

# THE ACADEMIC SUCCESS CENTER

at **Sam Houston**  
STATE UNIVERSITY

## APA In-Text Citations

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In addition to having a works cited or reference page, you must also cite the author in text, following the quotation or paraphrased statement.

### Electronic In-text Citations

#### **Website with One Author:**

"This is an example sentence" (Smith, 2009).

-Or-

Smith (2009) states that "this is an example sentence."

#### **Website with Two Authors:**

"This is an example sentence" (Smith & Williams, 2009).

-Or-

According to Smith, Jones, and Williams (2009)

#### **Website with Three to Six Authors:**

*When there are three to six authors for a work, list all names in the first citation and use only the first surname and et al. in place of the subsequent authors.*

-First-

"This is an example sentence" (Smith, Jones, & Williams, 2009).

-Then-

"This is an example sentence" (Smith et al.).

#### **Website with No Author; Use First Two Words of Title:**

"This is an example sentence" ("Webpage Name," 2009).

#### **Website with a Group Author:**

"This is an example sentence" (The Organization Group).

#### **Direct Quotation:**

*For a direct quotation, give the page number or numbers with the parenthetical information.*

"This is an example sentence" (Smith, 2009, pp. 1027-1028).

*If page numbers are not provided, but the paragraphs are clearly defined, use paragraph numbers instead*

"This is an example sentence" (Smith, 2009, para. 16).

*You may also number the paragraphs by section*

"This is an example sentence" (Smith, 2009, Discussion section, para. 3).

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## APA Electronic Sources

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APA journal references use a Digital Object Identifier (DOI) number that, unlike a URL, will not break. Most documents found in a database and journals that use APA Style provide their DOI as either a number or a link. If the DOI is not provided, you may use CrossRef.org's "Guest Query" form to look up the DOI. If your document only has a URL, make sure to test the URL before turning in your final draft.

### Generic Website

According to the frequently asked questions on APASTyle.org, when you need to cite an entire website, not a specific portion of the web site, it is sufficient to give the address of the site in just the text.

Sam Houston's website can be very informative (<http://www.shsu.edu>).

### Webpage

If you are citing a specific page from a website, you will need to create a reference entry. (See the "Build your Own" section on the next page.) Keep in mind that the "What" is often divided into "child" and "parent" where the parent (the larger site containing the cited information) is italicized and the child has no special formatting. Also, include the title of the parent site if it is not part of the URL.

Vonnegut, K. (2007). The sculpture. Retrieved from <http://vonnegut.com/sculpture.asp>

### Webpage With an Organization as Author

For websites that do not list an individual author, a corporate author or entity is usually listed at the bottom of the page. Treat this author as you would the individual author above.

Sam Houston State University. (2010). *Majors and programs*. Retrieved from <http://www.shsu.edu/academics>

### Online Articles

When an article has a DOI, the number goes at the end of the reference.

Brinkmann, S. (2010). Character, personality, and identity: On historical aspects of *human* subjectivity. *Nordic Psychology*, 62(1), 65-85. doi: 10.1027/1901-2276/a000006


If no DOI is available, this portion is filled by the URL of the article:

Spindler, J. C. (2009). How private is private equity, and at what cost? *The University of Chicago Law Review*, 76(1), 311-334. Retrieved from <http://lawreview.uchicago.edu>



Parts of the Essay - 6

# Transitions

 Transitions can help your reader understand how your ideas fit together. Rather than jump from one thought to the next, you can use transitions to ease the reader along.

## Examples

Addition: and, also, in addition to, further, furthermore, similarly, not only/but also, both/and, moreover, either/or, another, like

Contrast: but, contrary to, yet, still, in opposition to, however, notwithstanding, although, whereas, while neither/nor, on the other hand


Example: for example, that is

Time: when, as, already, then, after, afterwards

Sequence: next, then, soon, after, afterwards, following, since, first, second (etc.), finally

Result: thus, therefore, since, so, because, for

## Within a Sentence

 We often see transitional words used within sentences to link clauses.

Example (within a discussion of foods parents may serve their children): “One available option is peanut butter, a food that is relatively simple to serve **and** traditionally enjoyed by children.”



The transitional word “and” (a conjunction) moves the reader from one of peanut butter’s attributes to another.

## Connecting Sentences



We also see transitional words or phrases used to link a sentence to the sentence it follows.

Example (Following the above example sentence): “**However**, two varieties of peanut butter are available, so parents who decide to offer their children peanut butter must further choose between creamy and crunchy options.”



The transitional word “however” marks a contrast between the previous idea and the new one. In this case, the first sentence identifies peanut butter as a food option and the second sentence begins by indicating that even within that option, there are options. In other words, one idea is that peanut butter is *an* option, the next idea is that peanut butter itself presents *two* options.

# Revision and Proofreading

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- ✿ The final step in the writing process prior to turning in a paper involves reading and re-reading your work to ensure that it represents the best work you are capable of. This handout provides tips for elevating a completed draft to a final draft. For any one of the suggestions below, it may be especially helpful to trade papers with someone else, who may experience your paper differently than you do.

## Highlighting 1: Organization

- ✿ Get several different colors of highlighter. Color-code your paper by highlighting each key phrase in the “preview” portion of your introduction. Each color should represent a sub-point that supports your paper’s thesis. Read each sentence in your body paragraphs and conclusion and decide which sub-point it fits with. Highlight each sentence according to your original color code. Paragraphs should be predominately a single color and colors should appear in the same order in which they appear in the introduction.

## Cutting it up

- ✿ Save a second copy of your paper so that you retain your most recent draft. Format the new copy so that it is a list of sentences. Print it. Cut each sentence into its own strip. Mix up the strips. Read the sentence on each strip and arrange them in the best order you can. Compare this order to your most recent draft. Rearrange the paper as you see fit.

## Reverse outline

- ✿ Create an outline to trace the progression of your paper. Account for each sentence in your paper and consider how it fits into the outline. If you have difficulty deciding how a sentence fits into the reverse outline, consider moving, deleting, or rewording it.

## Highlighting 2: Quoted material

- ✿ Highlight all quoted material. Use this visual indication of proportions to decide if you have quoted too little or too much, according to the expectations of your instructor and discipline. This highlighted copy of your paper may also be helpful as you read for language concerns such as verb tense and personal pronoun use; quoted portions of your paper should adhere to the same linguistic specifications as your original writing (e.g. no first person or verb tense).

Information on this handout borrowed from:

*The Craft of Research* (Third Edition) by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams.

Last updated by RU  on 7/6/2010

Grammar - 4  
**The Verb "To Be"**

✿ The verb "be" can be conjugated into the forms charted below. No matter the particular incarnation of it, the word really only means that something...is, which is to say, that it exists or is in a particular state of being. This is boring. When the verb of a sentence notes only that the subject "is," very little is communicated. While some uses of so-called "to be" verbs work well, many appearances of the verbs can be manipulated to achieve a more descriptive, tighter language.

**Conjugations of the Verb "To Be"**

am	is	are	be
being	been	was	were

✿ **Common uses and alternatives** ✿

**A purely adjectival sentence.**

*"Movies are fun."*

All this says is what movies are like. It does not say anything about how movies manage to be "fun" or what movies do while being "fun."



**Take the adjective and use it along with the subject in a more thoughtful sentence:**

*"Fun movies provide an escape from the tedium of work and school."*

No longer just "in a state of being fun," movies in this sentence do something: they "provide an escape."



**Upgrade your adjectives, too, to move toward a more involving sentence:**

*"Full of explosions, laughs, or love, movies entertain audiences who elsewhere face the tedium of work or school."*

This is a long way from the original sentence. Here, movies are described with specifics and then "perform" a verb, "entertain," that entails much more than mere "being."