Quick Guide for APA Style: References Page

QUICK TIPS

- Your list of citations should go on a new page at the end of your paper. Put “References” (with NO bold, italics or quote marks) at the top and center it.
- The list should be in alphabetical order by author’s last name or the first main word of the citation – for the Book With No Author entry below, you would alphabetize it under Encyclopedia.
- Always indent the second and any subsequent lines of your citations.
- Always double space your References page and use 12 point font.

BOOK (PRINT)

EBOOK (ONLINE)

EDITED BOOK (PRINT)

BOOK WITH NO AUTHOR, DIFFERENT EDITION (PRINT)

ARTICLE FROM A DATABASE (ONLINE)

ENCYCLOPEDIA (ONLINE)

NEWSPAPER OR MAGAZINE ARTICLE (ONLINE)

WEBSITE PAGE, NORMAL (ONLINE)

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Phone and email: Call 973-684-6160 or email writingcenter@pccc.edu

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Phone and email: Call 973-684-5888 or email rdapt@pccc.edu

PCCC Guide to APA In-text Citations

Give credit by “citing” your information. Besides putting the citation in the Reference List at the end of the paper, an in-text citation is placed in the body of the paper. The example given here is for a journal article, for a complete list (including journal articles, books, etc.) see: http://pccc.libguides.com/citation

You can also use the citation generator: http://citationmachine.net

Reference list format

Lastname, Firstinitial. (Date). Article title. Journal Title, Volume (issue), Page(s).


In-text citation format

(Authors’ last name, year published)

In the body of the paper, cite all facts and ideas that are not your own using in-text citations. You do not need citations for your own opinions or common knowledge. You can place the author’s name in the sentence or in a parenthesis at the end, along with the date.

Eat ice cream slowly to prevent a headache (Schocker, 2011).

or

According to Schocker, one should eat ice cream slowly to prevent a headache (2011).

<table>
<thead>
<tr>
<th>Type of citation</th>
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<tbody>
<tr>
<td>Format</td>
<td>(Author’s last name, year of publication, page)</td>
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<td>One author</td>
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<td>Two authors, citing a specific page</td>
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<td>(Cole, Kutz, &amp; Slaw, 2003)</td>
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<tr>
<td>Six or more authors</td>
<td>(Smith et al., 2006)</td>
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<tr>
<td>Groups and Corporate authors: Group name used as author</td>
<td>(Mayo Clinic, 2009)</td>
</tr>
</tbody>
</table>
| No identified author and the first words of reference list entry are the title (of article, book, chapter or web page) | **Article title** or web page:  

(Stock Market Trends, 2013)  

Information in one sentence, obtained from two sources: List alphabetically, separate by semicolons. Use n.d. for no date.  

(Just & Case, 2010; Smith, n.d.)

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Varying Definitions of Online Communication and Their Effects on Relationship Research

Elizabeth L. Angeli
State University

Author Note
Elizabeth L. Angeli, Department of Psychology, State University.

Elizabeth Angeli is now at Department of English, Purdue University.

This research was supported in part by a grant from the Sample Grant Program.

Correspondence concerning this article should be addressed to Elizabeth Angeli, Department of English, Purdue University, West Lafayette, IN 55555.

Contact: author@boiler.edu
VARYING DEFINITIONS OF ONLINE COMMUNICATION

Abstract

This paper explores four published articles that report on results from research conducted on online (Internet) and offline (non-Internet) relationships and their relationship to computer-mediated communication (CMC). The articles, however, vary in their definitions and uses of CMC. Butler and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC, defined and used as “email,” in creating feelings of closeness or intimacy. Other articles define CMC differently and, therefore, offer different results. This paper examines Cummings, Butler, and Kraut’s (2002) research in relation to three other research articles to suggest that all forms of CMC should be studied in order to fully understand how CMC influences online and offline relationships.

Keywords: computer-mediated communication, face-to-face communication
VARYING DEFINITIONS OF ONLINE COMMUNICATION

Varying Definitions of Online Communication and Their Effects on Relationship Research

Numerous studies have been conducted on various facets of Internet relationships, focusing on the levels of intimacy, closeness, different communication modalities, and the frequency of use of computer-mediated communication (CMC). However, contradictory results are suggested within this research because only certain aspects of CMC are investigated, for example, email only. Cummings, Butler, and Kraut (2002) suggest that face-to-face (FtF) interactions are more effective than CMC (read: email) in creating feelings of closeness or intimacy, while other studies suggest the opposite. To understand how both online (Internet) and offline (non-Internet) relationships are affected by CMC, all forms of CMC should be studied. This chapter examines Cummings et al.'s research against other CMC research to propose that additional research be conducted to better understand how online communication affects relationships.

Literature Review

In Cummings et al.'s (2002) summary article reviewing three empirical studies on online social relationships, it was found that CMC, especially email, was less effective than FtF contact in creating and maintaining close social relationships. Two of the three reviewed studies focusing on communication in non-Internet and Internet relationships mediated by FtF, phone, or email modalities found that the frequency of each modality's use was significantly linked to the strength of the particular relationship (Cummings et al., 2002). The strength of the relationship was predicted best by FtF and phone.
VARYING DEFINITIONS OF ONLINE COMMUNICATION

communication, as participants rated email as an inferior means of maintaining personal
relationships as compared to FfF and phone contacts (Cummings et al., 2002).

Cummings et al. (2002) reviewed an additional study conducted in 1999 by the
HomeNet project (see Appendix A for more information on the HomeNet project). In
this project, Kraut, Mukhopadhyay, Szczypula, Kiesler, and Scherlis (1999) compared
the value of using CMC and non-CMC to maintain relationships with partners. They
found that participants corresponded less frequently with their Internet partner (5.2 times
per month) than with their non-Internet partner (7.2 times per month) (as cited in
Cummings et al., 2002). This difference does not seem significant, as it is only two times
less per month. However, in additional self-report surveys, participants responded
feeling more distant, or less intimate, towards their Internet partner than their non-
Internet partner. This finding may be attributable to participants’ beliefs that email is an
inferior mode of personal relationship communication.

Intimacy is necessary in the creation and maintenance of relationships, as it is
defined as the sharing of a person’s innermost being with another person, i.e., self-
disclosure (Hu, Wood, Smith, & Westbrook, 2004). Relationships are facilitated by the
reciprocal self-disclosing between partners, regardless of non-CMC or CMC. Cummings
et al.’s (2002) reviewed results contradict other studies that research the connection
between intimacy and relationships through CMC.

Hu et al. (2004) studied the relationship between the frequency of Instant
Messenger (IM) use and the degree of perceived intimacy among friends. The use of IM
instead of email as a CMC modality was studied because IM supports a non-professional
VARYING DEFINITIONS OF ONLINE COMMUNICATION

environment favoring intimate exchanges (Hu et al., 2004). Their results suggest that a positive relationship exists between the frequency of IM use and intimacy, demonstrating that participants feel closer to their Internet partner as time progresses through this CMC modality.

Similarly, Underwood and Findlay (2004) studied the effect of Internet relationships on primary, specifically non-Internet relationships and the perceived intimacy of both. In this study, self-disclosure, or intimacy, was measured in terms of shared secrets through the discussion of personal problems. Participants reported a significantly higher level of self-disclosure in their Internet relationship as compared to their primary relationship. In contrast, the participants' primary relationships were reported as highly self-disclosed in the past, but the current level of disclosure was perceived to be lower (Underwood & Findlay, 2004). This result suggests participants turned to the Internet in order to fulfill the need for intimacy in their lives.

In further support of this finding, Tidwell and Walther (2002) hypothesized CMC participants employ deeper self-disclosures than FtF participants in order to overcome the limitations of CMC, e.g., the reliance on nonverbal cues. It was found that CMC partners engaged in more frequent intimate questions and disclosures than FtF partners in order to overcome the barriers of CMC. In their 2002 study, Tidwell and Walther measured the perception of a relationship's intimacy by the partner of each participant in both the CMC and FtF conditions. The researchers found that the participants' partners stated their CMC partner was more effective in employing more intimate exchanges than their FtF
VARYING DEFINITIONS OF ONLINE COMMUNICATION

partner, and both participants and their partners rated their CMC relationship as more intimate than their FtF relationship.

Discussion

In 2002, Cummings et al. stated that the evidence from their research conflicted with other data examining the effectiveness of online social relationships. This statement is supported by the aforementioned discussion of other research. There may be a few possible theoretical explanations for these discrepancies.

Limitations of These Studies

The discrepancies identified may result from a number of limitations found in the materials reviewed by Cummings et al. These limitations may result from technological constraints, demographic factors, or issues of modality. Each of these limitations will be examined in further detail below.

Technological limitations. For one reviewed study by Cummings et al. (2002) examined only email correspondence for their CMC modality. Therefore, the study is limited to only one mode of communication among other alternatives, e.g., IM as studied by Hu et al. (2004). Because of its many personalized features, IM provides more personal CMC. For example, it is in real time without delay, voice-chat and video features are available for many IM programs, and text boxes can be personalized with the user’s picture, favorite colors and text, and a wide variety of emoticons, e.g., :). These options allow for both an increase in self-expression and the ability to overcompensate for the barriers of CMC through customizable features, as stated in Tidwell and Walther...
VARYING DEFINITIONS OF ONLINE COMMUNICATION

(2002). Self-disclosure and intimacy may result from IM’s individualized features, which are not as personalized in email correspondence.

**Demographic limitations.** In addition to the limitations of email, Cummings et al. (2002) reviewed studies that focused on international bank employees and college students (see Appendix B for demographic information). It is possible the participants’ CMC through email was used primarily for business, professional, and school matters and not for relationship creation or maintenance. In this case, personal self-disclosure and intimacy levels are expected to be lower for non-relationship interactions, as this communication is primarily between boss and employee or student and professor. Intimacy is not required, or even desired, for these professional relationships.

**Modality limitations.** Instead of professional correspondence, however, Cummings et al.’s (2002) review of the HomeNet project focused on already established relationships and CMC’s effect on relationship maintenance. The HomeNet researchers’ sole dependence on email communication as CMC may have contributed to the lower levels of intimacy and closeness among Internet relationships as compared to non-Internet relationships (as cited in Cummings et al., 2002). The barriers of non-personal communication in email could be a factor in this project, and this could lead to less intimacy among these Internet partners. If alternate modalities of CMC were studied in both already established and professional relationships, perhaps these results would have resembled those of the previously mentioned research.
Conclusions and Future Study

In order to gain a complete understanding of CMC's true effect on both online and offline relationships, it is necessary to conduct a study that examines all aspects of CMC. This includes, but is not limited to, email, IM, voice-chat, video-chat, online journals and diaries, online social groups with message boards, and chat rooms. The effects on relationships of each modality may be different, and this is demonstrated by the discrepancies in intimacy between email and IM correspondence. As each mode of communication becomes more prevalent in individuals' lives, it is important to examine the impact of all modes of CMC on online and offline relationship formation, maintenance, and even termination.
Appendix B
Demographic Information for Cummings et al. (2002)'s Review

- International Bankers
- College Students
- College Professors
- High School Students
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Edited Book (Print)

Book with No Author, Different Edition (Print)

Article from a Database (Online)

Encyclopedia (Online)

Newspaper or Magazine Article (Online)

Website Page, No Date (Online)

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Wanaque and Passaic Campuses:
Contact Librarian Rick Perdew at 973-684-7934 or roerdev@pccc.edu.

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You can also use the citation generator: http://citationmachine.net

Reference list format

Lastname, Firstinitial. (Date). Article title. Journal Title, Volume (issue), Page(s).


In-text citation format

(Author's last name, year published)

In the body of the paper, cite all facts and ideas that are not your own using in-text citations. You do not need citations for your own opinions or common knowledge. You can place the author's name in the sentence or in a parenthesis at the end, along with the date.

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<td>--Article title or web page: (Stock Market Trends, 2013)</td>
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APA FORMAT: REFERENCES EXERCISES

DIRECTIONS: This exercise has two steps. (Step 1) Use the APA PowerPoint presentation to help you place the following works in the correct References format. (Step 2) Once you’ve created your references, the next step is to create a References page with your answers.

Hint: Use your resources, including Citation Machine (http://citationmachine.net), Citation Libguide (http://pccc.libguides.com/citation), including the power APA point presentation.

STEP 1: Create References

PRINT BOOKS:

Two Authors: Step by Step to College and Career Success by John N. Gardner and Betsy O. Barefoot was published in 2012 by Bedford/St. Martin's in New York. It is the 5th edition.

ELECTRONIC ARTICLES:

Database Article: The article “A Brief History of the Brain” by D. Robson from the New Scientist, volume 211, issue 2831 of Spring 2011. It is found on pages 40-45. It was taken from the ProQuest Education Module database.

Online Article: The article “Is Organic Better? Ask a Fruit Fly” by Tara Parker-Pope from New York Times online was dated April 17, 2013. It was retrieved from http://well.blogs.nytimes.com/2013/04/17/is-organic-better-ask-a-fruit-fly/?src=me
STEP 2: Create References Page

(Hint: Refer to the power point presentation or the APA Quick Guide at http://pccc.libguides.com/citation)
Scheduling an Appointment with a Writing Consultant

WCOnline is the Writing Center’s tutoring reservation system. All appointments for writing tutoring must be scheduled through WCOnline, and must be scheduled 24 hours prior to the time you wish to have your appointment. If you are having difficulty registering or making an appointment, email the Writing Center at writingcenter@pccc.edu. You will typically spend between 30 minutes to one hour with a writing consultant.

Creating Your WCOnline Account

1. Go to http://pccc.mywconline.com/
   a. You can also go to the Writing Center’s LibGuide and register for writing tutoring at http://pccc.libguides.com/writingcenter and click on “Meet with a Writing Consultant.”
2. Click on “Click here to register.”
3. Enter your profile information into the “Create a New Account” form.
   a. Hint: Be sure to remember your username (a valid email address) and password.
4. Next, click on the “Register” button at the bottom of the form.
5. After you click the “Register” button you will be redirected to the home page of WCOnline. When you successfully registration you will see, “You have successfully registered! Please log in below to continue” on the home page.
6. Now you can log in and start scheduling appointments.

Scheduling an Appointment via WCOnline

1. Go to http://pccc.mywconline.com/
2. Log in with the email address and password you created when you registered for a WCOnline account.
3. Choose a “schedule” from the drop down box, and then click on "Log In" at the bottom of the form.
4. Writing consultants will appear in blue on the left. White squares are the consultant’s available appointment times. Select your appointment with a writing consultant by clicking on any of the white squares.
5. Complete the form and include specific details about your assignment and writing requests.
   a. Remember to ALWAYS bring your writing assignment with you to every session.
Library or the Writing Center - Where to Go For Help

If you're not sure whether you should go to the Library or the Writing Center, this chart may help. REMINDER: You need to make an appointment for the Writing Center so if you have a quick question the Library is a good starting place.

<table>
<thead>
<tr>
<th>Question</th>
<th>Library</th>
<th>Writing Center</th>
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<tr>
<td>My professor says I need 2 books and 2 articles for my paper. How do I find those?</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>I just received my paper topic, and I don't know where to start. How do I find information?</td>
<td>✔️</td>
<td></td>
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<tr>
<td>I've researched my topic and started writing, but need help with the writing process. Help!</td>
<td>✔️</td>
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<tr>
<td>My professor says my papers need to be more organized.</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>I think my paper topic is too broad (or too narrow) and I'm not finding good information.</td>
<td>✔️</td>
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<tr>
<td>I feel like I could improve my writing skills. How do I do that?</td>
<td>✔️</td>
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<tr>
<td>I need to create a bibliography. How do I do that?</td>
<td>✔️</td>
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<td>I'm taking a writing intensive course and need help with revising my paper.</td>
<td>✔️</td>
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<td>A fellow student has got an assignment to write two papers. How do I do that?</td>
<td>✔️</td>
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<tr>
<td>I don't understand how to use other sources in my own writing. Help!</td>
<td>✔️</td>
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<td>I need to submit for the College Writing Exam (CWE). Where do I sign up?</td>
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<td>I'm not sure what the differences are between MLA and APA formats. Who can I ask?</td>
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<td>I can't access my course online. Who can I ask for help?</td>
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<td>I'm having trouble uploading files to my Blackboard Portfolio. I also have general questions about the portfolio. Who do I ask?</td>
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<td>I need a quiet place to study. Where can I find it?</td>
<td>✔️</td>
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<tr>
<td>I am a college-level student seeking writing help. Where do I go and who can I ask?</td>
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How to Contact the Library

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Need help accessing library resources off campus?
Watch this VIDEO on off-campus access and check out these instructions.

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Comments (0)