

***Grab-and-Go Writing Activity:***  
***APA Citations***  
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**Timeframe:** 20 minutes

**Materials needed (including preparation):**

- Slides (or use the whiteboard)
- Whiteboard markers or chalk
- Handout of APA citation matrix
- Sources of research (two per student to be done as student homework)

**Objectives:** After the activity, students will be able to

- format an APA citation properly.
- understand the importance of acknowledging sources.

**Introduction:** [1 minute]

Briefly discuss the need for citing sources in general. Focus on how they connect to the references page and allow us to credit the sources of our researched information. Connect the topic of research and information for an upcoming writing assignment to the larger college and career context. Stress that citing sources of information is a basic skill necessary for many of their courses and possible careers. Ask students to name their other classes where research is needed.

**Procedures:** [17 minutes]

**Step 1 [4 minutes]:** The slideshow has information about how to properly cite sources in APA. (The first slide is a title slide, and slide two is an agenda.). Begin to review the slides about formatting citations (slides 3-8).

- Describe the importance of using the proper language and keeping the authors' names and date of publication together (slide 3).
- Describe the rest of the information necessary for a citation: last name(s), date, and a page number if a quote or close paraphrase (slide 4).
- Describe how to format a quotation; ask the students which type of citation (in-text or parenthetical) is on the slides (slide 5).
- Describe the summary and paraphrase slides and again ask students which type of citation (in-text or parenthetical) is on the slides (slide 6).
- Explain how to format a citation if it is an electronic source without page numbers by including a section sub-title and paragraph number (slide 7).

Pass out the handout of the APA citation matrix as you transition to the next step.

**Step 2 [10 minutes]:** Students should format their own citations based on the sources and information they brought in with them. Write one of the citations on the board to share with the class. (Describe the instructions on slides 9 and 10.) Walk around and help as needed. Encourage students to move up to the board when they are ready (at about the 4-5 minute mark).

If students did not bring in their own sources to cite, have a couple sources for them (books, articles—or the students can use their textbook or the school newspaper).

**Step 3 [3 minutes]:** As the students write their citations on the board, start to scan and take note of errors (to your self) that you can address to the entire class. Review their citations with the entire class and correct the errors you identified with a different color marker. Questions may arise at this time about different formatting circumstances—be ready to answer or refer them to the APA handbook (or other reliable APA formatting source such as Purdue OWL). Help them find their own answers!

**Closure/Evaluation: [2 minutes]**

Students will do a quick self-assessment through a one-minute paper:

1. What was the most important thing you learned in this session?
2. What questions remain unanswered?

Collect the one-minute papers and respond either in class, via email, or in the next class session.

**Activity Analysis:**

Strengths: (1) the applicability across disciplines—this lesson will apply to students regardless of their major (as most students will need to use APA at some point), (2) the flexibility of the lesson to a hybrid/online activity (e.g., an online lecture/discussion), and (3) the ability students will have to return to the handout on their own and to use it with an upcoming project.

Weaknesses: One weakness is the fast pace of the lesson; however, with proper formative assessment in the next class session, this issue can be overcome. If MLA or another documentation style is used, the instructor will need to alter the slides and handouts to reflect the chosen style.

# **APA Citations**

Demystifying Formatting

# Agenda

- Use the correct language
- Use the correct information
- Use the correct format
- Try it! Practice.

# Language and Song:

How two helpful tips can change your life!

## Correct language

- *In-text citation*
  - Author's last name in-sentence
- ✧ *Parenthetical citation*
  - ✧ (All information in parentheses)

## Let's stay together!

- Author's last name and date of publication
- Why? Connects to reference page!



# Citations: Basics

**Whenever you use a source, provide the required information:**

- Author's last name and date of publication
- For quotations and close paraphrases, provide a page number as well

*Citations help readers locate the cited source in the references section of the paper.*

# Format a quotation

➤ **Caruth (1996)** states that a traumatic response frequently entails a “delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena” **(p.11)**.

OR...

✧ A traumatic response frequently entails a “delayed, uncontrolled repetitive appearance of hallucinations and other intrusive phenomena” **(Caruth, 1996, p.11)**.

**Keep the citation brief—*do not repeat the information***

# Format a summary or paraphrase

✧ Though feminist studies focus solely on women's experiences, they err by collectively perpetuating the masculine-centered impressions (Fussell, 1975).

OR...

➤ Recently, the history of warfare has been significantly revised by Higonnet et al. (1987), Marcus (1989), and Raitt and Tate (1997) to include women's personal and cultural responses to battle and its resultant traumatic effects.

Recall the guidelines of  
formatting

# Citations:

## Electronic sources

If the electronic source lacks page numbers, locate and identify paragraph number/paragraph heading.

According to Smith (1997), “...” (Mind over Matter section, **para. 6**).

For quotations and close paraphrases

# In-text citations: Signal words

## Introduce quotations with signal phrases:

According to Lee (2008), “....” (p.3).

Lopez (2013) argues that “.....” (p.5).

○ Use signal verbs such as acknowledge, contend, maintain, respond, report, argue, conclude, etc.

**Use the past tense (found) or the present perfect (has found) tense of verbs in signal phrases**

# Ready Yourself

APA is a complex system of citation. When compiling the citation, this strategy might be useful:

1. Identify what information you're using:
  - Direct quote, paraphrase, or summary
    - Author(s), date, page
2. Decide where it belongs (in-text or parenthetical).

# Practice makes power!

1. Format your citation
  - Use the strategy on the previous slide
2. Write your citation on the board
3. Present the citation to us
  - Point out the unique qualities of your citation
    - Tip: these are usually the aspects you struggled with or discussed with me

# One-minute paper

- What was the most important thing you learned in this session?
- What is one question that remains unanswered?