link between television programming and children's eating habits have been problematic (Magnus, n.d.).

No page numbers

APA ordinarily requires page numbers for quotations, and it recommends them for summaries and paraphrases from long sources. When an electronic source lacks stable numbered pages, include whatever information is available to help readers locate the particular passage you are citing.

If the source has numbered paragraphs, use the paragraph number preceded by the abbreviation "para.": (Hall, 2008, para. 5). If the source contains headings, cite the appropriate heading in parentheses; you may also indicate the paragraph under the heading that you are referring to, even if the paragraphs are not numbered.

Hoppin and Taveras (2004) pointed out that several other medications were classified by the Drug Enforcement Administration as having the “potential for abuse” (Weight-Loss Drugs section, para. 6).

NOTE: Electronic files in portable document format (PDF) often have stable page numbers. For such sources, give the page number in the parenthetical citation.

13. Indirect source If you use a source that was cited in another source (a secondary source), name the original source in your signal phrase. List the secondary source in your reference list and include it in your parenthetical citation, preceded by the words “as cited in.” In the following example, Satcher is the original source, and Critser is the secondary source, given in the reference list.

Former surgeon general Dr. David Satcher described “a nation of young people seriously at risk of starting out obese and dooming themselves to the difficult task of overcoming a tough illness” (as cited in Critser, 2003, p. 4).

14. Sacred or classical text Identify the text, the version or edition you used, and the relevant part (chapter, verse, line). It is not necessary to include the source in the reference list.

Peace activists have long cited the biblical prophet’s vision of a world without war: “And they shall beat their swords into plowshares, and their spears into pruning hooks; nation shall not lift up sword against nation, neither shall they learn war any more” (Isaiah 2:4, Revised Standard Version).

APA-4b APA list of references

In APA style, the alphabetical list of works cited, which appears at the end of the paper, is titled “References.” For advice on preparing the list, see pages 486–87. For a sample reference list, see page 496.

For a directory to the reference list models in this section, see pages 443–44, immediately following the tabbed divider.

Alphabetize entries in the list of references by authors’ last names; if a work has no author, alphabetize it by its title. The first element of each entry is important because citations in the text of the paper refer to it and readers will be looking for it in the alphabetized list. The date of publication appears immediately after the first element of the citation.

In APA style, titles of books are italicized; titles of articles are neither italicized nor put in quotation marks. (For rules on capitalization of titles, see p. 485.)

General guidelines for listing authors (print and online)

In APA style, all authors' names are inverted (the last name comes first), and initials are used for all first and middle names.

NAME AND DATE CITED IN TEXT

Duncan (2008) has reported that. . . .

BEGINNING OF ENTRY IN THE LIST OF REFERENCES

Duncan, B. (2008).

1. Single author

author: last name
+ initial(s) year title (book)

Egeland, J. (2008). *A billion lives: An eyewitness report from the frontlines of humanity*.
place of publication publisher
New York, NY: Simon & Schuster.

2. Multiple authors List up to seven authors by last names followed by initials. Use an ampersand (&) before the name of the last author. If there are more than seven authors, list the first six followed by three ellipsis dots and the last author's name. (See pp. 460–61 for citing works with multiple authors in the text of your paper.)

Two to seven authors

all authors:
last name + initial(s) year title (book) place of publication

Musick, M. A., & Wilson, J. (2007). *Volunteers: A social profile*. Bloomington: Indiana
publisher
University Press.

all authors:
last name + initial(s) year

Diessner, R., Solom, R. C., Frost, N. K., Parsons, L., & Davidson, J. (2008). Engagement
title (article)
with beauty: Appreciating natural, artistic, and moral beauty. *The Journal*
journal title volume page(s)
of *Psychology*, 142, 303-329.

Eight or more authors

Mulvaney, S. A., Mudasiru, E., Schlundt, D. G., Baughman, C. L., Fleming, M., VanderWoude, A., . . . Rothman, R. (2008). Self-management in Type 2 diabetes: The adolescent perspective. *The Diabetes Educator*, 34, 118-127.

3. Organization as author

author:
organization name year title (book)
American Psychiatric Association. (1994). *Diagnostic and statistical manual of mental disorders* (4th ed.). Washington, DC: Author.

edition number place of publication organization as author and publisher

If the publisher is not the same as the author, give the publisher's name at the end as you would for any other source.

4. Unknown author

Begin the entry with the work's title.

title (book) year place of publication publisher
New concise world atlas. (2007). New York, NY: Oxford University Press.

title (article) year + month + day (for weekly publication) journal title volume, issue page(s)
Order in the jungle. (2008, March 15). *The Economist*, 386(8571), 83-85.

5. Two or more works by the same author

Use the author's name for all entries. List the entries by year, the earliest first.

Barry, P. (2007, December 8). Putting tumors on pause. *Science News*, 172, 365.

Barry, P. (2008, August 2). Finding the golden genes. *Science News*, 174, 16-21.

6. Two or more works by the same author in the same year

List the works alphabetically by title. In the parentheses, following the year add "a," "b," and so on. Use these same letters when giving the year in the in-text citation. (See also p. 486.)

Elkind, D. (2008a, Spring). Can we play? *Greater Good*, 4(4), 14-17.

Elkind, D. (2008b, June 27). The price of hurrying children [Web log post]. Retrieved from <http://blogs.psychologytoday.com/blog/digital-children>

Articles in periodicals (print)

Periodicals include journals, magazines, and newspapers. For a journal or a magazine, give only the volume number if the publication is paginated continuously throughout each volume; give the volume and issue numbers if each issue of the volume begins on page 1. Italicize the volume number and put the issue number, not italicized, in parentheses.

For all periodicals, when an article appears on consecutive pages, provide the range of pages. When an article does not appear on consecutive pages, give all page numbers: A1, A17. (See also "Online sources"

beginning on p. 472 for online articles and articles accessed through a library's database.) For an illustrated citation of an article in a print journal or magazine, see page 467.

7. Article in a journal

author: last name
+ initial(s) year article title

Zhang, L.-F. (2008). Teachers' styles of thinking: An exploratory study. *The Journal of Psychology*, 142, 37-55.

8. Article in a magazine Cite as you would a journal article, but give the year and the month for monthly magazines; add the day for weekly magazines.

McKibben, B. (2007, October). Carbon's new math. *National Geographic*, 212(4), 32-37.

9. Article in a newspaper

author: last name year + month + day article title
+ initial(s) (for daily publication)

Svoboda, E. (2008, October 21). Deep in the rain forest, stalking the next pandemic.

newspaper title page(s)

The New York Times, p. D5.

Give the year, month, and day for daily and weekly newspapers. Use "p." or "pp." before page numbers.

10. Article with three to seven authors

Ungar, M., Brown, M., Liebenberg, L., Othman, R., Kwong, W. M., Armstrong, M., & Gilgun, J. (2007). Unique pathways to resilience across cultures. *Adolescence*, 42, 287-310.

11. Article with eight or more authors List the first six authors followed by three ellipsis dots and the last author.

Krippner, G., Granovetter, M., Block, F., Biggart, N., Beamish, T., Hsing, Y., . . . O'Riain, S. (2004). Polanyi Symposium: A conversation on embeddedness. *Socio-Economic Review*, 2, 109-135.

12. Abstract of a journal article

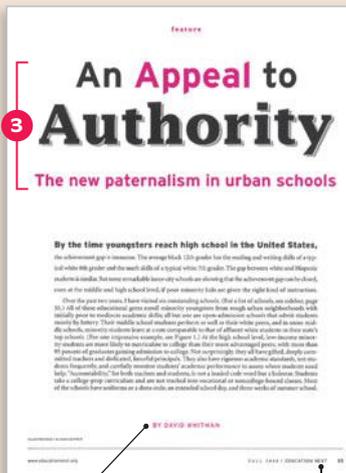
Lahm, K. (2008). Inmate-on-inmate assault: A multilevel examination of prison violence [Abstract]. *Criminal Justice and Behavior*, 35(1), 120-137.

Citation at a glance: Article in a journal or magazine (APA)

To cite an article in a print journal or magazine in APA style, include the following elements:

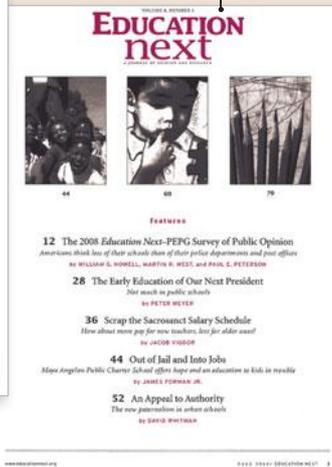
- 1 Author
- 2 Year of publication for journal; complete date for magazine
- 3 Title of article
- 4 Name of journal or magazine
- 5 Volume number; issue number, if required (see p. 466)
- 6 Page number(s) of article

FIRST PAGE OF ARTICLE



5 VOLUME 8, NUMBER 4

JOURNAL CONTENTS PAGE



1 BY DAVID WHITMAN

2

4

6

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REFERENCE LIST ENTRY FOR AN ARTICLE IN A PRINT JOURNAL OR MAGAZINE

Whitman, D. (2008). An appeal to authority: The new paternalism in urban schools. *Education Next*, 8(4), 53-58.

For variations on citing articles in print journals or magazines in APA style, see pages 466–68.

13. Letter to the editor Follow the appropriate model for a journal, magazine, or newspaper (see items 7–9) and insert the words “Letter to the editor” in brackets after the title of the letter. If the letter has no title, use the bracketed words as the title.

Park, T. (2008, August). Defining the line [Letter to the editor]. *Scientific American*, 299(2), 10.

14. Editorial or other unsigned article

The global justice movement [Editorial]. (2005). *Multinational Monitor*, 26(7/8), 6.

15. Newsletter article

Setting the stage for remembering. (2006, September). *Mind, Mood, and Memory*, 2(9), 4-5.

16. Review Give the author and title of the review (if any) and, in brackets, the type of work, the title, and the author for a book or the year for a motion picture. If the review has no author or title, use the material in brackets as the title.

Applebaum, A. (2008, February 14). A movie that matters [Review of the motion picture *Katyn*, 2007]. *The New York Review of Books*, 55(2), 13-15.

Agents of change. (2008, February 2). [Review of the book *The power of unreasonable people: How social entrepreneurs create markets that change the world*, by J. Elkington & P. Hartigan]. *The Economist*, 386(8565), 94.

Books (print)

Items 17–29 apply to print books. For online books, see items 36 and 37. For an illustrated citation of a print book, see page 470.

Take the information about a book from its title page and copyright page. If more than one place of publication is listed, use only the first. Give the city and state (abbreviated) for all US cities or the city and country (not abbreviated) for all non-US cities; also include the province for Canadian cities. Do not give a state if the publisher’s name includes it (as in many university presses, for example).

17. Basic format for a book

author: last name + initial(s) year of publication book title

McKenzie, F. R. (2008). *Theory and practice with adolescents: An applied approach*.

place of publication publisher

Chicago, IL: Lyceum Books.

18. Book with an editor

all editors:
last name + initial(s)

year of publication

book title

edition

Aronson, J., & Aronson, E. (Eds.). (2008). *Readings about the social animal* (10th ed.).

place of publication

publisher

New York, NY: Worth.

The abbreviation “Eds.” is for multiple editors. If the book has one editor, use “Ed.”

19. Book with an author and an editor

author: last name + initial(s)

year of publication

book title

name(s) of editor(s):
in normal order

McLuhan, M. (2003). *Understanding me: Lectures and interviews* (S. McLuhan & D. Staine, Eds.). Toronto, Ontario, Canada: McClelland & Stewart.

place of publication
(city, province, country)

publisher

The abbreviation “Eds.” is for multiple editors. If the book has one editor, use “Ed.”

20. Book with an author and a translator After the title, name the translator, followed by “Trans.,” in parentheses. Add the original date of publication at the end of the entry.

Steinberg, M. D. (2003). *Voices of revolution, 1917* (M. Schwartz, Trans.). New Haven, CT: Yale University Press. (Original work published 2001)

21. Edition other than the first

O’Brien, J. A. (Ed.). (2006). *The production of reality: Essays and readings on social interaction* (4th ed.). Thousand Oaks, CA: Pine Forge Press.

If the entry also requires volume numbers (see item 23), put the volume numbers after the edition number: (3rd ed., Vols. 1-3).

22. Article or chapter in an edited book or an anthology

author of chapter:
last name + initial(s)

year of publication

title of chapter

book editor(s):
in normal order

book title

page(s) for chapter

place of publication

publisher

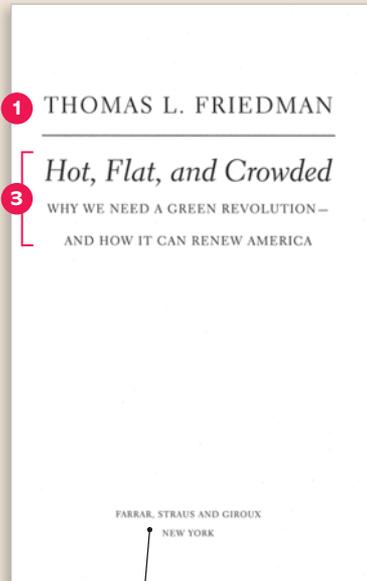
Denton, N. A. (2006). Segregation and discrimination in housing. In R. G. Bratt, M. E. Stone, & C. Hartman (Eds.), *A right to housing: Foundation of a new social agenda* (pp. 61-81). Philadelphia, PA: Temple University Press.

Citation at a glance: Book (APA)

To cite a print book in APA style, include the following elements:

- 1 Author
- 2 Year of publication
- 3 Title and subtitle
- 4 Place of publication
- 5 Publisher

TITLE PAGE



2 Copyright © 2008 by Thomas L. Friedman

COPYRIGHT PAGE



5 FARRAR, STRAUS AND GIROUX

4 NEW YORK

REFERENCE LIST ENTRY FOR A PRINT BOOK

1 2 3
Friedman, T. L. (2008). *Hot, flat, and crowded: Why we need a green revolution—And*
4 5
how it can renew America. New York, NY: Farrar, Straus and Giroux.

For more on citing print books in APA style, see pages 468–71.

The abbreviation “Eds.” is for multiple editors. If the book has one editor, use “Ed.”

23. Multivolume work Give the number of volumes after the title.

Luo, J. (Ed.). (2005). *China today: An encyclopedia of life in the People's Republic* (Vols. 1-2). Westport, CT: Greenwood Press.

If the work is published in an edition other than the first (see item 21), put the edition number before the volume numbers: (3rd ed., Vols. 1-3).

24. Introduction, preface, foreword, or afterword

Gore, A. (2000). Foreword. In B. Katz (Ed.), *Reflections on regionalism* (pp. ix-x). Washington, DC: Brookings Institution Press.

25. Dictionary or other reference work

Leong, F. T. L. (Ed.). (2008). *Encyclopedia of counseling* (Vols. 1-4). Thousand Oaks, CA: Sage.

26. Article in a reference work

Konijn, E. A. (2008). Affects and media exposure. In W. Donsbach (Ed.), *The international encyclopedia of communication* (Vol. 1, pp. 123-129). Malden, MA: Blackwell.

27. Republished book

Mailer, N. (2008). *Miami and the siege of Chicago: An informal history of the Republican and Democratic conventions of 1968*. New York, NY: New York Review Books. (Original work published 1968)

28. Book with a title in its title If the book title contains another book title or an article title, neither italicize the internal title nor place it in quotation marks.

Marcus, L. (Ed.). (1999). *Sigmund Freud's The interpretation of dreams: New interdisciplinary essays*. Manchester, England: Manchester University Press.

29. Sacred or classical text It is not necessary to list sacred works such as the Bible or the Qur'an or classical Greek and Roman works in your reference list. See item 14 on page 463 for how to cite these sources in the text of your paper.

Online sources

When citing an online article, include publication information as for a print periodical (see items 7–16) and add information about the online version (see items 30–35).

Online articles and books sometimes include a DOI (digital object identifier). APA uses the DOI, when available, in place of a URL in reference list entries.

Use a retrieval date for an online source only if the content is likely to change. Most of the examples in this section do not show a retrieval date because the content of the sources is stable; if you are unsure about whether to use a retrieval date, consult your instructor.

If you must break a DOI or a URL at the end of a line, break it after a double slash or before any other mark of punctuation; do not add a hyphen. Do not put a period at the end of the entry.

30. Article in an online journal

author: last name + initial(s) year of publication article title journal title volume

Whitmeyer, J. M. (2000). Power through appointment. *Social Science Research*, 29,

page(s) DOI

535-555. doi:10.1006/ssre.2000.0680

If there is no DOI, include the URL for the journal's home page.

Ashe, D. D., & McCutcheon, L. E. (2001). Shyness, loneliness, and attitude toward celebrities. *Current Research in Social Psychology*, 6, 124-133. Retrieved from <http://www.uiowa.edu/~grpproc/crisp/crisp.html>

31. Article in an online magazine Give the author, date, article title, and magazine title. Follow with the volume, issue, and page numbers, if they are available. End with the URL for the magazine's home page.

Shelburne, E. C. (2008, September). The great disruption. *The Atlantic*, 302(2). Retrieved from <http://www.theatlantic.com/>

Rupley, S. (2010, February 26). The myth of the benign monopoly. *Salon*. Retrieved from <http://www.salon.com/>

32. Article in an online newspaper Give the author, date, article title, and newspaper title. Follow with the page numbers, if they are available. End with the URL for the newspaper's home page.

Watson, P. (2008, October 19). Biofuel boom endangers orangutan habitat. *Los Angeles Times*. Retrieved from <http://www.latimes.com/>

33. Supplemental material published only online If a journal, magazine, or newspaper contains extra material (an article or a chart, for example) only in its online version, give whatever publication information is available in the source and add the description “Supplemental material” in brackets after the title.

Samuel, T. (2009, March 27). Mind the wage gap [Supplemental material]. *The American Prospect*. Retrieved from <http://www.prospect.org/>

34. Article from a database Start with the publication information for the source (see items 7–16). If the database entry includes a DOI for the article, use the DOI number at the end. For an illustrated citation of a work from a database, see page 474.

all authors: last name + initial(s)	year	article title
Eskritt, M., & McLeod, K. (2008). Children’s note taking as a mnemonic tool.		
journal title	volume	page(s)
<i>Journal of Experimental Child Psychology</i> , 101, 52-74. doi:10.1016		
/jecp.2008.05.007		

If there is no DOI, include the URL for the home page of the journal. If the URL is not included in the database entry, you can search for it on the Web.

Howard, K. R. (2007). Childhood overweight: Parental perceptions and readiness for change. *The Journal of School Nursing*, 23, 73-79. Retrieved from <http://jsn.sagepub.com/>

35. Abstract for an online article

Brockerhoff, E. G., Jactel, H., Parrotta, J. A., Quine, C. P., & Sayer, J. (2008). Plantation forests and biodiversity: Oxymoron or opportunity? [Abstract]. *Biodiversity and Conservation*, 17, 925-951. doi:10.1007/s10531-008-9380-x

36. Online book

Adams, B. (2004). *The theory of social revolutions*. Retrieved from http://www.gutenberg.org/catalog/world/readfile?fk_files=44092 (Original work published 1913)

37. Chapter in an online book

Clinton, S. J. (1999). What can be done to prevent childhood obesity? In *Understanding childhood obesity* (pp. 81-98). Retrieved from <http://www.questia.com/>

Citation at a glance: Article from a database (APA)

To cite an article from a database in APA style, include the following elements:

- | | |
|---|--|
| 1 Author(s) | 6 Page number(s) |
| 2 Date of publication | 7 DOI (digital object identifier) |
| 3 Title of article | 8 URL for journal's home page
(if there is no DOI) |
| 4 Name of periodical | |
| 5 Volume number; issue number,
if required (see p. 465) | |

ON-SCREEN VIEW OF DATABASE RECORD

The screenshot shows a search results page for the article "International Human Rights and Consumer Quality of Life: An Ethical Perspective." The following table summarizes the citation elements highlighted in the image:

Element	Value	Number
Author(s)	Hill, Ronald Paul ¹ Felice, William E. ² Ainscough, Thomas ³	1
Date of publication	Dec2007	2
Title of article	International Human Rights and Consumer Quality of Life: An Ethical Perspective.	3
Name of periodical	Journal of Macromarketing	4
Volume number; issue number	Vol. 27 Issue 4	5
Page number(s)	p370-379, 10p, 2 charts	6
DOI	10.1177/027614670307128	7

Additional information from the screenshot includes the EBSCO logo, search filters, and subject terms: *PRIMARY commodities and *MACROMARKETING.

END OF
DATABASE
RECORD

REFERENCE LIST ENTRY FOR AN ARTICLE FROM A DATABASE

Hill, R. P., Felice, W. F., & Ainscough, T. (2007). International human rights and
consumer quality of life: An ethical perspective. *Journal of Macromarketing*,
27, 370-379. doi:10.1177/027614670307128

For more on citing articles from a database in APA style, see item 34.

38. Online reference work

Swain, C. M. (2004). Sociology of affirmative action. In N. J. Smelser & P. B. Baltes
(Eds.), *International encyclopedia of the social and behavioral sciences*. Retrieved
from <http://www.sciencedirect.com/science/referenceworks/9780080430768>

Include a retrieval date only if the content of the work is likely to change.

39. Report or long document from a Web site List the author's name, publication date (or "n.d." if there is no date), document title (in italics), and URL for the document. Give a retrieval date only if the content of the source is likely to change. If a source has no author, begin with the title and follow it with the date in parentheses (see item 4 on p. 465).

Source with date

Cain, A., & Burris, M. (1999, April). *Investigation of the use of mobile phones while driving*.
Retrieved from http://www.cutr.eng.usf.edu/its/mobile_phone_text.htm

Source with no date

Archer, D. (n.d.). *Exploring nonverbal communication*. Retrieved from <http://nonverbal.ucsc.edu>

40. Section in a Web document

author (organization) year title of section
 National Institute on Media and the Family. (2009). Mobile networking. In
 title of Web document
Guide to social networking: Risks. Retrieved from [http://www.mediafamily.org](http://www.mediafamily.org/network_pdf/MediaWise_Guide_to_Social_Networking_Risks_09.pdf)
 URL
 /network_pdf/MediaWise_Guide_to_Social_Networking_Risks_09.pdf

For an illustrated citation of a section in a Web document, see page 478.

41. Short work from a Web site

NATO statement endangers patients in Afghanistan. (2010, March 11). *Médecins sans frontières/Doctors without borders*. Retrieved from <http://www.doctorswithoutborders.org/>

42. Document from a university or government agency Web site

Cosmides, L., & Tooby, J. (1997). *Evolutionary psychology: A primer*. Retrieved from University of California, Santa Barbara, Center for Evolutionary Psychology website: <http://www.psych.ucsb.edu/research/cep/primer.html>

43. Article in an online newsletter Cite as an online article (see items 30–32), giving the title of the newsletter and whatever other information is available, including volume and issue numbers.

In the face of extinction. (2008, May). *NSF Current*. Retrieved from http://www.nsf.gov/news/newsletter/may_08/index.jsp

44. Podcast

organization as producer date of posting
 National Academies (Producer). (2007, June 6). Progress in preventing childhood
 podcast title descriptive label series title
 obesity: How do we measure up? [Audio podcast]. *The sounds of science podcast*.
 URL
 Retrieved from <http://media.nap.edu/podcasts/>

writer/presenter date of posting podcast title
 Chesney, M. (2007, September 13). Gender differences in the use of complementary
 podcast number descriptive label
 and alternative medicine (No. 12827) [Audio podcast]. Retrieved from University
 Web site hosting podcast URL
 of California Television website: <http://www.uctv.tv/ondemand>

45. Blog (Weblog) post Give the writer's name, the date of the post, the subject, the label "Web log post" in brackets, and the URL. For a response to a post, use the label "Web log comment."

Kellermann, M. (2007, May 23). Disclosing clinical trials [Web log post]. Retrieved from <http://www.iq.harvard.edu/blog/sss/archives/2007/05>

46. Online audio or video file Give the medium or a description of the source file in brackets following the title.

Chomsky, N. (n.d.). The new imperialism [Audio file]. Retrieved from <http://www.rhapsody.com/noamchomsky>

Diagram labels: writer/presenter, no date, title, descriptive label, URL

Zakaria, F. (Host), & McCullough, C. (Writer). (2007, March 6). In focus: American teens, Rwandan truths [Video file]. Retrieved from <http://www.pulitzercenter.org/showproject.cfm?id=26>

47. Entry in a wiki Begin with the title of the entry and the date of posting, if there is one (use "n.d." for "no date" if there is not). Then add your retrieval date, the name of the wiki, and the URL for the wiki entry. Include the date of retrieval because the content of a wiki can change frequently. If an author or an editor is identified, include that name at the beginning of the entry.

Ethnomethodology. (n.d.). Retrieved June 18, 2010, from <http://stswiki.org/index.php?title/Ethnomethodology>

48. Data set or graphic representation Give information about the type of source in brackets following the title. If there is no title, give a brief description of the content of the source in brackets in place of the title.

U.S. Department of Agriculture, Economic Research Service. (2009). *Eating and health module (ATUS): 2007 data* [Data set]. Retrieved from <http://www.ers.usda.gov/Data/ATUS/Data/2007/2007data.htm>

Gallup. (2008, October 23). *No increase in proportion of first-time voters* [Graphs]. Retrieved from <http://www.gallup.com/poll/111331/No-Increase-Proportion-First-Time-Voters.aspx>

Citation at a glance: Section in a Web document (APA)

To cite a section from a Web document in APA style, include the following elements:

- | | |
|--|----------------------------|
| 1 Author | 3 Title of section |
| 2 Date of publication or most recent update | 4 Title of document |
| | 5 URL of section |

BROWSER PRINTOUT OF WEB SITE

2008 Minnesota Health Statistics Annual Summary – Minnesota Dept. of Health

1 *Minnesota Department of Health*
Protecting, maintaining and improving the health of all Minnesotans

4 **2008 Minnesota Health Statistics Annual Summary**

The Minnesota "Annual Summary" or "Minnesota Health Statistics" is a report published yearly. The most recent version of this report is **2008 Minnesota Health Statistics**, published January 2010. This report provides statistical data on the following subjects for the state of Minnesota.

2 published January 2010.

To view the PDF files, you will need [Adobe Acrobat Reader](#) (see the site).

- [Introduction, Technical Notes, Definitions \(PDF: 42KB/7 pages\)](#)
- [Overview of 2008 Annual Summary \(PDF: 66KB/11 pages\)](#)
- [Live Births \(PDF: 196KB/21 pages\)](#)
- [Fertility \(PDF: 26KB/2 pages\)](#) **3**
- [Infant Mortality and Fetal Deaths \(PDF: 188KB/15 pages\)](#)
- [General Mortality \(PDF: 333KB/40 pages\)](#)
- [Marriage/Dissolution of Marriage Divorce \(PDF: 25KB/2 pages\)](#)
- [Population \(PDF: 73KB/12 pages\)](#)

Note: Induced abortion statistics previously reported in this publication are now published separately.
See [Report to the Legislature: Induced Abortions in Minnesota](#)

See also [Minnesota Health Statistics Annual Summary Main Page](#)

For further information about the Annual Summary, please contact:

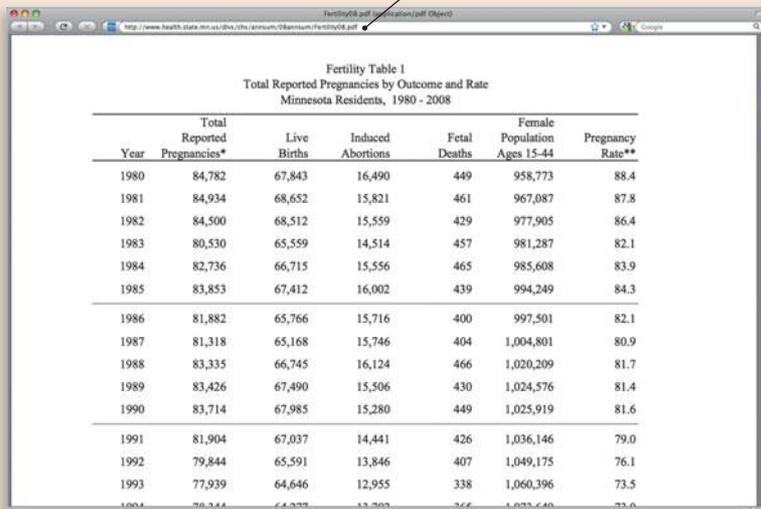
**Center for Health Statistics
Minnesota Department of Health
Golden Rule Building, 3rd Floor
85 East Seventh Place**

<http://www.health.state.mn.us/divs/chs/annsum/08annsum/index.html>

Page 1 of 2

5  <http://www.health.state.mn.us/divs/chs/annsum/08annsum/Fertility08.pdf>

ON-SCREEN VIEW OF DOCUMENT



Fertility Table 1
Total Reported Pregnancies by Outcome and Rate
Minnesota Residents, 1980 - 2008

Year	Total Reported Pregnancies*	Live Births	Induced Abortions	Fetal Deaths	Female Population Ages 15-44	Pregnancy Rate**
1980	84,782	67,843	16,490	449	958,773	88.4
1981	84,934	68,652	15,821	461	967,087	87.8
1982	84,500	68,512	15,559	429	977,905	86.4
1983	80,530	65,559	14,514	457	981,287	82.1
1984	82,736	66,715	15,556	465	985,608	83.9
1985	83,853	67,412	16,002	439	994,249	84.3
1986	81,882	65,766	15,716	400	997,501	82.1
1987	81,318	65,168	15,746	404	1,004,801	80.9
1988	83,335	66,745	16,124	466	1,020,209	81.7
1989	83,426	67,490	15,506	430	1,024,576	81.4
1990	83,714	67,985	15,280	449	1,025,919	81.6
1991	81,904	67,037	14,441	426	1,036,146	79.0
1992	79,844	65,591	13,846	407	1,049,175	76.1
1993	77,939	64,646	12,955	338	1,060,396	73.5
1994	78,344	64,377	13,703	266	1,073,640	73.0

REFERENCE LIST ENTRY FOR A SECTION IN A WEB DOCUMENT

1 Minnesota Department of Health. (2010, January). Fertility. In 2008 Minnesota health 2 3 4 5 6
statistics annual summary. Retrieved from <http://www.health.state.mn.us/divs/chs/annsum/08annsum/Fertility08.pdf>

For more on citing documents from Web sites in APA style, see pages 475–80.

49. Conference hearing

Carmona, R. H. (2004, March 2). *The growing epidemic of childhood obesity*. Testimony before the Subcommittee on Competition, Foreign Commerce, and Infrastructure of the U.S. Senate Committee on Commerce, Science, and Transportation. Retrieved from <http://www.hhs.gov/asl/testify/t040302.html>

50. E-mail E-mail messages, letters, and other personal communications are not included in the list of references. (See item 11 on p. 462 for citing these sources in the text of your paper.)

51. Online posting If an online posting is not archived, cite it as a personal communication in the text of your paper and do not include it in the list of references. If the posting is archived, give the URL and the name of the discussion list if it is not part of the URL.

McKinney, J. (2006, December 19). Adult education-healthcare partnerships [Electronic mailing list message]. Retrieved from <http://www.nifl.gov/pipermail/healthliteracy/2006/000524.html>

Other sources (including online versions)

52. Dissertation from a database

Hymel, K. M. (2009). *Essays in urban economics* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (AAT 3355930)

53. Unpublished dissertation

Mitchell, R. D. (2007). *The Wesleyan Quadrilateral: Relocating the conversation* (Unpublished doctoral dissertation). Claremont School of Theology, Claremont, CA.

54. Government document

U.S. Census Bureau. (2006). *Statistical abstract of the United States*. Washington, DC: Government Printing Office.

U.S. Census Bureau, Bureau of Economic Analysis. (2008, August). *U.S. international trade in goods and services* (Report No. CB08-121, BEA08-37, FT-900). Retrieved from <http://www.census.gov/foreign-trade/Press-Release/2008pr/06/ftdpress.pdf>

55. Report from a private organization If the publisher is also the author, begin with the publisher's name in the author position. For a print source, use "Author" in the publisher position at the end of the entry (see item 3 on p. 465); for an online source, give the URL. If the report has a number, put it in parentheses following the title.

Ford Foundation. (n.d.). *Helping citizens to understand and influence state budgets*. Retrieved from http://www.fordfound.org/pdfs/impact/evaluations/state_fiscal_initiative.pdf

56. Legal source

Sweatt v. Painter, 339 U.S. 629 (1950). Retrieved from Cornell University Law School, Legal Information Institute website: http://www.law.cornell.edu/supct/html/historics/USSC_CR_0339_0629_ZS.html

57. Conference proceedings

Stahl, G. (Ed.). (2002). *Proceedings of CSCL '02: Computer support for collaborative learning*. Hillsdale, NJ: Erlbaum.

58. Paper presented at a meeting or symposium (unpublished)

Anderson, D. N. (2008, May). *Cab-hailing and the micropolitics of gesture*. Paper presented at the Arizona Linguistics and Anthropology Symposium, Tucson, AZ.

59. Poster session at a conference

Wang, Z., & Keogh, T. (2008, June). *A click away: Student response to clickers*. Poster session presented at the annual conference of the American Library Association, Anaheim, CA.

60. Map or chart

Ukraine [Map]. (2008). Retrieved from the University of Texas at Austin Perry-Castañeda Library Map Collection website: http://www.lib.utexas.edu/maps/cia08/ukraine_sm_2008.gif

61. Advertisement

Xbox 360 [Advertisement]. (2007, February). *Wired*, 15(2), 71.

62. Published interview

Murphy, C. (2007, June 22). As the Romans did [Interview by G. Hahn]. Retrieved from <http://www.theatlantic.com/>

63. Lecture, speech, or address

Fox, V. (2008, March 5). *Economic growth, poverty, and democracy in Latin America: A president's perspective*. Address at the Freeman Spogli Institute, Stanford University, Stanford, CA.

64. Work of art or photograph

Weber, J. (1992). *Toward freedom* [Outdoor mural]. Sherman Oaks, CA.

Newkirk, K. (2006). *Gainer (part II)*. Museum of Contemporary Art, Chicago, IL.

65. Brochure, pamphlet, or fact sheet

National Council of State Boards of Nursing. (n.d.). *Professional boundaries* [Brochure]. Retrieved from https://www.ncsbn.org/Professional_Boundaries_2007_Web.pdf

World Health Organization. (2007, October). *Health of indigenous peoples* (No. 326) [Fact sheet]. Retrieved from <http://www.who.int/mediacentre/factsheets/fs326/en/index.html>

66. Presentation slides

Boeninger, C. F. (2008, August). *Web 2.0 tools for reference and instructional services* [Presentation slides]. Retrieved from <http://libraryvoice.com/archives/2008/08/04/opal-20-conference-presentation-slides/>

67. Film or video (motion picture) Give the director, producer, and other relevant contributors, followed by the year of the film's release, the title, the description "Motion picture" in brackets, the country where the film was made, and the studio. If you viewed the film on videocassette or DVD, indicate that medium in brackets in place of "Motion picture." If the original release date and the date of the DVD or videocassette are different, add "Original release" and that date in parentheses at the end of the entry. If the motion picture would be difficult for your readers to find, include the name and address of its distributor instead of the country and studio.

Guggenheim, D. (Director), & Bender, L. (Producer). (2006). *An inconvenient truth* [DVD]. United States: Paramount Home Entertainment.

Spurlock, M. (Director). (2004). *Super size me* [Motion picture]. Available from IDP Films, 1133 Broadway, Suite 926, New York, NY 10010

68. Television program List the producer and the date of the program. Give the title, followed by “Television broadcast” in brackets, the city, and the television network or service.

Pratt, C. (Executive producer). (2008, October 5). *Face the nation* [Television broadcast]. Washington, DC: CBS News.

For a television series, use the year in which the series was produced, and follow the title with “Television series” in brackets. For an episode in a series, list the writer and director and the year. After the episode title, put “Television series episode” in brackets. Follow with information about the series.

Fanning, D. (Executive producer). (2008). *Frontline* [Television series]. Boston, MA: WGBH.

Smith, M. (Writer/producer). (2008). Heat [Television series episode]. In D. Fanning (Executive producer), *Frontline*. Boston, MA: WGBH.

69. Sound recording

Thomas, G. (1996). Breath. On *Didgeridoo: Ancient sound of the future* [CD]. Oxnard, CA: Aquarius International Music.

70. Computer software or video game Add the words “Computer software” in brackets after the title of the program.

Sims 2 [Computer software]. (2005). New York, NY: Maxis.

 **APA-5 Manuscript format;
sample paper**

The American Psychological Association makes a number of recommendations for formatting a paper and preparing a list of references. The following guidelines are consistent with advice given in the *Publication Manual of the American Psychological Association*, 6th ed. (Washington: APA, 2010).

APA-5a Manuscript format

The APA manual provides guidelines for papers prepared for publication in a scholarly journal; it does not provide separate guidelines for papers prepared for undergraduate classes. The formatting guidelines in this section and the sample paper on pages 488–96 can be used for either type of paper. (See p. 497 for alternative formatting.) If you are in doubt about the specific format preferred or required in your course, ask your instructor.

Formatting the paper

Many instructors in the social sciences require students to follow APA guidelines for formatting a paper.

Materials and font Use good-quality 8½" × 11" white paper. If your instructor does not require a specific font, choose one that is standard and easy to read (such as Times New Roman).

Title page Begin at the top left with the words “Running head,” followed by a colon and the title of your paper (shortened to no more than fifty characters) in all capital letters. Put the page number 1 flush with the right margin.

About halfway down the page, center the full title of your paper (capitalizing all words of four letters or more), your name, and your school’s name. At the bottom of the page, you may add the heading “Author Note,” centered, followed by a brief paragraph that lists specific information about the course or department or provides acknowledgments or contact information. See page 488 for a sample title page.

Some instructors may instead require a title page like the one on page 497. If in doubt about the requirements in your course, check with your instructor.

Page numbers and running head Number all pages with arabic numerals (1, 2, 3, and so on) in the upper right corner about one inch from the top of the page. The title page should be numbered 1.

On every page, in the upper left corner on the same line as the page number, place a running head. The running head consists of the title of the paper (shortened to no more than fifty characters) in all capital letters. (On the title page only, include the words “Running head” followed by a colon before the shortened title.) See pages 488–96. (See an alternative running head on p. 497.)

Margins, line spacing, and paragraph indents Use margins of one inch on all sides of the page. Left-align the text.

Double-space throughout the paper. Indent the first line of each paragraph one-half inch.

Capitalization, italics, and quotation marks Capitalize all words of four letters or more in titles of works and in headings that appear in the text of the paper. Capitalize the first word after a colon if the word begins a complete sentence.

Italicize the titles of books, periodicals, and other long works, such as Web sites. Use quotation marks around the titles of periodical articles, short stories, poems, and other short works.

NOTE: APA has different requirements for titles in the reference list. See page 487.

Long quotations and footnotes When a quotation is longer than forty words, set it off from the text by indenting it one-half inch from the left margin. Double-space the quotation. Do not use quotation marks around it. See page 495 for an example.

If you insert a footnote number in the text of your paper, place the note at the bottom of the page on which the number appears. Insert an extra double-spaced line between the last line of text on the page and the footnote. Double-space the footnote and indent the first line one-half inch. Begin the note with the superscript arabic numeral that corresponds to the number in the text. See page 490 for an example.

Abstract If your instructor requires an abstract, include it immediately after the title page. Center the word “Abstract” one inch from the top of the page; double-space the abstract.

An abstract is a 100-to-150-word paragraph that provides readers with a quick overview of your essay. It should express your main idea and your key points; it might also briefly suggest any implications or applications of the research you discuss in the paper. See page 489 for an example.

Headings Although headings are not always necessary, their use is encouraged in the social sciences. For most undergraduate papers, one level of heading will usually be sufficient.

In APA style, major headings are centered and boldface. Capitalize the first word of the heading along with all words except articles, short prepositions, and coordinating conjunctions. See the sample paper on pages 488–96 for the use of headings.

Visuals APA classifies visuals as tables and figures (figures include graphs, charts, drawings, and photographs). Keep visuals as simple as possible.

Label each table with an arabic numeral (Table 1, Table 2, and so on) and provide a clear title. The label and title should appear on separate lines above the table, flush left and double-spaced.

Below the table, give its source in a note. If any data in the table require an explanatory footnote, use a superscript lowercase letter in the body of the table and in a footnote following the source note. Double-space source notes and footnotes and do not indent the first line of each note. See page 493 for an example of a table in a student paper.

For each figure, place a label and a caption below the figure, flush left and double-spaced. The label and caption need not appear on separate lines.

In the text of your paper, discuss significant features of each visual. Place the visual as close as possible to the sentences that relate to it unless your instructor prefers that visuals appear in an appendix.

Preparing the list of references

Begin your list of references on a new page at the end of the paper. Center the title “References” one inch from the top of the page, and double-space throughout. For a sample reference list, see page 496.

Indenting entries Use a hanging indent in the reference list: Type the first line of each entry flush left and indent any additional lines one-half inch, as shown on page 496.

Alphabetizing the list Alphabetize the reference list by the last names of the authors (or editors); when a work has no author (or editor), alphabetize by the first word of the title other than *A*, *An*, or *The*.

If your list includes two or more works by the same author, arrange the entries by year, the earliest first. If your list includes two or more works by the same author in the same year, arrange the works alphabetically by title. Add the letters “a,” “b,” and so on within the parentheses after the year. Use only the year and the letter for articles in journals: (2002a). Use the full date and the letter for articles in magazines and newspapers in the reference list: (2005a, July 7). Use only the year and the letter in the in-text citation.

Authors’ names Invert all authors’ names and use initials instead of first names. Separate the names with commas. With two to seven authors, use an ampersand (&) before the last author’s name. If there

are eight or more authors, give the first six authors, three ellipsis dots, and the last author (see p. 464).

Titles of books and articles Italicize the titles and subtitles of books. Do not italicize or use quotation marks around the titles of articles. Capitalize only the first word of the title and subtitle (and all proper nouns) of books and articles. Capitalize names of periodicals as you would capitalize them normally (see P8-c).

Abbreviations for page numbers Abbreviations for “page” and “pages” (“p.” and “pp.”) are used before page numbers of newspaper articles and articles in edited books (see item 9 on p. 466 and item 22 on p. 469) but not before page numbers of articles in magazines and scholarly journals (see items 7 and 8 on p. 466).

Breaking a URL or DOI When a URL or a DOI (digital object identifier) must be divided, break it after a double slash or before any other mark of punctuation. Do not insert a hyphen, and do not add a period at the end.

For information about the exact format of each entry in your list, consult the models on pages 464–83.

APA-5b Sample research paper: APA style

On pages 488–96 is a research paper on the effectiveness of treatments for childhood obesity, written by Luisa Mirano, a student in a psychology class. Mirano’s assignment was to write a review of the literature and document it with APA-style citations and references. (See p. 497 for a sample of alternative formatting.)

MODELS hackerhandbooks.com/writersref

- > Model papers > APA papers: Mirano; Charat; Gibson; Riss
- > APA annotated bibliography: Haddad

A running head, which will be used in the printed journal article, consists of a title (shortened to no more than fifty characters) in all capital letters. On the title page, it is preceded by the label "Running head." Page numbers appear in the upper right corner.

Running head: CAN MEDICATION CURE OBESITY IN CHILDREN?

1

Full title, writer's name, and school name are centered halfway down the page.

Can Medication Cure Obesity in Children?
A Review of the Literature
Luisa Mirano
Northwest-Shoals Community College

An author's note lists specific information about the course or department and can provide acknowledgments and contact information.

Author Note
This paper was prepared for Psychology 108, Section B, taught by
Professor Kang.

CAN MEDICATION CURE OBESITY IN CHILDREN?

2

Abstract

In recent years, policymakers and medical experts have expressed alarm about the growing problem of childhood obesity in the United States. While most agree that the issue deserves attention, consensus dissolves around how to respond to the problem. This literature review examines one approach to treating childhood obesity: medication. The paper compares the effectiveness for adolescents of the only two drugs approved by the Food and Drug Administration (FDA) for long-term treatment of obesity, sibutramine and orlistat. This examination of pharmacological treatments for obesity points out the limitations of medication and suggests the need for a comprehensive solution that combines medical, social, behavioral, and political approaches to this complex problem.

Abstract appears on
a separate page.

CAN MEDICATION CURE OBESITY IN CHILDREN?

3

Full title, centered.

Can Medication Cure Obesity in Children?

A Review of the Literature

In March 2004, U.S. Surgeon General Richard Carmona called attention to a health problem in the United States that, until recently, has been overlooked: childhood obesity. Carmona said that the “astounding” 15% child obesity rate constitutes an “epidemic.” Since the early 1980s, that rate has “doubled in children and tripled in adolescents.” Now more than 9 million children are classified as obese.¹ While the traditional response to a medical epidemic is to hunt for a vaccine or a cure-all pill, childhood obesity is more elusive. The lack of success of recent initiatives suggests that medication might not be the answer for the escalating problem. This literature review considers whether the use of medication is a promising approach for solving the childhood obesity problem by responding to the following questions:

Mirano sets up her organization by posing four questions.

1. What are the implications of childhood obesity?
2. Is medication effective at treating childhood obesity?
3. Is medication safe for children?
4. Is medication the best solution?

Mirano states her thesis.

Understanding the limitations of medical treatments for children highlights the complexity of the childhood obesity problem in the United States and underscores the need for physicians, advocacy groups, and policymakers to search for other solutions.

Headings, centered, help readers follow the organization.

What Are the Implications of Childhood Obesity?

Obesity can be a devastating problem from both an individual and a societal perspective. Obesity puts children at risk for a number of medical complications, including Type 2 diabetes, hypertension, sleep apnea, and orthopedic problems (Henry J. Kaiser Family Foundation, 2004, p. 1). Researchers Hoppin and Taveras (2004) have noted that obesity is often associated with psychological issues such as depression, anxiety, and binge eating (Table 4).

In a signal phrase, the word “and” links the names of two authors; the date is given in parentheses.

Obesity also poses serious problems for a society struggling to cope with rising health care costs. The cost of treating obesity currently totals

Mirano uses a footnote to define an essential term that would be cumbersome to define within the text.

¹Obesity is measured in terms of body-mass index (BMI): weight in kilograms divided by square of height in meters. A child or an adolescent with a BMI in the 95th percentile for his or her age and gender is considered obese.

CAN MEDICATION CURE OBESITY IN CHILDREN?

4

\$117 billion per year—a price, according to the surgeon general, “second only to the cost of [treating] tobacco use” (Carmona, 2004). And as the number of children who suffer from obesity grows, long-term costs will only increase.

Is Medication Effective at Treating Childhood Obesity?

The widening scope of the obesity problem has prompted medical professionals to rethink old conceptions of the disorder and its causes. As researchers Yanovski and Yanovski (2002) have explained, obesity was once considered “either a moral failing or evidence of underlying psychopathology” (p. 592). But this view has shifted: Many medical professionals now consider obesity a biomedical rather than a moral condition, influenced by both genetic and environmental factors. Yanovski and Yanovski have further noted that the development of weight-loss medications in the early 1990s showed that “obesity should be treated in the same manner as any other chronic disease . . . through the long-term use of medication” (p. 592).

The search for the right long-term medication has been complicated. Many of the drugs authorized by the Food and Drug Administration (FDA) in the early 1990s proved to be a disappointment. Two of the medications—fenfluramine and dexfenfluramine—were withdrawn from the market because of severe side effects (Yanovski & Yanovski, 2002, p. 592), and several others were classified by the Drug Enforcement Administration as having the “potential for abuse” (Hoppin & Taveras, 2004, Weight-Loss Drugs section, para. 6). Currently only two medications have been approved by the FDA for long-term treatment of obesity: sibutramine (marketed as Meridia) and orlistat (marketed as Xenical). This section compares studies on the effectiveness of each.

Sibutramine suppresses appetite by blocking the reuptake of the neurotransmitters serotonin and norepinephrine in the brain (Yanovski & Yanovski, 2002, p. 594). Though the drug won FDA approval in 1998, experiments to test its effectiveness for younger patients came considerably later. In 2003, University of Pennsylvania researchers Berkowitz, Wadden, Tershakovec, and Cronquist released the first double-blind placebo study testing the effect of sibutramine on adolescents, aged 13-17, over a 12-month period. Their findings are summarized in Table 1.

After 6 months, the group receiving medication had lost 4.6 kg

Because the author (Carmona) is not named in the signal phrase, his name and the date appear in parentheses.

Ellipsis mark indicates omitted words.

In a parenthetical citation, an ampersand links the names of two authors.

Mirano draws attention to an important article.

CAN MEDICATION CURE OBESITY IN CHILDREN?

5

(about 10 pounds) more than the control group. But during the second half of the study, when both groups received sibutramine, the results were more ambiguous. In months 6-12, the group that continued to take sibutramine gained an average of 0.8 kg, or roughly 2 pounds; the control group, which switched from placebo to sibutramine, lost 1.3 kg, or roughly 3 pounds (p. 1808). Both groups received behavioral therapy covering diet, exercise, and mental health.

These results paint a murky picture of the effectiveness of the medication: While initial data seemed promising, the results after one year raised questions about whether medication-induced weight loss could be sustained over time. As Berkowitz et al. (2003) advised, "Until more extensive safety and efficacy data are available, . . . weight-loss medications should be used only on an experimental basis for adolescents" (p. 1811).

A study testing the effectiveness of orlistat in adolescents showed similarly ambiguous results. The FDA approved orlistat in 1999 but did not authorize it for adolescents until December 2003. Roche Laboratories (2003), maker of orlistat, released results of a one-year study testing the drug on 539 obese adolescents, aged 12-16. The drug, which promotes weight loss by blocking fat absorption in the large intestine, showed some effectiveness in adolescents: an average loss of 1.3 kg, or roughly 3 pounds, for subjects taking orlistat for one year, as opposed to an average gain of 0.67 kg, or 1.5 pounds, for the control group (pp. 8-9). See Table 1.

Short-term studies of orlistat have shown slightly more dramatic results. Researchers at the National Institute of Child Health and Human Development tested 20 adolescents, aged 12-16, over a three-month period and found that orlistat, combined with behavioral therapy, produced an average weight loss of 4.4 kg, or 9.7 pounds (McDuffie et al., 2002, p. 646). The study was not controlled against a placebo group; therefore, the relative effectiveness of orlistat in this case remains unclear.

Is Medication Safe for Children?

While modest weight loss has been documented for both medications, each carries risks of certain side effects. Sibutramine has been observed to increase blood pressure and pulse rate. In 2002, a

For a source with six or more authors, the first author's surname followed by "et al." is used for the first and subsequent references.

CAN MEDICATION CURE OBESITY IN CHILDREN?

6

Table 1
Effectiveness of Sibutramine and Orlistat in Adolescents

Medication	Subjects	Treatment ^a	Side effects	Average weight loss/gain
Sibutramine	Control	0-6 mos.: placebo	Mos. 6-12: increased blood pressure; increased pulse rate	After 6 mos.: loss of 3.2 kg (7 lb)
		6-12 mos.: sibutramine		After 12 mos.: loss of 4.5 kg (9.9 lb)
Sibutramine	Medicated	0-12 mos.: sibutramine	Increased blood pressure; increased pulse rate	After 6 mos.: loss of 7.8 kg (17.2 lb)
				After 12 mos.: loss of 7.0 kg (15.4 lb)
Orlistat	Control	0-12 mos.: placebo	None	Gain of 0.67 kg (1.5 lb)
		Medicated		0-12 mos.: orlistat

Note. The data on sibutramine are adapted from "Behavior Therapy and Sibutramine for the Treatment of Adolescent Obesity," by R. I. Berkowitz, T. A. Wadden, A. M. Tershakovec, & J. L. Cronquist, 2003, *Journal of the American Medical Association*, 289, pp. 1807-1809. The data on orlistat are adapted from *Xenical (Orlistat) Capsules: Complete Product Information*, by Roche Laboratories, December 2003, retrieved from <http://www.rocheusa.com/products/xenical/pi.pdf>

^aThe medication and/or placebo were combined with behavioral therapy in all groups over all time periods.

Mirano uses a table to summarize the findings presented in two sources.

A note gives the source of the data.

A content note explains data common to all subjects.

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consumer group claimed that the medication was related to the deaths of 19 people and filed a petition with the Department of Health and Human Services to ban the medication (Hilts, 2002). The sibutramine study by Berkowitz et al. (2003) noted elevated blood pressure as a side effect, and dosages had to be reduced or the medication discontinued in 19 of the 43 subjects in the first six months (p. 1809).

The main side effects associated with orlistat were abdominal discomfort, oily spotting, fecal incontinence, and nausea (Roche Laboratories, 2003, p. 13). More serious for long-term health is the concern that orlistat, being a fat-blocker, would affect absorption of fat-soluble vitamins, such as vitamin D. However, the study found that this side effect can be minimized or eliminated if patients take vitamin supplements two hours before or after administration of orlistat (p. 10). With close monitoring of patients taking the medication, many of the risks can be reduced.

Is Medication the Best Solution?

The data on the safety and efficacy of pharmacological treatments of childhood obesity raise the question of whether medication is the best solution for the problem. The treatments have clear costs for individual patients, including unpleasant side effects, little information about long-term use, and uncertainty that they will yield significant weight loss.

In purely financial terms, the drugs cost more than \$3 a day on average (Duenwald, 2004). In each of the clinical trials, use of medication was accompanied by an expensive regime of behavioral therapies, including counseling, nutritional education, fitness advising, and monitoring. As journalist Greg Critser (2003) noted in his book *Fat Land*, use of weight-loss drugs is unlikely to have an effect without the proper “support system”—one that includes doctors, facilities, time, and money (p. 3). For some, this level of care is prohibitively expensive.

A third complication is that the studies focused on adolescents aged 12-16, but obesity can begin at a much younger age. Few data exist to establish the safety or efficacy of medication for treating very young children.

While the scientific data on the concrete effects of these medications in children remain somewhat unclear, medication is not the only avenue for addressing the crisis. Both medical experts and

When this article was first cited, all four authors were named. In subsequent citations of a work with three to five authors, “et al.” is used after the first author’s name.

Mirano develops the paper’s thesis.

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policymakers recognize that solutions might come not only from a laboratory but also from policy, education, and advocacy. A handbook designed to educate doctors on obesity called for “major changes in some aspects of western culture” (Hoppin & Taveras, 2004, Conclusion section, para. 1). Cultural change may not be the typical realm of medical professionals, but the handbook urged doctors to be proactive and “focus [their] energy on public policies and interventions” (Conclusion section, para. 1).

The solutions proposed by a number of advocacy groups underscore this interest in political and cultural change. A report by the Henry J. Kaiser Family Foundation (2004) outlined trends that may have contributed to the childhood obesity crisis, including food advertising for children as well as

a reduction in physical education classes and after-school athletic programs, an increase in the availability of sodas and snacks in public schools, the growth in the number of fast-food outlets . . . , and the increasing number of highly processed high-calorie and high-fat grocery products. (p. 1)

Addressing each of these areas requires more than a doctor armed with a prescription pad; it requires a broad mobilization not just of doctors and concerned parents but of educators, food industry executives, advertisers, and media representatives.

The barrage of possible approaches to combating childhood obesity—from scientific research to political lobbying—indicates both the severity and the complexity of the problem. While none of the medications currently available is a miracle drug for curing the nation’s 9 million obese children, research has illuminated some of the underlying factors that affect obesity and has shown the need for a comprehensive approach to the problem that includes behavioral, medical, social, and political change.

Brackets indicate a word not in the original source.

A quotation longer than forty words is indented without quotation marks.

Mirano interprets the evidence; she doesn’t just report it.

The tone of the conclusion is objective.

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List of references begins on a new page. Heading is centered.

List is alphabetized by authors' last names. All authors' names are inverted.

The first line of an entry is at the left margin; subsequent lines indent ½".

Double-spacing is used throughout.

ALTERNATIVE APA TITLE PAGE

Obesity in Children 1

Can Medication Cure Obesity in Children?
A Review of the Literature

Luisa Mirano
Psychology 108, Sector B
Professor Kang
October 31, 2004

Short title and page number in the upper right corner on all pages.

Full title, centered.

Writer's name, course, instructor's name, and date, all centered at the bottom of the page.

ALTERNATIVE APA RUNNING HEAD

Obesity in Children 5

were classified by the Drug Enforcement Administration as having the "potential for abuse" (Hoppin & Taveras, 2004, Weight-Loss Drugs section, para. 6). Currently only two medications have been approved by the FDA for long-term treatment of obesity: sibutramine (marketed

Marginal annotations indicate APA-style formatting.