

## APA Citations- Manual and Reference Management System approaches

By the end of this session you will:

- Know how to format a reference list in the APA style
- Be able to format your citations **manually** and to use reference management system (Mendeley)
- Be aware of the language resources you can use to endorse and distance yourself from the sources you use in your texts.

Useful resources:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Before class, please try to install Mendeley on your laptop. Follow the steps here:

<http://libguides.nus.edu.sg/mendeley/MIE>

### What is a reference list?

The reference list appears at the **end** of your paper. It gives details about the sources you have cited in your paper. This allows your readers to check the information by locating and retrieving the source if they wish to. It is important that every single source you cite in your paper appears in your reference list. In the same way, every entry in the reference list must refer to an in-text citation in your paper.

Begin your reference list on a new page. Label this page References at the centre of the line. All entries should be ordered alphabetically. The first word in the in-text citation (whether author surname or the first 3 words of the title) is also the first word of the reference list entry.

You will first learn the strategies for writing your citations (both in-text and end-text) manually. Complete the tasks below, referring to the OWL Purdue website and the Bedford St Martin's APA guide (available in the IVLE folder).

### a) APA reference list formatting exercises

Task 1: Put the following end-references in the order consistent with APA Style (6<sup>th</sup> Edition).

Task 2: How would the in-text citation appear? The first one has been done for you.

#### a) Book with two authors:

(2004). - Ann Arbor, MI: University of Michigan Press. - Swales, J.M., & Feak, C.B. - Academic writing for graduate students (2nd ed.).

Swales, J.M., & Feak, C.B. (2004). Academic writing for graduate students (2nd ed.). Ann Arbor, MI: University of Michigan Press.

In-text: (Swales & Feak, 2004)

**b) Book chapter in an edited book:**

(pp. 145-164). - London: Longman. - (1999) - Chang, Y.-Y., & Swales, J.M. - In C. Candlin & K. Hyland (Eds.), - Informal elements in English academic writing: Threats or opportunities for advance non-native speakers? - Writing: Texts, processes, and practices.

**c) Book with one author:**

(Ed.). - (1998). - Cheltenham, UK: Understanding Global Issues Ltd. - The global village: Challenges for a shrinking planet. - Buckley, R.

**d) Video retrieved from a website:**

[http://www.ted.com/talks/alex\\_tabarrok\\_foresees\\_economic\\_growth.html](http://www.ted.com/talks/alex_tabarrok_foresees_economic_growth.html) - Retrieved from - (2009, February). - Tabarrok, A. - How ideas trump crises [Video file].

2) Work out types of publications below. Write in-text citations and end-references.

i.

The screenshot shows the official website of the Ministry of Education, Singapore. The page is titled "Press Releases" and features a navigation bar with links for Students, Parents, Teachers, Media, Partners, and About Us. A search bar is located in the top right corner. The main content area displays a press release titled "Student development teams - Enhancing Quality Of Student Experience In All Schools" dated September 25, 2013. The release contains three numbered paragraphs detailing the Ministry's support for primary and secondary schools to form student development teams by 2016, the role of these teams in overseeing holistic education programmes, and the oversight of Year Heads for all programmes and matters relating to the holistic development of students. A sidebar on the right lists various media centre resources, including Education in the News, Forum Letter Replies, Parliamentary Replies, Press Releases, and Speeches. Below the sidebar, there is a section for RSS feeds with links to Media Centre, Press Releases (Atom), Speeches (Atom), Forum Letter Replies (Atom), and Parliamentary Replies (Atom).

http://www.moe.gov.sg/media/press/2013/09/25/13092501

NUS WebMail

Quick Guide to APA Style 6th E...

Ministry of Education, Sing...

moe singapore publications

moe singapore publications

Trainers

Stream

Convert

Play

Update

Singapore Government  
Integrity • Service • Excellence

CONTACT US

FEEDBACK

SITEMAP

FAQS

Google Custom Search

Search

Students

Parents

Teachers

Media

Partners

About Us

Home > Media Centre > Press Releases

Press Releases

September 25, 2013

Press Releases

2013 2012 2011 2010 2009

2008 2007 2006 2005 2004

2003 2002 2001 2000 1999

1998 1997 1996 1995

Media Centre

Education in the News

Forum Letter Replies

Parliamentary Replies

Press Releases

Speeches

Subscribe to our RSS Feeds

Media Centre

Press Releases (Atom)

Speeches (Atom)

Forum Letter Replies (Atom)

Parliamentary Replies (Atom)

Student development teams - Enhancing Quality Of Student Experience In All Schools

1 The Ministry of Education (MOE) will support all primary and secondary schools to form student development teams by 2016 to focus on the quality of student experience in all schools.

2 These student development teams will oversee the development of each student as he experiences the holistic education programmes designed for him, including the core academic and student development programmes, the Applied Learning programme and the Learning for Life programme.

3 Year Heads will oversee all programmes and matters relating to the holistic development of students in a given level. For instance, the Year Head of Secondary 1 will oversee the transition of Secondary 1 students from a primary school environment to a secondary school environment, while the emphasis in the other years could be on leadership development opportunities and exploring post-secondary education and future career possibilities. Year Heads will work with class form teachers of that level to provide stronger socio-emotional support for our students and coordinate efforts among teachers teaching a particular level - this will better ensure a more coherent educational

Type of publication:

In-text citation:

End text reference:

ii.

The screenshot displays the World Health Organization (WHO) website. At the top, there are language links: عربي, 中文, English, Français, Русский, and Español. Below the WHO logo is a navigation bar with links: Home, Health topics, Data and statistics, Media centre, Publications, Countries, Programmes and projects, and About WHO. A search bar is located below the navigation bar. The main content area is titled 'World health report' and features a sidebar with links to 'World health report', 'Previous reports', and 'Press kit'. The main title is 'Research for universal health coverage' with the subtitle 'World health report 2013'. Below the title, it lists the authors as 'World Health Organization'. There is a 'Share' button and a 'Print' button. A thumbnail image of the report cover is shown. To the right of the thumbnail, under 'Publication details', it lists: Number of pages: 168, Publication date: August 2013, Languages: English, Arabic, Chinese, French, Spanish, Russian, and ISBN: 978 92 4 156459 5. Under 'Downloads', there are links for: Full report: Research for universal health coverage pdf, 4.29Mb; Main messages of the report; and Order print copies. An 'Overview' section follows, stating that universal health coverage ensures everyone has access to health services without financial hardship. It mentions a UN resolution in December 2012 and identifies common challenges. The overview concludes by stating that the report focuses on the importance of research in advancing progress towards universal health coverage and identifies the benefits of increased investment in health research by low- and middle-income countries.

## Text

Link for the full publication:

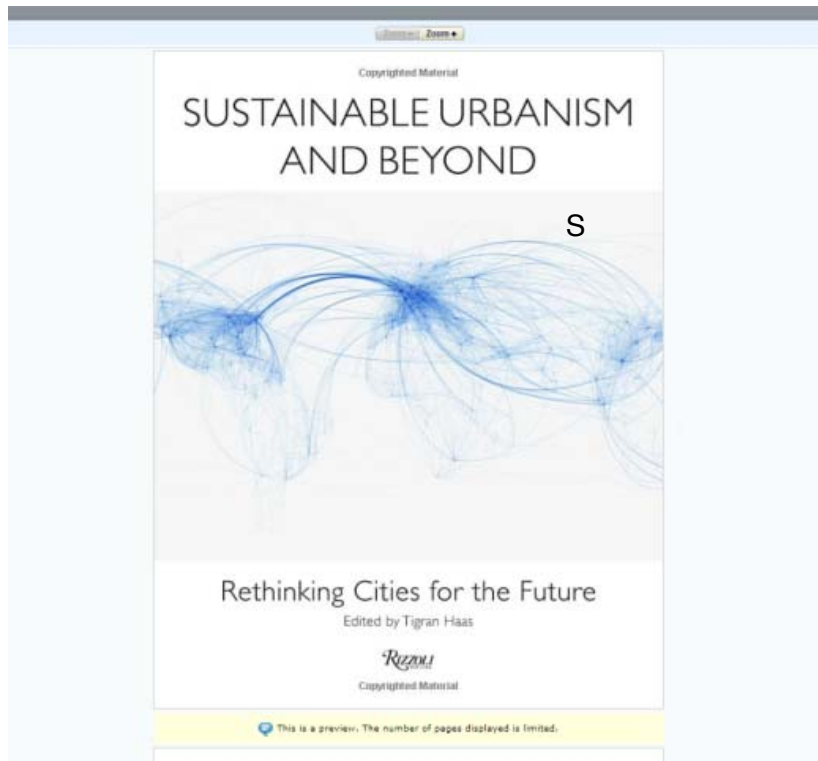
[http://apps.who.int/iris/bitstream/10665/85761/2/9789240690837\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/85761/2/9789240690837_eng.pdf)

Type of publication:

In-text citation: WHO,2013

End text reference: World Health Organisation(August, 2013). Research for universal health coverage.  
Retrieved from

iii.



First published in the United States of America in 2012 by  
Rizzoli International Publications, Inc.  
300 Park Avenue South  
New York, NY 10010  
[www.rizzoliusa.com](http://www.rizzoliusa.com)

ISBN: 978-0-8478-3836-3  
LCCN: 2011944834

© 2012 Rizzoli International Publications, Inc.  
© 2012 the authors

All rights reserved. No part of this publication may be  
reproduced, stored in a retrieval system, or transmitted in any  
form or by any means, electronic, mechanical, photocopying,  
recording, or otherwise, without prior consent of the  
publisher.

Distributed to the U.S. trade by Random House, New York

Design: Abigail Sturges

Printed and bound in China

2012 2013 2014 2015 2016 / 10 9 8 7 6 5 4 3 2 1

Type of publication: Edited book, print

In-text citation: Haas(2012)

End text reference:

iv.



Social Science & Medicine 62 (2006) 1768–1784

SOCIAL  
SCIENCE  
&  
MEDICINE  
[www.elsevier.com/locate/socscimed](http://www.elsevier.com/locate/socscimed)

## Income inequality and population health: A review and explanation of the evidence

Richard G Wilkinson<sup>a,\*</sup>, Kate E. Pickett<sup>b</sup>

<sup>a</sup>*Division of Epidemiology and Public Health, University of Nottingham Medical School, UK*

<sup>b</sup>*Department of Health Sciences, University of York, UK*

Available online 13 October 2005

### Abstract

Whether or not the scale of a society's income inequality is a determinant of population health is still regarded as a controversial issue. We decided to review the evidence and see if we could find a consistent interpretation of both the positive and negative findings.

We identified 168 analyses in 155 papers reporting research findings on the association between income distribution and population health, and classified them according to how far their findings supported the hypothesis that greater income differences are associated with lower standards of population health. Analyses in which *all* adjusted associations between greater income equality and higher standards of population health were statistically significant and positive were classified as “wholly supportive”; if none were significant and positive they were classified as “unsupportive”; and if some but not all were significant and supportive they were classified as “partially supportive”. Of those classified as either wholly supportive or unsupportive, a large majority (70 per cent) suggest that health is less good in societies where income differences are bigger.

There were substantial differences in the proportion of supportive findings according to whether inequality was

Type of publication:

In-text citation: Wilkinson & Pickett(2006)

End text reference:

3) Identify the type of publications below, and write the in-text citation.

Smith, A. P., & Kendrick, A. M. (1992). Meals and performance. In A. P. Smith & D. M. Jones (Eds.), *Handbook of human performance: Vol. 2, Health and performance* (pp. 1–23). San Diego: Academic Press.

Type of publication:

In-text:

Smith, A. P., Kendrick, A. M., & Maben, A. L. (1992). Effects of breakfast and caffeine on performance and mood in the late morning and after lunch. *Neuropsychobiology*, 26, 198–204

Type of publication:

In-text:

## b) Using a reference management system

You may already know of some online referencing generators. Hopefully you may have noticed that they are not always correct. The other disadvantage is that they do not store your readings.

Using a reference management system is an extremely good idea for several reasons (some of them will only become obvious when you are in your second, third and final year). The NUS librarians recommend Mendeley because it can help you:

- Store and organise PDFs and citations that you find in databases
- Seamlessly insert these citations into your assignment or academic paper
- Automatically format references to your favourite citation style
- Connect and share information and resources with other researchers
- Work on your paper from multiple devices (it's cloud-based!)

([http://libportal.nus.edu.sg/frontend/event-page;jsessionid=i7CCGv6rWSPaMkJuIC+rzg\\_\\_\\_.node1?happeningsHappeningsId=551&cid=17844](http://libportal.nus.edu.sg/frontend/event-page;jsessionid=i7CCGv6rWSPaMkJuIC+rzg___.node1?happeningsHappeningsId=551&cid=17844))

Points 1 and 2 above alone, mean that Mendeley will save you weeks of crying, tearing your hair out when you are trying to locate a source which you used in a previous semester, or even a few weeks ago and cannot find anymore.

It will also save you weeks of sleepless nights staring at brackets, full stops, italics, initials and page numbers, convinced that there MUST be an error in your reference list.

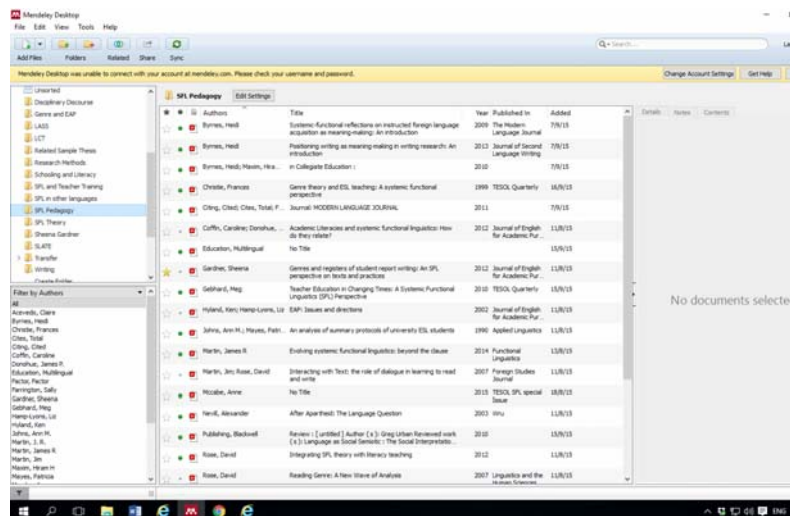
**Step 1:** Log in and create an account.

<http://libguides.nus.edu.sg/mendeley/MIE>

**Step 2:** Download on your computer (it is easier than keeping all online, and you can sync your library to ensure both online and desktop have the same sources).

**Step 3:** Import your sources (the PDF versions). Click on Add files.

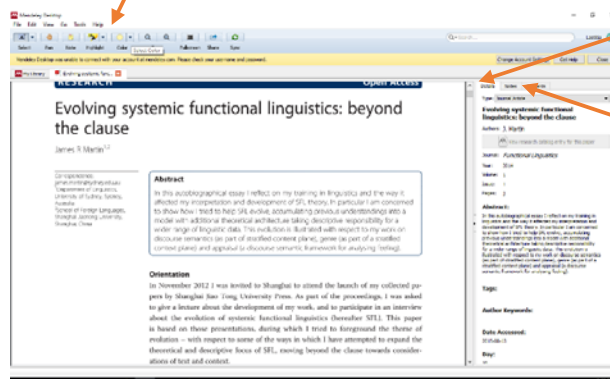




**Step 4:** Create folders to organise your readings. You may create one folder for each of your modules, or for each of your assignments.

**Step 5:** Use the features to revise the publication details (if this has not been done automatically), to annotate or summarize your readings.

Highlight, use post-its, colour tools

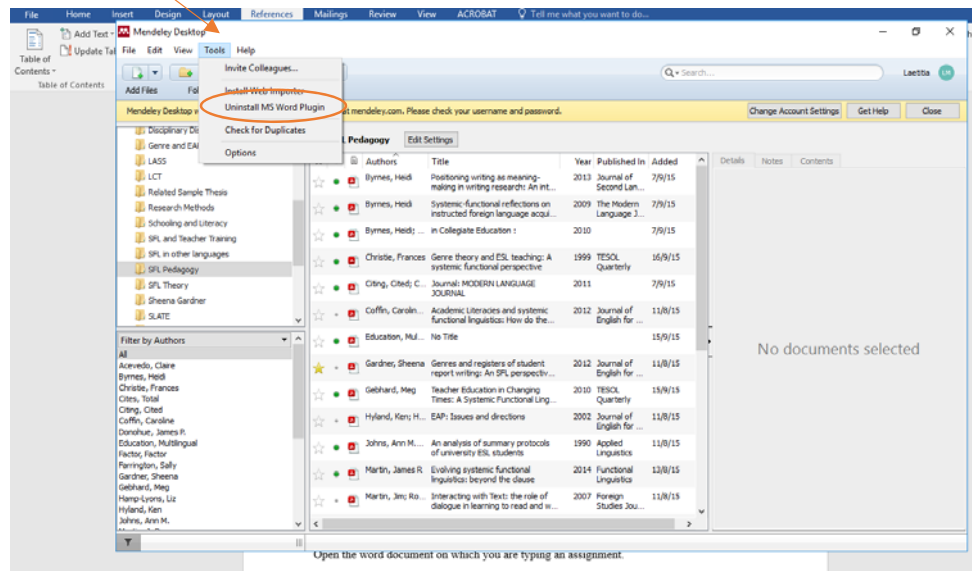


Revise the details (usually this is done automatically).

Use the Notes features to write a brief summary for future use.

➔ Upload all your readings throughout the semester and the academic years. For sources that are hard copy (a book or a magazine), use the Add entry manually feature, and enter the publication details, without the soft copy or PDF.

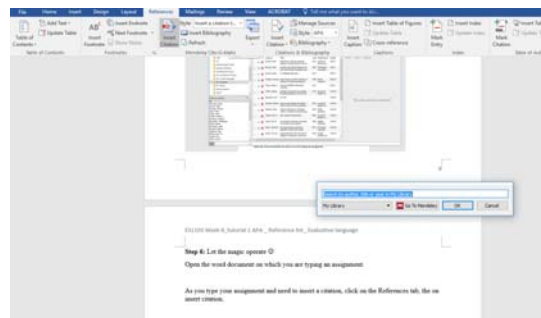
**Step 5:** As you start working on an assignment, install the Word MS plugin (from Mendeley Tool):



**Step 6:** Let the magic operate ☺

Open the word document on which you are typing an assignment.

As you type your assignment and need to insert a citation, click on the References tab, then insert citation.



Enter the first letter of the author's surname or scroll down through your Mendeley library, and select the source. Click OK (Hyland, 2006; Martin, 2009; Maton, 2014).

Carry on working on your essay, insert your citations (Carvalho, Dong, & Maton, 2009). When you need to take the author out of the brackets (which is recommended in some disciplines to create a good dialogue between the sources), simply insert the citation, then copy/paste the name of the author out of the brackets, keeping the date in brackets. As Gardner & Nesi (2013) argue, this is so much easier than doing citations manually – they have not really.

**Step 7** When things get even better.

When you have reviewed and revised your essay, and that it looks ready, it is time to write your reference list. As you know, this is a task fraught with dangers and some lecturers will be spending most of their nights looking through your reference list for an error in your italics, commas or ampersands. Do not let them win.

On a new page at the end of your essay, write **References** in the centre at the top of the page.

In the reference tab, click on Insert Bibliography.

You are welcome.

(of course double check that everything is OK because if the publication details are not entered correctly, then the ref will not be accurate).

### References

- Carvalho, L., Dong, A., & Maton, K. (2009). Legitimizing design: a sociology of knowledge account of the field. *Design Studies*, 30(5), 483–502. <http://doi.org/http://dx.doi.org/10.1016/j.destud.2008.11.005>
- Gardner, S., & Nesi, H. (2013). A classification of genre families in university student writing. *Applied Linguistics*, 34(1), 25–52. <http://doi.org/10.1093/applin/ams024>
- Hyland, K. (2006). *English for Academic Purposes: an advanced resource book*. Abingdon: Routledge.
- Martin, J. R. (2009). Genre and language learning: A social semiotic perspective. *Linguistics and Education*, 20(1), 10–21. <http://doi.org/10.1016/j.linged.2009.01.003>
- Maton, K. (2014). A TALL order ? Legitimation Code Theory for academic language and learning, 8(3), 34–48.