Cheat Sheet for Using APA 7 in Discussion Posts and Class Assignments

## Parenthetical Citations

|  |  |
| --- | --- |
| **Formats** | |
| **One author** | **(Alexander, 2018)** |
| **Two authors** | (Alexander & Anderson, 2018) |
| **Three or more authors** | (Alexander et al., 2018) |
| **Citation when a quote is present in the sentence** | (Alexander & Anderson, 2018, p. 34)  (Alexander & Anderson, 2018, pp. 34-56)  (Alexander et al., 2018, pp. 34-56) |
| **Group** | (NGSS Lead States, 2013)  (NIMH, 2020)  (Stanford University, 2020) |
| **Title** | **(A Guide to Social Learning Theory in Education, 2020)** |
| **Adding more than one citation** | **(Alexander, 2018; Anderson & Roberts, 2019)**  (Alexander, 2018; Martin et al., 2016; Salas & D’Agostino, 2020) |

### Examples

Created by Alfred Bandura, the social learning theory is learning based on observation and has four defining elements: (a) attention, (b) retention, (c) reproduction, and (d) motivation **(A Guide to Social Learning Theory in Education, 2020; Dolgin, 2018)**. According to Dolgin (2018), social learning happens "through observing the behavior of others and imitating this pattern - a process referred to as modeling" (p. 41). While considering that observation is a key to social learning, it is also important to consider what impacts learning. For example, as an in-service educator I know that when I provide an instructional hook at the beginning of my lessons that my students are more likely to stay focused on the task. This observation connects with Bandura's ideas that keeping students focused on the task is pivotal for learning to take place and for retention of material and reproduction of the same behavior to happen again **(A Guide to Social Learning Theory in Education, 2020)**. Additionally, the theory shares that vicarious reinforcement and self-reinforcement play a part in motivating the learner to keep at a task or to try things where they can apply similar skills **(Dolgin, 2018)**.

## In-Text Citations

|  |  |
| --- | --- |
| **Formats** | |
| **One author** | **Alexander (2018)**  NGSS Lead States (2013) |
| **Two authors** | According to **Alexander and Anderson (2018)** |
| **Three or more authors** | **Alexander et al. (2018)** |
| **Adding more than one in-text citation together** | Alexander et al. (2018) and Anderson (2020) shared... |
| **Citation when a quote is present in the sentence** | Alexander et al. (2018) **noted…[insert text + quote] (p. 34).**  Alexander et al. (2018) noted…**[insert text + quote] (pp. 34-56).**  Alexander et al. (2018) noted…[insert text + quote] (para. 1). |

### Examples

According to the **National Research Council (2012)**, a Framework for K-12 Science Education has outlined three dimensions of learning.

According to **Chen et al. (2002)**, there are two specific things that my organization is involved in regarding increasing value share—investment opportunities or expansion and acquisition/merger.

**Alexander and Anderson (2018)** noted that 100% of the students in the physical education class could do at least five consecutive push-ups after seven days of daily practice. One student shared “I was so proud of myself after completing five push-ups” (p. 34).

**Spears (2004)** simply says that foresight is "the ability to foresee the likely outcome of a situation, and that it is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequences of a decision for the **future" (p. 19).**

**Spears (2004),** in his contribution to the book *Practicing Servant-Leadership: Succeeding Through Trust, Bravery, and Forgiveness*, asked servant-leaders to "seek to nurture their abilities to 'dream great dreams.' Conceptualization is the ability to look at a problem (or an organization) from a conceptualizing perspective meaning that one must think beyond day-to-day realities" **(pp. 10–11).**

## References Cited

### Reference Formats

|  |
| --- |
| **Formats**  Author. (Date). Title of the article. *Title of Periodical, 34*(2), 5-14. https://doi.org/xxxx  Author. (Date). Title of the article. *Title of Periodical, 34*(2), 5-14. https://xxxx  Author. (Date). *Title of book.* Publisher Name. http://doi.org/xxxx  Author. (Date). *Title of book.* Publisher Name.  Author. (Date). Title of the blog post. *Website Name.* https://xxxx  Author. (Date). *Title of the master thesis* [Master’s thesis, Name of Institution Awarding the Degree]. Database Name. https://xxxx |
| **Examples included below the table**  Journal article with DOI  Journal article without a DOI, with a nondatabase URL  Authored book with a DOI  Authored book without a DOI, from most academic research databases or print version  Blog post  Master’s thesis  Specific resources:   * National Research Council * Next Generation Science Standards |

**Journal article with a DOI** [If it doesn’t have a doi, try putting the author’s name and title under *search on article title* on [this webpage](https://www.crossref.org/guestquery/) to get the doi]

* + **One author**
    - McCauley, S. M. (2019). Language learning as language use. A cross-linguistic model of child language development. *Psychology Review, 126*(1), 1-51. https://doi.org/10.1037/rev0000126
  + **Two authors**
    - McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use. A cross-linguistic model of child language development. *Psychology Review, 126*(1), 1-51. https://doi.org/10.1037/rev0000126
  + **Three authors**
    - McCauley, S. M., Christiansen, M. H., & Anderson, J. K. (2019). Language learning as language use. A cross-linguistic model of child language development. *Psychology Review, 126*(1), 1-51. https://doi.org/10.1037/rev0000126
  + **Four authors**
    - McCauley, S. M., Christiansen, M. H., Anderson, J. K., & Goldman, C. (2019). Language learning as language use. A cross-linguistic model of child language development. *Psychology Review, 126*(1), 1-51. https://doi.org/10.1037/rev0000126

**Journal article without a DOI, with a nondatabase URL**

* + **One Author**
    - Ahmann, E. (2018). A descriptive review of ADHD coaching research: Implications of college students. *Journal of Postsecondary Education and Disability, 31*(1), 17-39. https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31
  + **Two Authors**
    - Ahmann, E., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications of college students. *Journal of Postsecondary Education and Disability, 31*(1), 17-39. https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31
  + **Three Authors**
    - Ahmann, E., Tuttle, L. J., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications of college students. *Journal of Postsecondary Education and Disability, 31*(1), 17-39. https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31
  + **Four Authors**
    - Ahmann, E., Tuttle, L. J., Saviet, M., & Wright, S. D. (2018). A descriptive review of ADHD coaching research: Implications of college students. *Journal of Postsecondary Education and Disability, 31*(1), 17-39. https://www.ahead.org/professional-resources/publications/jped/archived-jped/jped-volume-31

**Authored book with a DOI**

* **One Author**
  + Brown, L. S. (2018). *Feminist therapy* (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000092-000
* **Two Authors**
  + Brown, L. S., & Weir, K. (2018). *Feminist therapy* (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000092-000
* **Three Authors**
  + Brown, L. S., Goldman, C., & Weir, K. (2018). *Feminist therapy* (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000092-000
* **Four Authors**
  + Brown, L. S., Goldman, C., Bustillos, M. J., & Weir, K. (2018). *Feminist therapy* (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000092-000

**Authored book without a DOI, from most academic research databases or print version**

* **One Author**
  + Burgess, R. (2019) *Rethinking global health: Frameworks of power.* Routledge.
* **Two Authors**
  + Burgess, R., & Weir, K. (2019) *Rethinking global health: Frameworks of power.* Routledge.
* **Three Authors**
  + Burgess, R., Goldman, C., & Weir, K. (2019) *Rethinking global health: Frameworks of power.* Routledge.
* **Four Authors**
  + Burgess, R., Goldman, C., Bustillos, M., & Weir, K. (2019) *Rethinking global health: Frameworks of power.* Routledge.

**Blog post**

* + **One Author**
    - Klymkowsky, M. (2018, September 15). Can we talk scientifically about free will? *Sci-Ed.* https://blogs.plos.org/scied/2018/09/15/can-we-talk-scientifically-about-free-will/
  + **Two Authors**
    - Klymkowsky, M., & Goldman, C. (2018, September 15). Can we talk scientifically about free will? *Sci-Ed.* https://blogs.plos.org/scied/2018/09/15/can-we-talk-scientifically-about-free-will/
  + **Three Authors**
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  + **Four Authors**
    - Klymkowsky, M., Weir, K., Bustillos, M., & Goldman, C. (2018, September 15). Can we talk scientifically about free will? *Sci-Ed.* https://blogs.plos.org/scied/2018/09/15/can-we-talk-scientifically-about-free-will/

**Master’s Thesis**

* Hutcheson, V. H. (2012). *Dealing with dual differences: Social coping strategies of gifted adolescents* [Master’s thesis, Montana State University]. Theses and Dissertations at Montana State University (MSU). https://scholarworks.montana.edu/xmlui/handle/1/8193

**Specific Resources**

* National Research Council. (2012). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. National Academies Press.
* NGSS Lead States. (2013). *Next Generation Science Standards: For states, by states.* National Academies Press.

**Other Helps**

You should use paraphrasing a majority of the time in your writing. This indicates that you, the author, have read and understand the content you are writing. On rare occasions, direct quotes are used to emphasize a point, but should be used sparingly. [Watch this video](https://www.youtube.com/watch?v=_mMSReRhqqw) for more explanation.