

APA 7

Information for Students

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UNIVERSITY OF
CALGARY

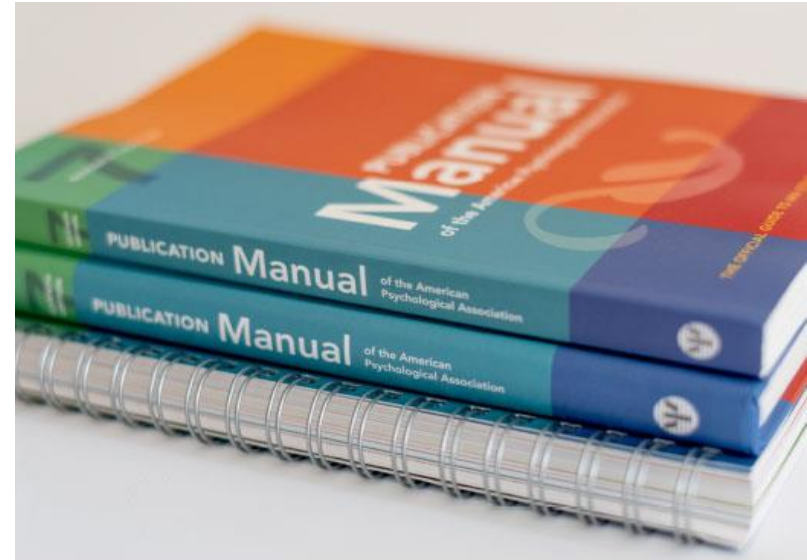
Agenda

- Using the APA Manual
- Top ten changes to APA
- Additional resources
- Academic integrity



APA 7 Manual

- The manual is available in 3 versions:
 - Hardcover
 - Paper
 - Spiral (this version comes with tabs)



American Psychological Association. (2019). Publication Manual of the American Psychological Association, Seventh Edition (2020). Retrieved from https://apastyle.apa.org/images/book-collage_tcm11-262933_w1024_n.jpg

APA 7 Manual

- The 7th edition of the manual is even easier to use thanks to task-based chapter organization



Some Reasons to Purchase a Copy



Table 3.2 Qualitative Design Reporting Standards (JARS-Qual) (continued)

Method (continued)
<ul style="list-style-type: none"> At times, elements may be relevant to multiple sections and authors need to organize what belongs in each subsection in order to describe the method coherently and reduce redundancy. For instance, the overview and the objectives statement may be presented in one section. Processes of qualitative research are often iterative versus linear, may evolve through the inquiry process, and may move between data collection and analysis in multiple formats. As a result, data collection and analysis sections might be combined. For the reasons stated previously and because qualitative methods often are adapted and combined creatively, requiring detailed description and rationale, an average qualitative Method section typically is longer than an average quantitative Method section.
Study Participants or Data Sources
RESEARCHER DESCRIPTION <ul style="list-style-type: none"> Describe the researchers' backgrounds in approaching the study, emphasizing their prior understandings of the phenomena under study (e.g., interviewers, analysts, or research team). Describe how prior understandings of the phenomena under study were managed and/or influenced the research (e.g., enhancing, limiting, or structuring data collection and analysis). <p>Guidance for Authors</p> <ul style="list-style-type: none"> Prior understandings relevant to the analysis could include, but are not limited to, descriptions of researchers' demographic/cultural characteristics, credentials, experience with phenomena, training, values, and/or decisions in selecting archives or material to analyze. <p>Guidance for Reviewers</p> <ul style="list-style-type: none"> Researchers differ in the extensiveness of reflexive self-description in reports. It may not be possible for authors to estimate the depth of description desired by reviewers without guidance. <p>PARTICIPANTS OR OTHER DATA SOURCES</p> <ul style="list-style-type: none"> Provide the numbers of participants/documents/events analyzed. Describe the demographics/cultural information, perspectives of participants, or characteristics of data sources that might influence the data collected. Describe existing data sources, if relevant (e.g., newspapers, internet, archive). Provide data repository information for openly shared data, if applicable. Describe archival searches or process of locating data for analyses, if applicable. <p>RESEARCHER-PARTICIPANT RELATIONSHIP</p> <ul style="list-style-type: none"> Describe the relationships and interactions between researchers and participants relevant to the research process and any impact on the research process (e.g., was there a relationship prior to research, are there any ethical considerations relevant to prior relationships). <p>Participant Recruitment</p> <p>RECRUITMENT PROCESS</p> <ul style="list-style-type: none"> Describe the recruitment process (e.g., face-to-face, telephone, mail, email) and any recruitment protocols. Describe any incentives or compensation, and provide assurance of relevant ethical processes of data collection and consent process as relevant (may include institutional review board approval, particular adaptations for vulnerable populations, safety monitoring). Describe the process by which the number of participants was determined in relation to the study design. Provide any changes in numbers through attrition and final number of participants/sources (if relevant, refusal rates or reasons for dropout). Describe the rationale for decision to halt data collection (e.g., saturation). Convey the study purpose as portrayed to participants, if different from the purpose stated. <p>Guidance for Authors/Reviewers</p> <ul style="list-style-type: none"> The order of the recruitment process and the selection process and their contents may be determined in relation to the authors' methodological approach. Some authors will determine a selection process and then develop a recruitment method based on those criteria. Other authors will develop a recruitment process and then select participants responsively in relation to evolving findings. <p>Guidance for Reviewers</p>

Table 3.2 Qualitative Design Reporting Standards (JARS-Qual) (continued)

Method (continued)
<p>PARTICIPANT SELECTION</p> <ul style="list-style-type: none"> Describe the participant/data source selection process (e.g., purposive sampling methods, such as maximum variation; convenience sampling methods, such as snowball selection; theoretical sampling; diversity sampling) and inclusion/exclusion criteria. Provide the general context for the study (when data were collected, sites of data collection). If your participant selection is from an archived data set, describe the recruitment and selection process from that data set as well as any decisions in selecting sets of participants from that data set. <p>Guidance for Authors</p> <ul style="list-style-type: none"> A statement can clarify how the number of participants fits with practices in the design at hand, recognizing that transferability of findings in qualitative research to other contexts is based in developing deep and contextualized understandings that can be applied by readers rather than quantitative estimates of error and generalizations to populations. <p>Guidance for Authors/Reviewers</p> <ul style="list-style-type: none"> The order of the recruitment process and the selection process and their contents may be determined in relation to the authors' methodological approach. Some authors will determine a selection process and then develop a recruitment method based on those criteria. Other authors will develop a recruitment process and then select participants responsively in relation to evolving findings. <p>Data Collection</p> <p>DATA-COLLECTION OR IDENTIFICATION PROCEDURES</p> <ul style="list-style-type: none"> State the form of data collected (e.g., interviews, questionnaires, media, observation). Describe the origins or evolution of the data-collection protocol. Describe any alterations of data-collection strategy in response to the evolving findings or the study rationale. Describe the data-selection or data-collection process (e.g., were others present when data were collected, number of times data were collected, duration of collection, context). Convey the extensiveness of engagement (e.g., depth of engagement, time intensiveness of data collection). For interview and written studies, indicate the mean and range of the time duration in the data-collection process (e.g., interviews were held for 75 to 110 min, with an average interview time of 90 min). Describe the management or use of reflexivity in the data-collection process, as it illuminates the study. Describe questions asked in data collection: content of central questions, form of questions (e.g., open vs. closed). <p>Guidance for Reviewers</p> <ul style="list-style-type: none"> Researchers may use terms for data collection that are coherent within their research approach and process, such as "data identification," "data collection," or "data selection." Descriptions should be provided, however, in accessible terms in relation to the readership. It may not be useful for researchers to reproduce all of the questions they asked in an interview, especially in the case of unstructured or semistructured interviews as questions are adapted to the content of each interview. <p>RECORDING AND DATA TRANSFORMATION</p> <ul style="list-style-type: none"> Identify data audio/visual recording methods, field notes, or transcription processes used. <p>Analysis</p> <p>DATA-ANALYTIC STRATEGIES</p> <ul style="list-style-type: none"> Describe the methods and procedures used and for what purpose/goal. Explicate in detail the process of analysis, including some discussion of the procedures (e.g., coding, thematic analysis) following a principle of transparency. Describe coders or analysts and their training, if not already described in the researcher description section (e.g., coder selection, collaboration groups). Identify whether coding categories emerged from the analyses or were developed a priori. Identify units of analysis (e.g., entire transcript, unit, text) and how units were formed, if applicable.

Some More Reasons to Purchase a Copy

APA Citation Tools & Resources

Citation tools & resources for students and scholars using the APA style guide

[Home](#)[APA Resources](#)[Resources for Students](#)[Resources for Scholars](#)[Citation Tools](#)[Finding the DOI](#)[Contact](#)

Home

This guide highlights some useful citation resources for students using the APA style guide. The resources you will find here are either available through the University of Calgary Libraries or are freely available online.

- For help with citing in APA (including quick APA citation help), go to: **APA Resources**
- For a breakdown of style and writing tips for students (as well as additional student resources), go to: **Resources for Students**
- For a list of APA resources for publishing and teaching support, go to: **Resources for Faculty**
- For an overview of some of the available citation managers and other ways of generating citations automatically, go to: **Citation Tools**
- Not sure what a DOI is? Go to: **Finding the DOI**
- [How to Create an APA Style Reference for a Canceled Conference Presentation](#)

<https://library.ucalgary.ca/guides/education-apa>

Top Ten Changes from APA 6 to APA 7



Changes to Style

1. Use of singular “they” (Section 4.18)
2. One space after periods (Section 6.1)
3. Oxford commas/Serial commas
(Section 6.3)

e.g., “Your speakers today are Bart,
Rhiannon, Zahra, and Sarah.”



Changes to Style

4. Running Headers (Section 2.18)

APA 6:

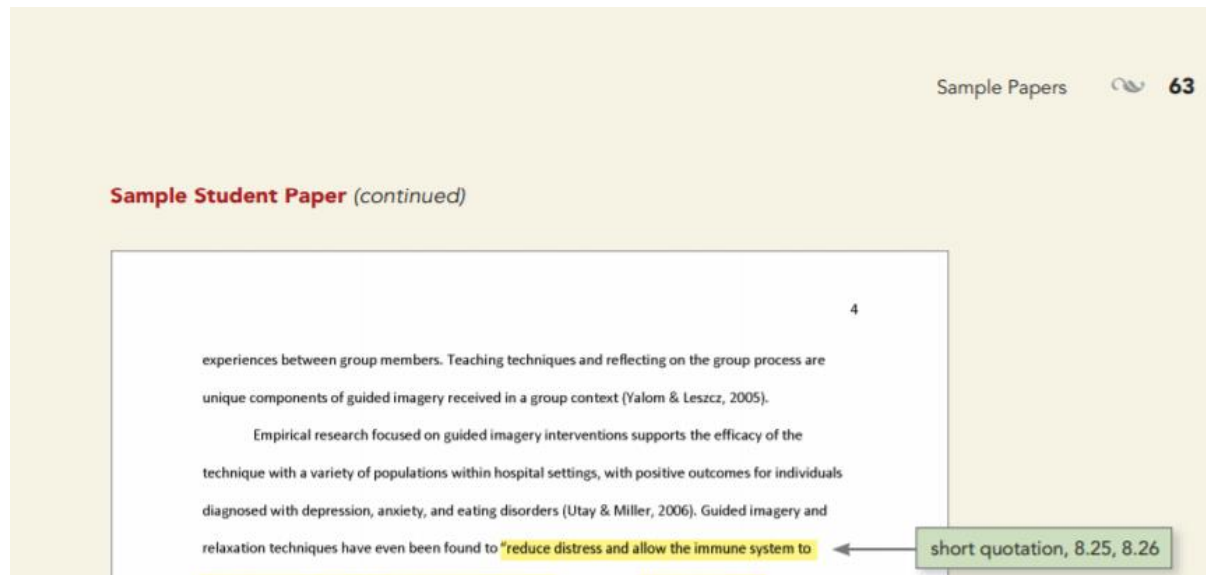
RUNNING HEADER: THE CENTRE FOR ADHD AWARENESS, CANADA: EDUCATIONAL RESOURCES FOR
ADULTS WITH ADHD

The Centre for ADHD Awareness, Canada: Educational Resources for Adults with ADHD

Changes to Style

4. Running Headers (Section 2.18)

APA 7:



Changes to Style

5. New heading levels (Section 2.26 and 2.27)

APA 6:

Level	Format
1	Centered, Boldface, Uppercase and Lowercase Heading Then your paragraph begins below, indented like a regular paragraph.
2	Flush Left, Boldface, Uppercase, and Lowercase Heading Then your paragraph begins below, indented like a regular paragraph.
3	Indented, boldface, lowercase paragraph heading ending with a period. Your paragraph begins right here, in line with the heading. ^a
4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i> Your paragraph begins right here, in line with the heading.
5	<i>Indented, italicized, lowercase paragraph heading ending with a period.</i> Your paragraph begins right here, in line with the heading.

^aFor headings at Levels 3–5, the first letter of the first word in the heading is uppercase, and the remaining words are lowercase (except for proper nouns and the first word to follow a colon).

Changes to Style

5. New heading levels (Section 2.26 and 2.27)

APA 7:

Level	Format
1	Centered, Bold, Title Case Heading Text begins as a new paragraph.
2	Flush Left, Bold, Title Case Heading Text begins as a new paragraph.
3	<i>Flush Left, Bold Italic, Title Case Heading</i> Text begins as a new paragraph.
4	Indented, Bold, Title Case Heading, Ending With a Period. Text begins on the same line and continues as a regular paragraph.
5	<i>Indented, Bold Italic, Title Case Heading, Ending With a Period.</i> Text begins on the same line and continues as a regular paragraph.

Changes to Referencing

6. Author numbers (Sections 9.7 to 9.37)

3 – 20 authors

Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., Weiss, L., Anderson, E. R.,

Greene, S. M., & Griffin, W. A. (2000). An experimental evaluation of theory-based mother and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68(5), 843-856.

In-text citation: (Wolchik et al., 2000)

Over 20 authors

“When there are 21 or more authors, include the first 19 authors’ names, insert an ellipsis (but no ampersand), and then add the final author’s name” (APA, 2020b, p. 286). In the in-text citation, use the first author’s surname et al., and the date (APA, 2020b, p. 317).

Changes to Referencing

7. Book citations (Section 10.2)

APA 6:

DesJardins, J. R. (2007). *Business, ethics, and the environment: Imagining a sustainable future*. Upper Saddle River, NJ: Prentice Hall.

Changes to Referencing

7. Book citations (Section 10.2)

APA 7:

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Changes to Referencing

8. URLs and “retrieved from.....” (Section 9.34 to 9.36)

9. DOIs (Section 9.34 to 9.36)

<https://doi.org/xxxxx>

Changes to Referencing

10. Website citations (Section 10.1)

U.S. Census Bureau. (n.d.). *U.S. and world population clock*. U.S. Department of Commerce.

Retrieved January 9, 2020, from <https://www.census.gov/popclock/>

Note: guidelines on retrieval dates.

Use dates when contents will change, but website is not archived.

E.g., wikis

Giovanetti, F. (2019, November 16). *Why we are so obsessed with personality types*.

Medium. <https://medium.com/the-business-of-wellness/why-we-are-so-obsessed-with-personality-types-577450f9aee9>

APA Style Website (<https://apastyle.apa.org>)

AMERICAN PSYCHOLOGICAL ASSOCIATION

APA STYLE HOME APA STYLE HELP LOG IN CART (0)



STYLE AND GRAMMAR GUIDELINES ▼

PRODUCTS ▼

INSTRUCTIONAL AIDS

BLOG



**Write With Clarity, Precision,
and Inclusion**

APA Style is used by writers in many disciplines



- Includes essential menu pages at the top for easy navigation
- Website content is entirely APA 7

APA Website: Style and Grammar Guidelines



STYLE AND GRAMMAR GUIDELINES ^

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BLOG

PAPER FORMAT

Order of Pages

Title Page

More...

GRAMMAR

Verb Tense

Singular "They"

More...

BIAS-FREE LANGUAGE

General Principles

Historical Context

More...

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Figures

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IN-TEXT CITATIONS

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REFERENCES

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RESEARCH AND PUBLICATION

Dissertation or Thesis

Journal Article Reporting Standards (JARS)

More...

MECHANICS OF STYLE

APA Website: Style and Grammar Guidelines



STYLE AND GRAMMAR GUIDELINES ▼

PRODUCTS ▼

INSTRUCTIONAL AIDS

BLOG

[Home](#) > [Style and Grammar Guidelines](#) > [Grammar](#) > [Singular “They”](#)

Singular “They”

The singular “they” is a generic third-person singular pronoun in English. Use of the singular “they” is endorsed as part of APA Style because it is inclusive of all people and helps writers avoid making assumptions about gender. Although usage of the singular “they” was once discouraged in academic writing, many advocacy groups and publishers have accepted and endorsed it, including [Merriam-Webster’s Dictionary](#).



Singular “they” is covered in Section 4.18 of the [APA Publication Manual, Seventh Edition](#)

Integrates the appropriate section of the manual into each section of the website

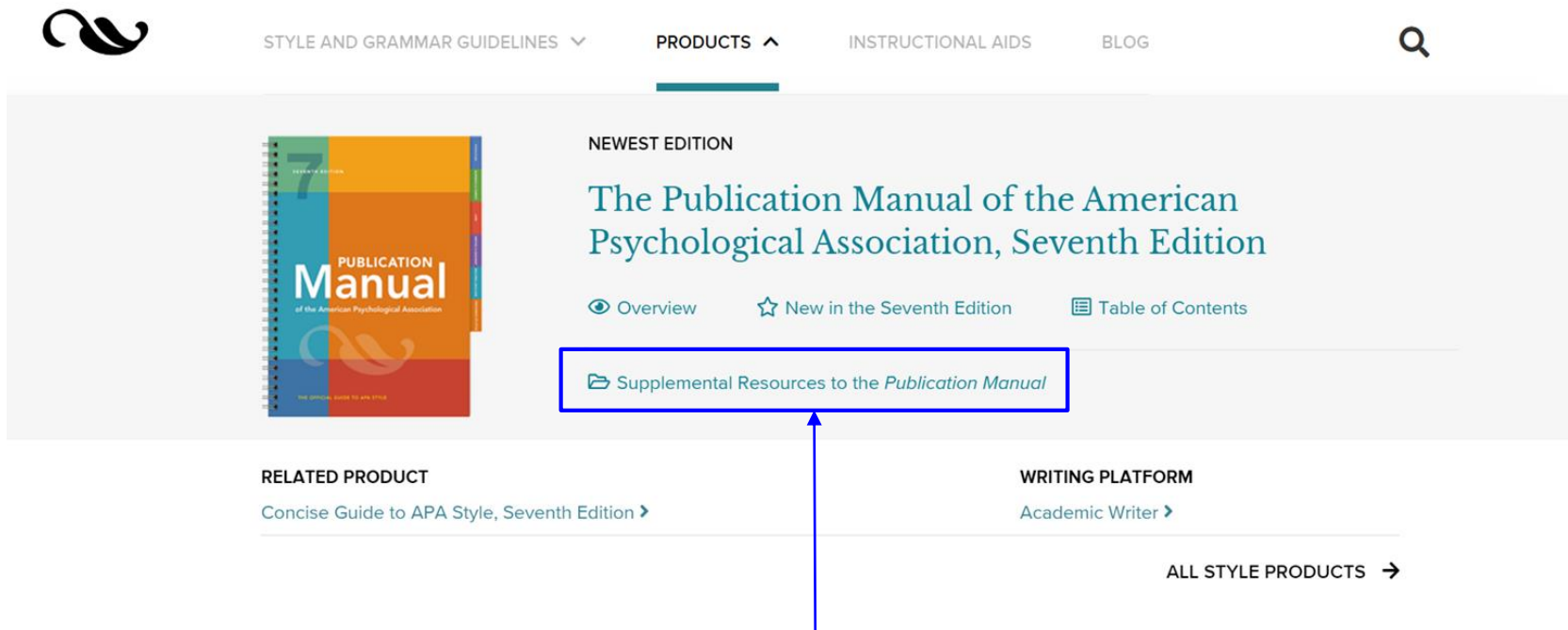
APA Website: Additional reference examples

But Wait, There's More

The APA Style website also features many reference examples we couldn't fit in the *Publication Manual*. You'll find the following examples and more exclusively on the [APA Style website](#):

- “ • [journal article with missing information](#) (e.g., missing volume number)
- f • [retraction notice for a journal article](#)
- [children's book or other illustrated book](#)
- [annotated religious work](#)
- in • [brochure](#)
- ✉ • [fact sheet](#)
- 📄 • [ISO standard](#)
- [white paper](#)
- [statistical toolbox](#)
- [art exhibition](#)
- [informational museum plaque](#)
- [clip art or stock image](#) (formats for how to reproduce in a paper)
- [musical score](#)
- [online course or MOOC](#)
- [radio broadcast](#)
- [transcript of an audiovisual work](#)
- [LinkedIn](#)
- [TikTok](#)
- [clinical practice references for nurses](#)
- [open educational resource references \(OER\)](#)
- [whole website](#)

APA Website: Supplemental materials



Supplemental materials are mentioned throughout the APA 7 manual
- these can be accessed from here (organized by chapter)

APA Style Website: Instructional Aids

APA
STYLE

Home > Instructional Aids

Instructional Aids

The instructional aids on this page are intended for anyone looking to improve their knowledge of APA Style, particularly instructors looking to teach and students looking to learn APA Style. They include handouts, guides, and sample papers, all of which can be printed, downloaded, and used while writing your papers. They were designed by the APA Style team in conjunction with instructors; more will be added to the website as they are developed.

Because the scope of what constitutes a student paper is broad and flexible and varies by course and academic institution, there are no formal requirements for APA Style student papers. Students should follow the guidelines of their instructor, advisor, department, and/or institution when writing papers. We encourage instructors, departments, and institutions to adapt APA Style to fit their needs.



Printable and downloadable

- A) Handouts and guides
- B) Tutorials and webinars
- C) Sample papers for both student and professionals

Handouts and Guides

The following are instructional aids for the seventh edition *Publication Manual*. They can be used in homes, classrooms, libraries, or anywhere you are learning or teaching APA Style.

- [Student Title Page Guide \(PDF, 194KB\)](#)
- [Abstract and Keywords Guide \(PDF, 148KB\)](#)
- [Reference Quick Guide \(PDF, 133KB\)](#)
- [Heading Levels Template: Professional Paper \(PDF, 179KB\)](#)
- [Heading Levels Template: Student Paper \(PDF, 198KB\)](#)

Sample Papers

A variety of both student and professional papers are available on the APA Style website.

[VIEW SAMPLE PAPERS](#)

APA Style Website: Tutorials and Webinars

Basics of APA Style



[Academic Writer Tutorial: Basics of Seventh Edition APA Style](#)

This tutorial is designed for writers new to APA Style. Learn the basics of seventh edition APA Style, including paper elements, format, and organization; academic writing style; grammar and usage; bias-free language; mechanics of style; tables and figures; in-text citations, paraphrasing, and quotations; and reference list format and order. The Basics of Seventh Edition APA Style tutorial will permanently stay on this site for free.

Paper Format



[Academic Writer Quick Guide: Basic Paper Setup](#)

Learn how to set up an APA Style paper, including the font, line spacing, margins, paragraph indentation and alignment, and page header.



[Academic Writer Quick Guide: Heading Levels](#)

Learn how to use headings in an APA Style paper, including how to format the five heading levels and use them to effectively organize your paper.

In-Text Citations



[Academic Writer Quick Guide: Citing References in Text](#)

Learn how to cite references in the text, including how to implement the basic in-text citation formats, cite multiple works, achieve clarity, and format in-text citations with missing author and/or date information.



[Academic Writer Quick Guide: Direct Quotations and Paraphrasing](#)

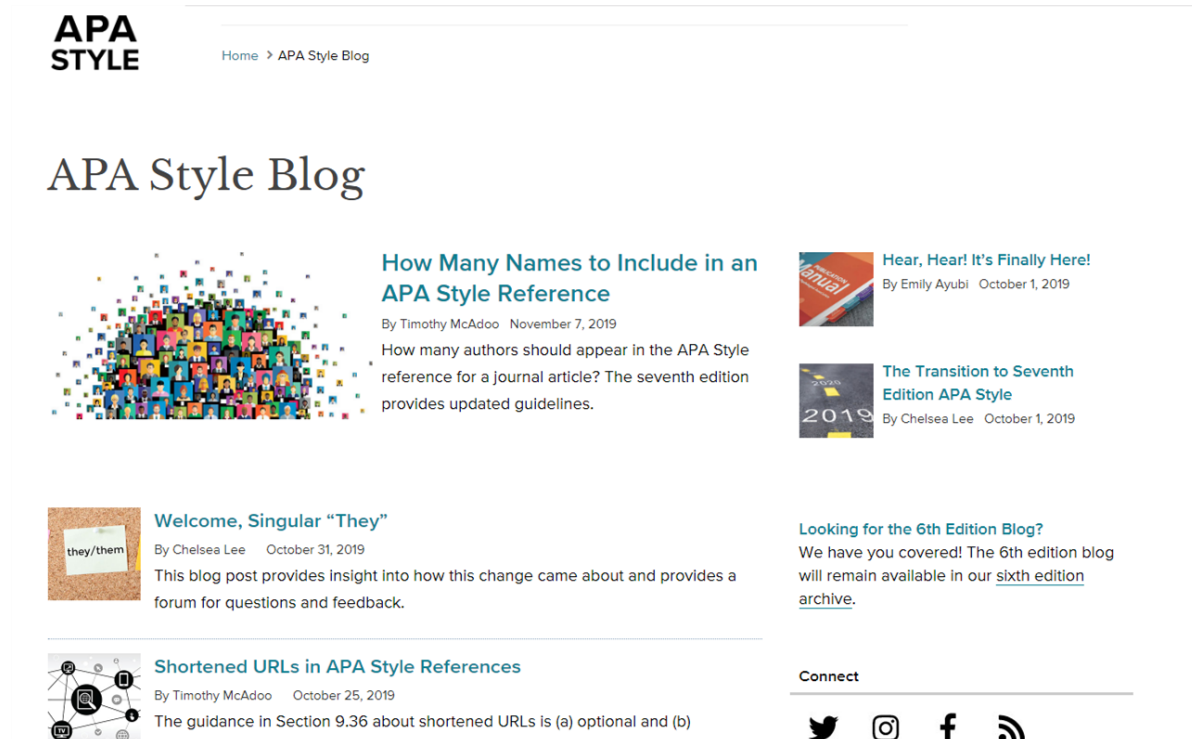
Learn how to cite and format direct quotations, including short quotations and block quotations; make and indicate changes to quotations; and cite paraphrased material.

APA Style Website: Blog

Who: Maintained and regularly published by the APA style team (and guest bloggers).

What: Provides additional information such as nuances or why something is done, in addition to updates and announcements.


APA 6 blog: archived and available until August 2020.



The screenshot shows the APA Style Blog homepage. At the top left is the 'APA STYLE' logo. To its right is a breadcrumb trail: 'Home > APA Style Blog'. The main heading is 'APA Style Blog'. Below this is a large graphic of many small, colorful icons representing people. To the right of the graphic is the article 'How Many Names to Include in an APA Style Reference' by Timothy McAdoo, dated November 7, 2019. Below this is the article 'Welcome, Singular "They"' by Chelsea Lee, dated October 31, 2019. To the right of this is the article 'Hear, Hear! It's Finally Here!' by Emily Ayubi, dated October 1, 2019. Below this is the article 'The Transition to Seventh Edition APA Style' by Chelsea Lee, dated October 1, 2019. At the bottom right is a link to 'Looking for the 6th Edition Blog?' with a note that the 6th edition blog will remain available in the sixth edition archive. At the bottom left is the article 'Shortened URLs in APA Style References' by Timothy McAdoo, dated October 25, 2019. At the bottom right is a 'Connect' section with social media icons for Twitter, Instagram, Facebook, and RSS.

APA STYLE Home > APA Style Blog

APA Style Blog



How Many Names to Include in an APA Style Reference

By Timothy McAdoo November 7, 2019

How many authors should appear in the APA Style reference for a journal article? The seventh edition provides updated guidelines.

Welcome, Singular "They"

By Chelsea Lee October 31, 2019

This blog post provides insight into how this change came about and provides a forum for questions and feedback.

Shortened URLs in APA Style References

By Timothy McAdoo October 25, 2019

The guidance in Section 9.36 about shortened URLs is (a) optional and (b)

Hear, Hear! It's Finally Here!





By Emily Ayubi October 1, 2019

The Transition to Seventh Edition APA Style

By Chelsea Lee October 1, 2019

[Looking for the 6th Edition Blog?](#)
We have you covered! The 6th edition blog will remain available in our [sixth edition archive](#).

Connect

Resources available during the pandemic

Free Access to the *Publication Manual* and Other Resources During the Coronavirus Pandemic



By APA Style March 20, 2020 19 Comments

Product Announcements



As a result of the coronavirus (COVID-19), many colleges and universities have moved to online-only instruction and distance learning. We know that this means physical libraries are at limited capacity or closed entirely. We want to do what we can to help.

To support academic libraries and their many patrons, we are providing temporary free access to the *Publication Manual of the American Psychological Association* (6th and 7th editions), the *Concise Guide to APA Style*, and more than 160 other books published by APA Books through VitalSource and RedShelf.

These will be available for free to instructors and students at participating nonprofit academic institutions affected by campus closures until May 25, 2020:

APA Style Team: Contact options

Contact APA Style

If you have a question about APA Style, we recommend that you check the following resources on the APA Style website first:

- [Style and grammar guidelines](#)
- [Instructional aids](#)
- [APA Style blog](#)

You can also reach the APA Style team on [Twitter](#), [Facebook](#), and [Instagram](#).

If your question still has not been answered, please contact the APA Style Experts at

StyleExpert@apa.org.

Please note that APA work hours are Monday–Friday, 8:30 a.m.–5 p.m. Eastern Time. We do our best to answer questions within 3 business days.

Quick and
responsive to both
emails and tweets

Citation management software

Zotero: Transition completed; APA 7 is now the default APA style. If you still need APA 6, you will have to add it back from zotero.org/styles

EndNote: Style available but has some limitations

https://support.clarivate.com/Endnote/s/article/EndNote-APA-7th-Output-Style?language=en_US)

Mendeley: APA 7 available. Users can go to 'View' > 'Citation Style' > 'More styles' > select APA 6th ed, right-click and update it.

<https://service.elsevier.com/app/social/questions/detail/qid/61/supporthub/mendeley/page/2>

Other: OWL (Spring 2020), U of C library (Summer or Fall 2020)



Fundamental values of integrity



- International Center for Academic Integrity (ICAI). (2014). The fundamental values of academic integrity (2nd ed.). Retrieved from <https://academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf>

Citation as situated scholarship

“Most writers know on some level that citations aren’t simply matters of rationality and logic. Citations reveal a great deal about personal allegiances. We cite the people we cite because we *feel* certain things toward them” (p. 261).

Source: Robillard, A. E. (2006). "Young scholars" affecting composition: A challenge to disciplinary citation practices. *College English*, 68(3), 253-270. <https://doi.org/10.2307/25472151>

Citation as situated scholarship

- Citation as an *act of scholarship*, not an afterthought.
- Citation as a way to demonstrate how you fit into the broader scholarly dialogue of your field.
- Use original sources whenever possible.
- Think about who are you citing, not just what you are citing.

Thank you!

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Sarah Elaine Eaton: seaton@ucalgary.ca