

# A.P.A. STYLE MANUAL (FIFTH EDITION, 2001) SAMPLER



## Journal Article

Reinhart, S. C. (2000). Never say anything a kid can say! *Mathematics Teaching in the Middle School*, 5(8), 478-483.

Furner, J., & Duffy, M. (2002). Equity for all students in the new millennium: Disabling math anxiety. *Intervention in School and Clinic*, 38(2), 67-74.

[**Hints:** (i) the article title begins with a capital, but then all following words begin with lower-case letters, except when they are proper names or the first word following a colon/semi-colon; (ii) The journal title is in italics, as is the comma which follows and the volume number, and all words are capitalized; (iii) the brackets and the issue number are NOT italicized; (iv) “VI” stands for VOLUME then ISSUE, or VERY IMPORTANT (helpful mnemonic); (v) full page numbers follow a space, and then a period at the end; (vi) multiple authors are listed in order of importance, not always alphabetically, in terms of paper contribution; (vii) with multiple authors, periods follow initials, spaces follow periods, commas follow each author entry, and an ampersand (&) is used prior to the final author listed ; (viii) the year appears in brackets followed by a period; and (ix) use a hanging indent found under Paragraph settings in most word processor software.]

## Book

Fullan, M. (2003). *Change forces with a vengeance*. New York: Routledge Falmer.

Hiebert, J. C., Carpenter, T. P., Fennema, E., Fuson, K. C., Human, P. G., Murray, H. G., Oiver, A. I., & Wearne, D. (1997). *Making sense: Teaching and learning mathematics with understanding*. Portsmouth, NH: Heinemann.

Marsh, C. J. (1997). *Planning, management and ideology: Key concepts for understanding curriculum* (2nd ed., Vol. 2). London: Falmer Press.

[**Hints:** (i) The title appears in italics, with the first word beginning with a capital letter; all following words begin with lower-case letters except for proper names or for words following colons/semi-colons; (ii) The city of publication (not necessarily the same as where it was printed) is listed, followed by a colon, and finally the publishing company; (iii) big cities like New York do not require the state/province to be listed (see manual); (iv) do not include “Ltd.” or “Inc.” or “Publishing Company” after the publisher’s name; and (v) editions/volume numbers are written inside brackets after title]

## Book Chapter

Thompson, P. W., & Saldanha, L. A. (2003). Fractions and multiplicative reasoning. In J. Kilpatrick, W. G. Martin & D. Schifter (Eds.), *A research companion to Principles and Standards for School Mathematics* (pp. 95-113). Reston, VA: National Council of Teachers of Mathematics.

Young, M. (1991). Technology as an educational issue: Why is it so difficult and why is it so important? In H. Mackay & J. Beynon (Eds.), *Understanding technology in education* (pp. 234-243). London: Falmer Press.

[**Hints:** (i) The title does NOT appear in italics, yet the first word still begins with a capital letter; all following words begin with lower-case letters except for proper names or for words following colons/semi-colons; (ii) the editor’s name is listed with initial first, then period, then last name, then “Ed.” in brackets, then a comma followed by the title of the book in italics; and (iii) page numbers are prefaced with “pp.”, listed in brackets, and followed by a period before the publisher/location.]

## Website Resource

Office for Standards in Education. (2002). *The national numeracy strategy: The first three years, 1999-2002*. London: Author. Retrieved May 7, 2004, from <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3048>

Hall, T., Strangman, N., & Meyer, A. (2003). *Differentiated instruction and implications for UDL implementation*. Retrieved October 21, 2004, from [http://www.cast.org/ncac/downloads/DI\\_UDL.pdf](http://www.cast.org/ncac/downloads/DI_UDL.pdf)

[N.B. See the APA website for ordering manuals and other resources, and also for recent updates: <http://www.apastyle.org/>]

## A.P.A. STYLEGUIDE CITATION SAMPLES (REFERENCING) WITH COMMENTS

Despite the occasional success story that surfaces, curricular analysts such as Mason (1996) have painted a very different picture of integration studies, “For those who believe that valid research evidence is necessary to demonstrate the worth of educational practices, the results regarding curriculum integration offer little support” (p. 267). Case (1994) noted the possible negative results of integration:

When we embark on educational reform we experiment with students’ welfare, subject great numbers of teachers (and parents) to considerable additional work and anxiety, and spend increasingly scarce educational dollars. Furthermore, each failed attempt diminishes our system’s capacity to effect change by destroying the trust and support of those who must shoulder the burden of future reform efforts. (p. 89)

Eisner (1999, p. 10), in referring to 19 analyzed studies, concluded that “differences were statistically non-significant and, in my view, educationally trivial.” Obviously there exist among theorists quite polar viewpoints regarding the validity of an arts-infusion approach to integration.

**Comment [DHJ1]:** The date of the work is usually inserted directly following the author’s name when first mentioned in a given paragraph.

**Comment [DHJ2]:** Quotations of less than 40 words (three lines) appear in double quotation marks, and are followed by the parenthesized author/year/pages (if not quoted earlier in the paragraph, as is the case here) and then closing punctuation (e.g., period).

**Comment [DHJ3]:** Larger quotations of more than 40 words (three lines) are displayed as freestanding, indented, left-justified, double-spaced blocks of text. Quotation marks are not used, and block quotation ends with closing punctuation followed by parenthesized page numbers.

**Comment [DHJ4]:** The page number can be inserted directly following the year on first mention, or may be inserted following the quotation as in Mason quotation above. This is a matter of personal preference for authors.

In expressing concerns regarding the common misconceptions surrounding an integrated curriculum, particularly the minimal role to which visual arts is often delegated, Grauer (1991) noted:

Illustrating a story, the title page for a social project, colouring in the geometric shapes after a math lesson, are all examples of this type of rather inane “art” experience. . . . There is no substantive art learning taking place, rather art is used as a motivator at best and a time filler at worst. Again, we come back to the need to understand the discipline of art before an integrated experience can have educational goals. (p. 26)

Clark likewise warned, “Whenever art education is delivered through an integrated format, care must be taken to ensure that it operates as an equal partner in a nurturing curricular environment” (1995a, p. 39).

**Comment [DHJ5]:** Ellipses (three dots with spaces in between them) are used to note omitted sections of a quotation (note the need for final period).

**Comment [DHJ6]:** If text following a block quotation continues the thought of the paragraph it is not indented, but remains left-justified.

**Comment [DHJ7]:** The letter “a” is inserted after the year in this case to denote that this quotation refers to the first of two or more papers written by this author in this year, and listed in the references at the end of the paper.

Jarvis, D. H. (2001). *Learning between the lines: A syncretistic experiment in mathematics and visual arts education*. Unpublished master’s thesis, Nipissing University, North Bay, Ontario. (modified excerpts)