

Group Design Portfolio - EDCI 572

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Title Page

Goal Statement...3

Identification of Entry Behaviors...3

Goal, Subordinate Skill, and Entry Behavior Analysis...4

Description of Learner Interview...6

General Description of Learners...6

Performance Context...7

Goal or Skill, Performance Objectives, and Sample Assessments...8-12

Instructional Sequence and Procedures...12

Pre-Instructional activities...13-16

Strategy for Teaching Terminal Objective...16-27

Media Selections...27-29

Pretest...30

Posttest...31-39

Instructional Materials...39

Characteristics of Learners in One-On-One...39

Procedures in Evaluation of Instruction...40

Data and Analysis from Small-Group Evaluation...40-44

Future Revisions of Instruction and Assessment...44

References...45

Goal Statement

Purdue's OWL is looking to create an APA workshop to help correct common mistakes in citing sources. This workshop will be approximately an hour long and be a presentation with examples followed by question and answers.

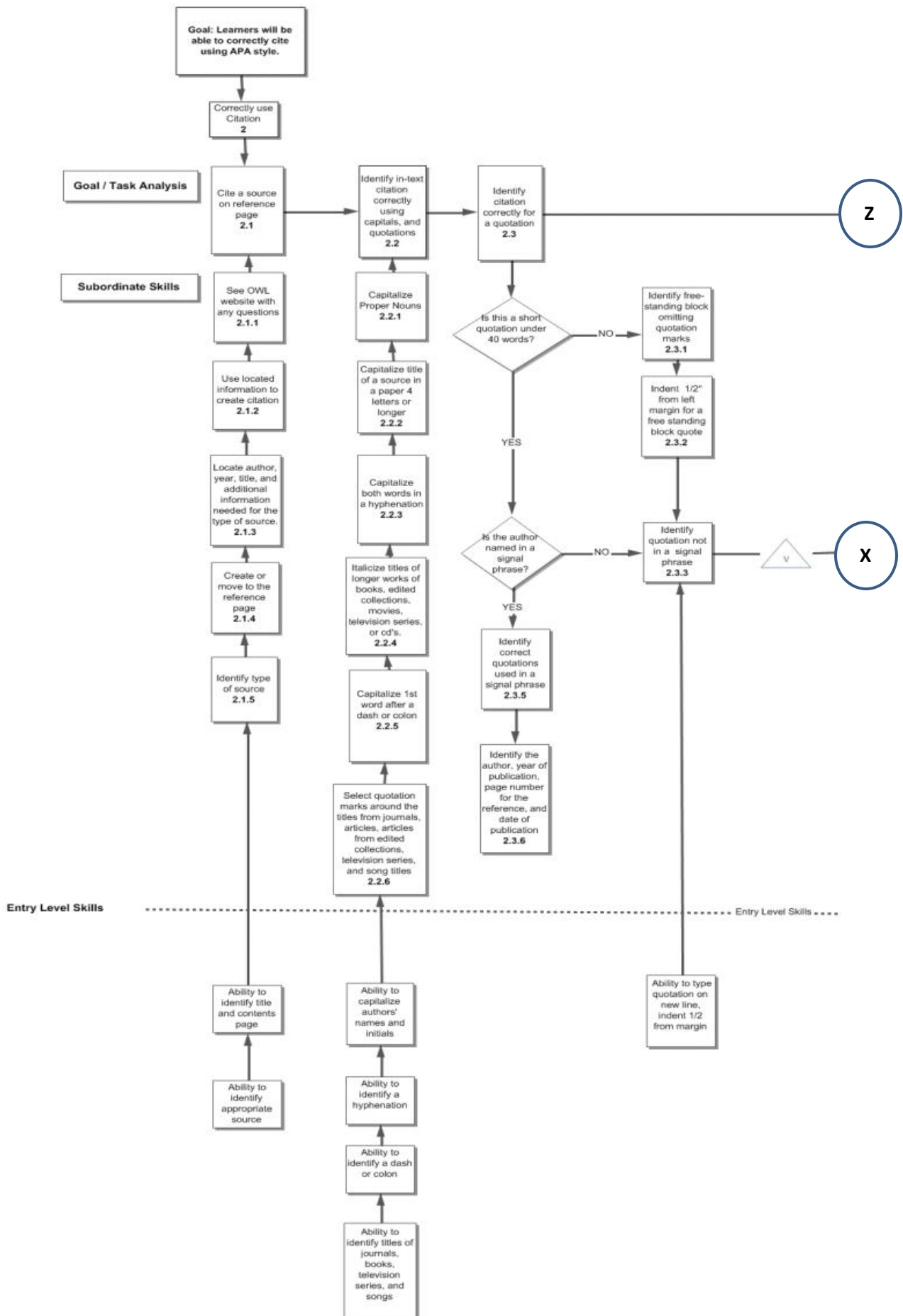
The Purdue Writing Lab has set a realistic goal of 90% of students and faculty on campus to be well-versed in citing and formatting in APA style with the updated edition. OWL is concerned that poor citations and formatting could put Purdue research in behavioral and social sciences in a bad situation with the media and researchers at other institutions. In addition, the Writing Lab would like to reduce the tutoring wait time to zero.

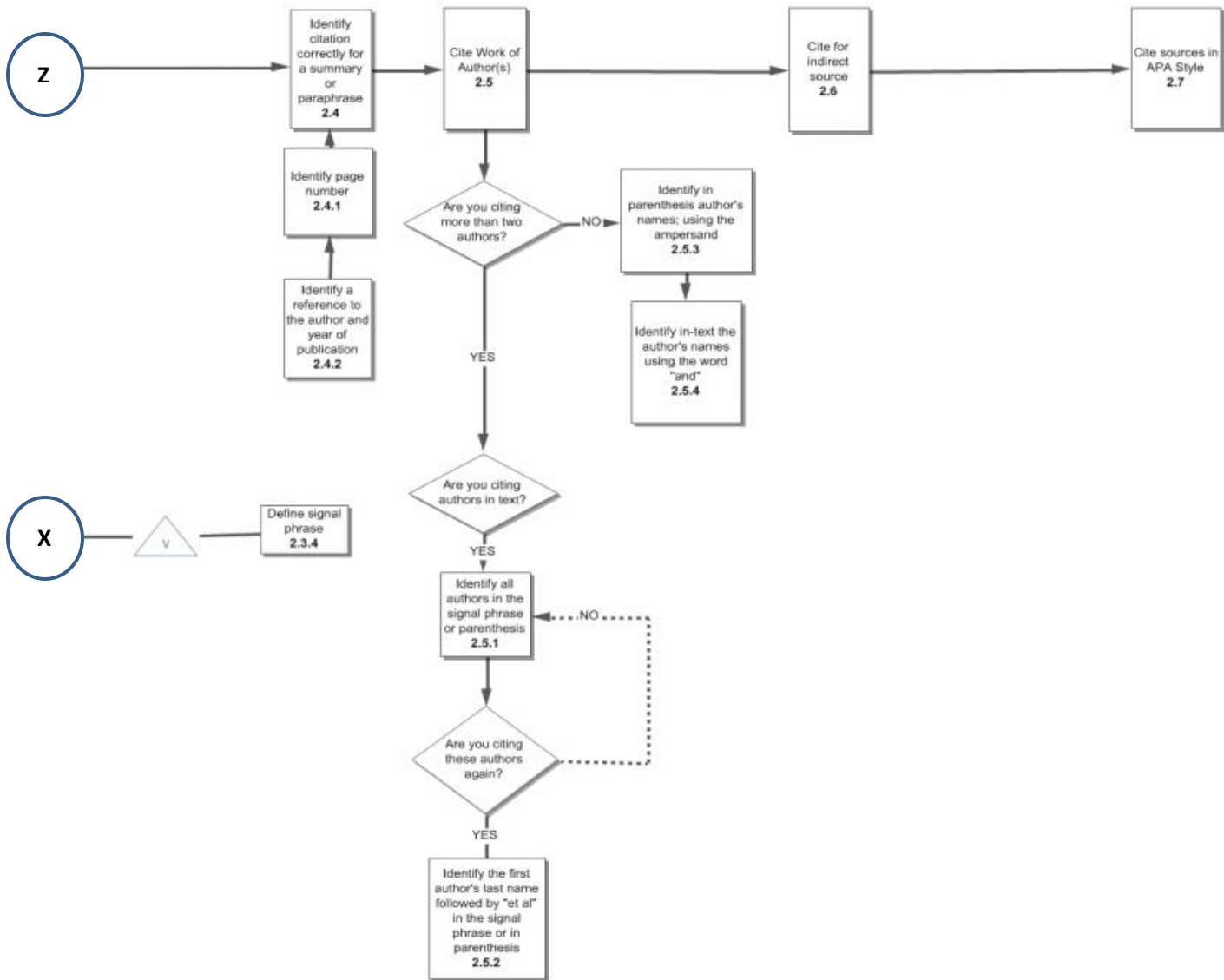
Currently only 30% of students and 55% of faculty are well-versed in APA style, citing and formatting (6th edition), and the tutoring wait time is 21 days. The gap between the desired status of APA style, citing and formatting and the current status of performance indicates that instruction needs to be designed and delivered to increase knowledge of APA style, citing and formatting (6th edition) to 60% of students, 35% faculty. This in turn will help reduce the tutoring wait time to zero, and allow students with other problems to access the tutoring at the last minute. The final result is a happier student body and better public image.

Identification of Entry Behaviors

From information gathered from the instructional analysis, the target group will include Freshman English and graduate students, and faculty that need a refresher on APA citing and formatting in order to complete research papers properly. Based on conversations and feedback between professors and the Purdue Writing Lab, the instruction has been revised to have an hour workshop on citation. It has been determined that to include both formatting and citation within the same workshop would exceed the one hour allotment for a workshop. In Purdue's Writing Lab, students and faculty need most help with citation in APA style compared to format. So these workshops will focus immediately on citations in APA style with workshops being completed in the future on format. It has been determined that format can be completed easily on the Purdue Owl by students reading the information on their own.

Goal, Subordinate Skill, and Entry Behavior Analysis





Description of learner interview

The target audience on APA Style instructional workshop is first year students, graduate students, and present faculty who are involved in writing research papers for the behavioral and social sciences at the university level. The age of the target group range from 17 years of age to 60 years of age. This age range represents the beginning age of incoming freshman to the age of faculty, and age of students who have enrolled into college later in their adult years. The achievement level of the target audience is beginning college, graduate level and doctorate. Students and faculty are from different ethnicities and some have English as a second language. Conversations with Purdue's Writing Lab and faculty regarding learners' ability levels reveal that many of the learners have high motivation to learn new content in order to graduate but most don't know how to begin using APA style. Or, if the learners had past instruction with APA style, many have forgotten the applying rules to format and citation. Plus these rules change based on later editions of APA style.

In studying the learners, OWL has identified where some of the common mistakes originate from. Students', who have enrolled in the University from other countries, overcompensate on their citation or don't know when to quote sources. Some of the ESL (English Second Language) students would need help with the mechanics of the English Language. Based on surveys given to new students, 85% have written papers in MLA style and are new to APA style. Based on surveys given to graduate students, 55% are new to APA style because they have used MLA in the past or they have forgotten concepts taught with APA style in the past. Again, 45% of faculty are familiar with older editions, 4th and 5th, of APA style but are not updated with the 6th edition of APA style.

Since all students involved are college level, we can assume that they are proficient at operating a computer and utilizing Microsoft Word. We can also assume that all students know how to read and know the writing basics and mechanics such as capitalization, punctuation, and spelling.

General description of learners

The learners for the workshop are a diverse group. On one end there is the faculty who use APA style guidelines for their publications. These publications are on their research and can

be visible to many people outside the university. Department heads and administration will be encouraging faculty to attend the workshop as poor formatting and citations in a published article would be a liability.

The students are the other side of the spectrum. They will be using APA style for their classes and are interested in how to correctly use it to prevent losing points. They often have used other writing styles as well, such as MLA.

Both groups are well educated and comfortable with writing papers. The learners attending the workshop will be self-motivated because they are not required to attend the workshop.

Performance Context

Supervisor Support – Department heads and administration supervise the faculty and the faculty supervises the students in this situation. The supervisors in these two situations both support the proper use of APA styling as it reflects positively on the Universities image.

Physical aspects of the OWL workshop – The OWL workshop will be held at a lecture hall that has plenty of seating and desks for the learners to use. The classroom will have a computer and projector available for the instructor to show examples.

Social Aspects of the OWL workshop – The OWL workshop will have no seating chart and with the wide range of APA users could lead to interesting interactions, namely faculty and students. These interactions could possibly lead to learners finding different ways the APA styling can be applied.

Relevance of skills to the workplace – The attendees of the OWL workshop will be learners who see the value in learning APA style. They determined relevance when they planned on attending. The important part for OWL is to make sure their expectations of what is to be learned matches what OWL teaches. Expectations will be set during the marketing of the workshop

Goal or Skill, Performance Objectives, and Sample Assessments

Goal: The instructional goal of this design is for students to accurately cite in APA style for a research paper.		Terminal Objective: Given bibliographical samples and texts, students will use a computer with Microsoft PowerPoint, or PowerPoint notes, to select APA citations for a quotation, summary or paraphrase, and an indented source with 100% accuracy. Each step will be performed in sequence.	
	Main Step Instructional Goal	Performance Objective	Test Items
2.1	Cite a source on a reference page.	Given a source, create the citation that fulfills the needs of the APA style.	Upon leaving the workshop, with a source in hand, correctly cite the source.
	Subordinate Skill	Performance Objective	Test Items
2.1.1	See Owl website with any questions	Given a source, identify type of reference so that it matches the APA examples.	Out of a list of 5 possible websites, the learner must identify which one to go to with questions on APA styling.
2.1.2	Use located information to create citation	Using the reference information, type up the citation fulfilling the APA style standards.	The learner will be given information to complete the citation, and must match the information to the location in citation.
2.1.3	Locate author, year, title and additional information needed for the type of source	Given a source, locate the necessary information to match the reference type so the APA citation can be completed.	The learner will be able to evaluate the information on a source and pull the APA relevant information needed for the citation. Letters a, b, c, d, and e will be associated with various information; the learner must choose which information is important to the citation.
2.1.4	Create or move to the reference page	Using Microsoft Word, create or move to the reference page as shown in the APA formatting.	Given a Word document, the learner will be able to locate that the reference page goes on the last page out of 5 options for its location.
2.1.5	Identify type of source	Given a source, identify type of reference so that it matches the APA examples.	Given a description of the source, the learner will discriminate from a list of 5 types of sources which one it matches.

	Main Step Instructional Goal	Performance Objective	Test Items
2.2	Identify in-text citation from a bibliographical sample using capitals, quotes, and citations.	Given citation samples in PowerPoint, students will correctly identify APA style with correct capitalization of proper nouns, long words, hyphenated compounds, and words after a dash or colon.	From the given samples, select the in-text citation that uses capital and quotation marks correctly.
	Subordinate Skill	Performance Objective	Test Items
2.2.1	Capitalize proper nouns	Given a bibliographic sample, students will locate correct citations using proper nouns.	From the given samples, select the correct in-text citation that is correctly capitalized.
2.2.2	Capitalize title of a source in a paper 4- letters or longer.	Given a bibliographic sample, students will correctly identify all words that are four- letters long or greater within the title of a source.	From the given samples, select the correct capitalization of a title for in-text citation.
2.2.3	Capitalize both words in a hyphenated title.	Given a bibliographic sample, students will correctly identify and capitalize titles that contain both words in a hyphenated compound word.	From the given samples, select the correct in-text citation for a title using a hyphen.
2.2.4	Italicize titles of longer works of books, edited collections, movies, television series, or cd's	Given a title sample, students will correctly identify and italicize titles of longer works such as books, edited collections, movies, television series, documentaries, or cd's.	From the given samples, select the correct in-text citation of a longer work.
2.2.5	Capitalize the first word after a dash or colon.	Given a sample, students will correctly identify capitalization of the first word after a dash or colon when citing in-text.	From the given samples, select the in-text citation that correctly uses a colon.
2.2.6	Select quotation marks around the titles from journals, articles, articles from edited collections, television series and song titles.	Given a bibliographic sample, students will select correct quotations around the titles from a journal, an article, an article from an edited collection, television series, and song title.	From the given samples, select the in-text quotation that is correct in punctuation, capitalization, and format.

	Main Step Instructional Goal	Performance Objective	Test Items
2.3	Identify citation correctly for a quotation.	Given sample quotations, students will select correct quotations, including the author, year of publication, and the page number for in-text citations in and out of a signal phrase.	From the given quotation samples, select the in-text that is correct in punctuation, capitalization, and format.
	Subordinate Skill	Performance Objective	Test Items
2.3.1	Identify a free-standing block and omit punctuation marks.	Given a sample quotation 40-words or longer, students will identify a quotation in a free-standing block without quotations and the quotation will be placed ½" from the margin.	From the given sample of long quotations, select the correct in-text citation using an indentation?
2.3.2	Indent 1/2" from left margin for a free standing block quote.	Given a sample quotation 40-words or longer, students will identify a correctly indented quotation.	From the given sample of long quotations, select the correct in-text citation.
2.3.3	Identify quotation not in a signal phrase	Given a bibliographic sample and quotation where the author is not named in a signal phrase, students will correctly identify the correct in-text citation with the author's last name, year of publication, and page number in parenthesis after the quotation.	From the given samples, the author is not named in a signal phrase, choose the correct citation.
2.3.4	Define a signal phrase.	After receiving the definition and an example of a signal phrase, students will define signal phrase in their words and type or write it on their PowerPoint or Microsoft Word.	In your own words, define signal phrase. Record your answer in the space below.
2.3.5	Identify correct quotations used in a signal phrase	Given sample quotations with a signal phrase, students will correctly identify the correct in-text citation with the author's last name followed by the date of publication in parenthesis.	From the given samples, select the correct quotation that is introduced in a signal phrase.
2.3.6	Identify the author, year of publication, page number for the reference, and date of publication for an in-text citation	Given sample quotations, students will correctly identify in-text citations using direct quotes from a work that includes the author, year of publication, and the page number.	From the given samples where a direct quote is used, select the correct in-text citation.

	Main Step Instructional Goal	Performance Objective	Test Items
2.4	Identify citation for a summary or paraphrase.	Given a sample in-text citation, students will correctly identify a paraphrase in APA style an idea from another work, and will make reference to the author and year of publication, and page number.	From the given samples, select the in-text citation that is correctly paraphrased using the author, year of publication, and page number.
	Subordinate Skill	Performance Objective	Test Items
2.4.1	Identify page number	Given an in-text citation, students will correctly identify the correct placement of the page number for the citation.	From the given samples, select the in-text citation that is correctly paraphrased using the page number.
2.4.2	Identify a reference to the author and the year of publication.	Given a sample of an in-text citation for a paraphrase, students will correctly identify correct placement of the author and year for the citation.	From the given samples, select the in-text citation is correctly paraphrased using the author and year of publication.
	Main Step Instructional Goal	Performance Objective	Test Items
2.5	Cite work for authors.	Given citation samples, students will correctly select the citation for an author and authors using parenthesis, the word "and", the ampersand, and et al. when citing in-text.	Given the following samples of in-text citations of author(s), put an "x" in the box to select correct citations for a second citation. Choose 2 correct citations.
	Subordinate Skill	Performance Objective	Test Items
2.5.1	Identify all authors in the signal phrase or parenthesis	Given in-text citation samples of three or more authors, students will correctly identify a first-time in-text citation in a signal phrase.	Given the following samples of 3 or more authors for a <u>first time</u> in-text citation, select the correct citation.
2.5.2	Identify the first author's last name followed by "et al" in the signal phrase or in parenthesis.	Given in-text samples of 3 or more authors students will correctly identify a second-time in-text citation and will correctly identify "et al." in the signal phrase or in parenthesis.	Given the following samples, select the correct in-text <u>second citation</u> for 3 or more authors.
2.5.3	Identify in parenthesis author's names; using the ampersand.	Given in-text samples from 2 or more authors not in a signal phrase, students will identify all the authors in parentheses when citing the source. And, Students will correctly select the ampersand in the parentheses for the citation.	Given the following in-text citations samples, select the correct citation within text for 2 authors not in a signal phrase.

2.5.4	Identify in-text the author's names using the word "and"	Given in-text samples from 2 or more authors in a signal phrase, students will identify all the authors in the signal phrase or in parentheses when citing the source. And, Students will correctly select the word "and" in text for the citation.	Given the following in-text citation samples, select the correctly citation with 2 authors in a signal phrase.
	Main Instructional Goal	Performance Objective	Test Items
2.6	Cite for an indirect source.	Given a sample text of a source that was cited in another source, students will correctly identify the original source in your signal phrase, and select the secondary source in their reference list and include the secondary source in the parentheses. And, Students will identify citation material in parentheses; set off the citation with a comma.	Given the following sample of an original source cited in another source in a signal phrase, select the correct citation.
	Main Instructional Goal	Performance Objective	Test Items
2.7	Cite sources using APA style.	Given sample citations with and without bibliographic information, students will correctly select citations in APA style.	Given the following samples of citations, select the correct citation using APA style.

Instructional Sequence and Procedures

Prior to instruction, OWL will analyze current papers being received and determine what problems are most common. The result, as mentioned above, is incorrect citations. This leads to instruction beginning with a pre-test. The pretest will be emailed to the workshop attendees that preregistered. The purpose of this is to further focus on specific problems that were identified in general surveys. The pretest will be 5- questions and the learners will be encouraged to answer the questions without looking up the answers. The results from the pretest will be reviewed by the designer and the instruction will focus on problem areas that were identified.

Instruction will begin with a presentation from OWL on correct citations both on the reference page and in-text. The presentation will inform the learners on how to identify what needs to be cited, how find information for the citation, and create the citation.

After the presentation, the instructor will ask for questions. The faculty and students will have an opportunity to ask any questions they may have. If the learners aren't asking questions,

the instructor will try to create a discussion by asking the learners if they have ran into problems and what were they. As questions come up, the instructor will show the connection between the OWL APA website and how the learner can answer their own questions by referencing the website. It is hoped that connecting the learners to the website will reduce the citation problems OWL is regularly seeing. Future analysis will determine if this is effective.

The workshop will conclude with a post test. It will cover all the learning objectives and be about 20 questions. The post test will be multiple choice with examples followed by the options for the answers. The results from the post test will be sent to the learners to give them feedback on what they learned. The results will be used by OWL to determine the effectiveness of the workshop and determine areas of focus for future workshops.

Pre-Instructional activities

The workshop will be designed to complement the applications that students and faculty use APA style. The learners will be motivated by their own drive to be successful when submitting papers. The students learning APA want better grades on papers and don't want to miss what they consider "easy" points on citations. The faculty wants to appear competent and don't want issues to arise from improper citations that lead to accusations of plagiarism.

The goals and objectives for the workshop will be clearly laid out in the beginning of the presentation. The marketing materials for getting the learners to attend the workshop will also lay out the goals.

Examples given during the presentation will connect the material to their own situations. Many of the examples will come from papers that have been submitted to OWL. The examples will be shown with errors and the instructor will lead the learners through the process of creating.

Information / Example & Practice / Feedback for Each Objective

Entry Behavior Test:

An entry behavior test will not be conducted. The entry level skills are not critical to success in this instruction. Also, students and faculty are already at the college level and since they are already accepted and enrolled, it is determined that they have the skills in place to use: a computer, a word processor-such as Microsoft Word or PowerPoint, and use the tools embedded

within Microsoft Word. Furthermore, it would be determined that students and faculty have the ability to read and note-taking skills, otherwise they would not be at the college level. The only entry skill that might need to be addressed during instruction is how to use the “tab” key on the keyboard in order to indent. The instructor can easily walk around the room and help those that need it when it comes to indenting a paragraph.

Pre-Test:

A pretest will not be provided. This instruction on APA Style is not too elementary for the learners since the need has been uncovered in the instructional analysis portion by conversations and surveys done with the educators at the Purdue Writing Lab and faculty. The emphasis is on citation in APA Style and this instruction will meet the need identified from the instructional analysis.

Practice Tests:

The instruction on APA Style and Citation includes both a pre-test and a post-test.

Pre-Test: Students will be given sample texts with bibliographic information for their first assessment. Students will be asked to identify select correct citations in APA style through the use of multiple-choice test. The pre-test will consist of five questions and will take five minutes to complete. The pre-test will be sent electronically via an internet link to students one week before the workshop. The data received from the pre-test will be analyzed by the instructor to view skill level of incoming participants to the workshop. By analyzing the data, the designer can evaluate when learners do and don't know, in order to gauge the beginning instruction point.

Post-Test: A post-test will be administered to students after instruction. The post-test will consist of 20 questions and will be in the same multiple choice format as the pre-test. The instructor will be able to compare the pretest results with the post-test results to measure the knowledge the learner gained. The post-test will have questions for students to select the correct citations in a multiple-choice format. Also, the post-test will cover all goals identified by initial analysis.

Mastery Levels: Students will be expected to obtain mastery of 100% of the skills taught within the instruction with the samples given from the PowerPoint slides. Total mastery of 100% means the student will perform each step correctly in the sub skills.

Evaluation Methods

During instruction, a checklist will be utilized so instructors can assess student's work. These skills will be demonstrated by the students during instruction and they include simple, quick tasks that can be evaluated by walking the room and actually seeing whether or not students correctly complete each step.

Sample Evaluation Checklist:

	CRITERIA	YES	NO
1.	Student correctly uses correct citation for a book reference		
a.	Student selects correct citation for a book reference		
b.	Student select correct source for a periodical		
c.	Student correctly identified location of the title page.		
d.	Student when given the author, title, year, publisher, and location can write or type a citation in correct order.		
e.	Student can correctly identify author, title, year, publisher, and location in a reference citation.		
f.	Students can correctly location information from other sources to complete APA citation.		
2.	Student correctly uses punctuation and capitalization correctly when citing sources.	YES	NO
a.	Student correctly identifies lower-case letters properly for words of 3-letters or less in a title		
b.	Student correctly identifies titles that are 4-letters or longer need capitalization		
c.	Student correctly identifies the first word of a title/heading and/or subtitle/subheading for capitalization.		
d.	Student can identify proper nouns for capitalization		
e.	Students can identify titles in hyphenated compounds for capitalization		
f.	Students can identify titles of longer works such as books, edited collections, movies, television series, documentaries, or albums that need italics or underlining.		
3.	Student correctly uses quotations correctly in a signal phrase.	YES	NO
a.	Student can identify titles of journal articles, articles from edited collections, television series episodes, and song titles for quotations.		

	b.	Students can select the correct in-text citation that includes a direct quote		
4.		Student correctly formats citations for a summary or a paraphrase	YES	NO
	a.	Student can select the correct in-text citation for an author named in a signal phrase.		
	b.	Student can select the correct in-text citation that is correctly paraphrased using the author, year of publication, and page number.		
5.		Student can cite a work with two-authors	YES	NO
5.	a.	Student can select the correct in-text citation from a work from two authors not in a signal phrase.		
		Student can select the correct in-text citation from a work from two authors in a signal phrase.		
6.		Student can cite a work with three to five authors	YES	NO
		Student can select from examples of work from 3 or more authors cited for the 1 st time, the correct in-text citation.		
		Student can select from examples of work from 3 or more authors cited for the 2 nd time, the correct in-text citation.		

Strategy for Teaching Terminal Objective

Training Summary: This training will focus on the key components of APA style and citations. Facilitators should be prepared to explain how to create in-text citations correctly in APA style and have a clear understanding of how punctuation, capitalization, quotations, authors, paraphrasing and summarizing are used in citations for APA Style.

Training Participants: This training is for students entering college for the first time, graduate students, and faculty who need training or updated information on in-text citations with APA style.

Key Training Topics:

Citing a Source on a Reference Page

Selecting in-text citations using capitals, punctuation and short quotations

Citing correctly for long quotations in and not in a signal phrase

Citing correctly for a summary or paraphrase

Citing works by an author and authors

Citing from indirect sources

Materials Needed:

Computer and internet access to obtain the pre-test

Print out of PowerPoint on APA Citation (2 slides per page) for the student

Print out of the PowerPoint on APA Citation (notes) for the instructor

Students may bring computer with PowerPoint on APA Citation loaded

Pen or pencil
Smart Board, White Board, or Easel with paper
Dry Erase markers if using White Board

Length of Training: This training should take approximately one hour with discussion and questions. With 38 slides, this training will be instructor led.

Facilitator Pre-Work

There are common Q&A's regarding APA citation. Facilitators should take the time to become very familiar with APA citation by accessing Purdue Owl for "in-text citations" at <http://owl.english.purdue.edu/owl/resource/560/02/>

Facilitators should also read these facilitator notes for the PowerPoint and become familiar with the PowerPoint slides.

Slide by Slide Guide

The facilitator guide below outlines each slide in terms of: "Content", or the key points that should be addressed on the slide, and "Facilitator Notes", or suggestions for how to present the information on the slide. These should be taken as suggestions, and modified per individual presenter style.

Training Context (to be given prior to starting presentation):

Content: We are about to present an overview of using citations for APA style. All students entering colleges or universities, graduate students and faculty will need to know how to cite in APA style in order to avoid plagiarism and to correctly APA citations for a research paper. This presentation will offer a broad overview on citing in APA Style. Introduce cartoon to talk about that it's good to cite in order to give the original author credit for his/her work.

Slide 2 –

Content: This cartoon illustrates plagiarism at its best. When you write research papers for your classes, you will be asked to cite the articles you use. It's important to document your sources to avoid plagiarism, and **create a record** of your work that others can follow, use as research, or add to their research.

Slide 3 –

Content: APA stands for The American Psychological Association (APA). It is the most commonly used for formatting for manuscripts in the social sciences (business, economics, psychology, sociology, nursing etc. APA regulates stylistics, in-text citations, and references. The APA format provides writers with a format for cross-referencing their sources-from parenthetical references to the reference page. This allows readers to locate the publication

information of source material. This is of great value to you as you work to locate sources for your research papers.

Facilitator Notes: Summarize the content on this slide after points are read.

Slide 4 –

Content: Explain the purpose of the references page is to list each source referenced within your paper. Just for your information the heading-“references” is centered at the tops of the page; entries are double spaced, the first line of an entry is flush completely left and subsequent lines are indented. To use a hanging indent in Microsoft Word go to “Paragraph”-“Indentation”- choose “hanging” in the special box. Also entries are alphabetical by author’s last name. This is just for your information as we will be looking closely at citations and how they are used on the reference page.

Facilitator Notes: Stress that each source referenced within the paper should also appear on the reference page, which appears at the end of the paper.

Slide 5 –

Content: This slide represents the Reference Basics. Last names of authors are listed first followed by their initials: The example listed here is Smith, J. Q. where Smith it the last name followed by Smith’s first initial of his first name that is “J” and his/her middle initial of “Q”. Remember to capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word. We will go over more examples of capitalization and punctuation throughout this workshop.

Facilitator Notes: Review the slide out-loud and answer any questions.

Slide 6 –

Content: This slide provides the basic rules related to creating reference entries such as capitalize all major words in journal titles, italicize title of longer works such as books and journal, and do not italicize titles of shorter works such as journal articles or essays in edited collections. Again, we will look at a few examples in this workshop.

Slide 7 –

Content: Now we are going to take a closer look at making the references list. Read the main points of the slide. First you want to identify the source such as is it a book or a journal. Use what you will learn in this workshop or find a sample citing for this type of source in an APA book or at the Purdue Owl Website for APA. Next you want to “mirror” the example. Again, make sure the entries are in alphabetical order and subsequent lines are indented.

Facilitator Notes: APA is a complex system of citation, which is time-consuming to learn and difficult to keep in mind. To help students handle the requirements of APA format, this slide introduces a strategy of surviving APA. Stress the importance of correct identification of a type of source. E.g. is it an article from a newspaper or from a scholarly article?

Slide 8 –

Content: Up on this slide is a picture of a book, “The Great Gatsby”. Read the selections, and choose the correct citation for a book reference. Then on your PowerPoint handout, with your writing utensil, mark the correct answer. Or if you have a digital copy of the PowerPoint on your computer, highlight or underline the correct answer.

Question to Participants: “What is the correct answer?” The correct answer is “c”. Ask, why a, b, and d are incorrect going through each example.

Facilitator Notes: “a” is incorrect because reference citations always start with the author’s last name, then the first initial. You do not begin a reference with the title listed first. “b” is incorrect because the author’s last name should be stated first followed by the first initial of the first name. This example shows the authors’ first initial listed first. “d” is incorrect because the publications year should be listed after the author’s name, then the title, city of publication, and last the publisher. Print is not needed because that is a format from MLA style.

Slide 9 –

Content: Here you see a source on the screen that needs to be identified. Read over the selections and circle or highlight the correct source shown. **Question to Participants:** “What is the correct source?” A student should answer “b” periodical. When taking student responses for answers and a student answers incorrectly, explain why that choice would be wrong.

Question to Participants: “Why “a,” “c”, and “d” are incorrect?”

Facilitator Notes: “a” is incorrect because Wikipedia is a free encyclopedia website free to edit by anyone. It’s not peer-reviewed or scholarly. Wikipedia’s website domain would be listed as http://en.wikipedia.org/wiki/APA_format. “c” is incorrect because a website or a group of World Wide Web pages usually contain hyperlinks to each other and are made available on-line by an individual, company, educational institution, government, or organization. There is not an http:// or www within the domain listed on the example. “d” is incorrect because books have chapters not volumes or issues. Also, books do not contain numbers on their volumes or issues as listed in picture of the source.

Slide 10 –

Content: This is a quick check. Read over the choices on where a reference page is located. Choose the correct answer by marking your answer on your PowerPoint notes page. **Question to participants:** “Where is the reference page located?”

The correct answer is “b” at the end of the paper. Remind students that in-text citations are meant as convenient abbreviations of the references. All of the information about the publication then goes on the reference list at the end of the document. Remember the reference list is doubled spaced, with a hanging indent of ½” carry-over lines and no extra space between entries.

Facilitator Notes: Explain why “a” is incorrect “a” is incorrect because the title page includes the title of the paper, the author’s name, and the institutional affiliation. Pages after the title page should have a running head that is the title of your paper. Your reference list should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of your paper. Each source you cite in your paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text. Also your reference page begins on a new page separate from the text of the essay; label this page “References” centered at the top of the page (do not bold, underline, or use quotation marks for the title). All text should be double spaced.

Slide 11 –

Content: **Question to participants:** “When you have to find the information for your source from a book, where do you look in order to put this information on your reference list?”

Take answers from the student. Tell students that the answer is “d” on the title page and/or cover.

Facilitator Notes: Explain to students, **Author(s) of book** can generally be found on both the cover (and dust jacket) and title page. **Year of publication** can sometimes be found at the bottom of the title page; otherwise look on the page directly behind the title page, where it says "Copyright ©." **Title of book** can be found on either the cover (or dust jacket) and title page (naturally). **Edition/revision number (if any)** is usually indicated on the cover (or dust jacket) or title page. If no edition number or revision information is present on either of these places, assume that the book is an original edition. **Place of publication** is usually listed on the title page. **Publishing entity** is almost always listed at the bottom of the title page. If no listing is made here, try the page directly behind the title page.

Slide 12 –

Content: Now we are going to have a quick review for a reference for a book. When you are given the author, title, year, publisher, and location-type or write this citation on your PowerPoint pages.

Question to participants: “What is the correct order for a citation for a book?”

Facilitator Notes: The correct citation will be: **Salinger, J.D. (1951). The catcher in the rye. New York, NY: Little Brown Books. Click to the next slide to show the reference correctly typed.**

Slide 13 –

Content: Now take this corrected reference and match the information provided. For example, what would go first in the number one slot? Would it be author, title, year, publisher, or location? You will have a few minutes to write or type your selections on the PowerPoint and then we will review.

Facilitator Notes: Give 2-3 minutes for students to write or type their selections. Then, click to the next slide to show the answer.

Slide 14 –

Content: Here is the correct order of this reference: Author is listed first followed by the Year of Publication, the Title, then the Location, and finally the Publisher.

Facilitator Notes: Read this slide out-loud and review each selection.

Slide 15 –

Content: Okay this is a real quick review. **Question to participants: “Where can you find formatting and other information needed to complete your APA citation?”**

Facilitator Notes: Take an answer from a participant and if wrong explain why. Explain why “a”, “c”, and “d” are incorrect. a.) Wikipedia can be written by professional and unprofessional people. Information may be incorrect. c.) Facebook is a social media site. d.) Amazon is a place to buy books etc.

Slide 16 –

Content: This slide explains the basics of in-text citations. Review the slide by stating in-text citations help reader locate the cited source in the references section of the paper. Whenever you use a source, provide in parenthesis: the author’s name and the date of publication. For quotations and close paraphrases, provide the author’s name, date of publication, and a page number.

Facilitator Notes: In-text citations help establish credibility of the writer, show respect to someone else’s intellectual property (and consequently, avoid plagiarism). More practically, in-text citations help readers locate the cited source in the references page. Thus, keep the in-text citation brief and make sure that the information provided in the body of the paper should be just enough so that a reader could easily cross-reference the citation with its matching entry on the reference page; i.e., the body of the paper and the in-text citation together contains the author’s

name and the year of publication. To avoid plagiarism, also provide a page number (in p.3 / pp.3-5 format) for close paraphrases and quotations.

Slide 17 –

Content: There are a few in-text citation basics that involve punctuation and capitalization. Use lowercase for “minor” words of 3-letters or less such as: and, or, nor, but, a, an, the, as, at, by, for, in, of, on, per and to. When referring to a title within your paper, you will capitalize all words 4-letters or longer within the source.

Facilitator Notes: Show the examples on the PowerPoint screen by clicking. The shortened words will be circled on the click and examples will be shown for lowercase and uppercase. For example, and is a conjunction and under 4-letters so its lowercase, “New” is an adjective so it’s uppercase-this is also an exception because when you refer to a title in a source you capitalize all verbs, nouns, pronouns, adjectives, and adverbs. “Is” and “to” are under 4-letters so it’s lowercase.

Slide 18 –

Content: It’s important to use punctuation and capitalization properly for an in-text citation. Capitalize the first word of the title/heading and of any subtitle/subheading. And, capitalize any proper nouns including author names and initials.

Facilitator Notes: For the example, the first initial of the author is shown as the letter, “D.” The last name is “Jones”. Click to illustrate that the “D” and the “J” would be underlined.

Slide 19 –

Content: You also need to capitalize titles, along with both words in a hyphenated compound word. Also capitalize the first word after a dash or a colon.

Question to participants: “What would be capitalized in the first example?”

Question to participants: “What would be capitalized in the second example?”

Facilitator Notes: After students answer example one, click to illustrate that in the example of “Natural-Born Cyborgs that the “N” and the “B” are capitalized. The letter “B” follows a hyphen so it needs to be capitalized. After a student answers example two, click to illustrate that the letter “T” in “The” is capitalized because it follows a colon. Have students circle their capitalized letters on the PowerPoint slides.

Slide 20 –

Content: This slide shows when to use italics and when to underline. Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums.

Facilitator Notes: Read through the examples that are given on the slide. Explain why they are italicized. The first example is a book, the second a television series, and the third a movie.

Slide 21 –

Content: Now let's talk about how to correctly use quotations in in-text citations. Use quotation marks correctly for title of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles.

Facilitator Notes: Read the examples and tell them that the first example is a journal article so quotation marks would be placed around the title of this journal article. The second example is a television series title so quotation marks would be placed around this title.

Slide 22 –

Content: Let's practice in selecting the correct in-text citation that uses capitals and quotation marks. Tell students to mark on their PowerPoint, the correct in-text citation.

Facilitator Notes: Once students marked their citation, click to advance the animation to choose the correct citation.

The correct answer is "c". Question to participants: Why are a, b, and d incorrect?

- a.) no quotation marks around the quote.
- b.) The title of the book, "To Kill a Mockingbird" is not capitalized
- d.) "by Harper Lee"-the "by" should not be capitalized because it is under 4- letters.

Slide 23 –

Content: Now we are going to talk about formatting quotations correctly for in-text quotations. When quoting, introduce the quotation with a signal phrase. Make sure to include the author's name, the year of publication, the page number, but keep the citation brief-do not repeat the information. Question to Participants: What is a signal phrase?

Facilitator Notes: Many students will not know what a signal phrase is, so define it. A signal phrase is a phrase, clause, or sentence that introduces a [quotation](#), [paraphrase](#), or summary. Common signal phrase [verbs](#) include the following: *argue, assert, claim, comment, confirm, contend, declare, deny, emphasize, illustrate, imply, insist, note, observe, point out, report, respond, say, suggest, think, and write.*

And another definition of a signal phrase: **Signal Phrase:** a phrase, clause, or even sentence which leads into a quotation or statistic. These generally include the speaker/author's name and some justification for using him or her as an expert in this context; it may also help establish the context for the quotation.

Have students read the examples on the PowerPoint slide and point out the following:

*When you are listing the author in a signal phrase includes that author's last name followed by the date of publication in parentheses.

*If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

If you are directly quoting from a work, you will also need to include the page number for the reference (preceded by "p")

Slide 24 –

Content: This is a practice slide in order for you all to choose the correct in-text citation for an author named in a signal phrase.

Facilitator Notes: Give the students time to make their selection or you can do it as a group. Click to animate the circle going around the correct answer of "b." Explain why "a", "c", and "d" are incorrect. a.) you are using a direct quote so you need to reference the page number in the citation. c.) the year of publication is missing from the citation d.) The year of publication is not in parentheses.

Slide 25 –

Content: This slide provides instructions and examples on in-text citations with a summary or paraphrase. Provide the author's last name and the year of publication in parenthesis after a summary or a paraphrase. Note that APA guidelines encourage you to provide the page number, but it is not required. However to avoid plagiarism, it is best to provide the page number.

Facilitator Notes: The facilitator should emphasize the importance of developing the skills of critical reading (which enables finding main claims in the text), summarizing, and paraphrasing. When paraphrasing or summarizing, the major concern should be fair and accurate representation of the ideas in the source.

Slide 26 –

Content: Here is another example of a summary or a paraphrase for an in-text citation. Include the author's name in a signal phrase followed by the year of publication in parenthesis.

Facilitator Notes: Read or have a student read the example. Point out the author's last name followed by the year of publication in parenthesis.

Slide 27 –

Content: Practice time again for formatting an in-text citation when paraphrasing and summarizing. Select the in-text citation that is correctly paraphrased using the author, year of publication, and page number. Mark your choice on your PowerPoint.

Facilitator Note: Give students time to mark their answer. Click to advance the animation so the circle chooses the correct answer of “a”. **Question to Participants: Why are the choices of “b”, “c”, and “d.” incorrect?”** b.) Author is missing, c.) The year of publication is missing, and d.) author and year of publication is missing

Slide 28 –

Content: Explain further that when including a quotation in a summary/paraphrase, you need to provide a page number in parenthesis after the quotation.

Facilitator Notes: Either read the quotation to participants or have the participants read it to themselves. Point out the publication date after the author.

Slide 29 –

Content: Choose the correct in-text citation that includes a direct quote.

Facilitator Notes: Give students time to mark their answer on their PowerPoint. Click to advance the animation to have the circle go around the correct answer of “d.” **Question to Participants: “Why are the choices of “a”, “b”, and “c”, incorrect?”** a.) the publication year is missing, b.) The page number is missing, c.) The publication year is not in parentheses. Remind students that if you are directly quoting from a work, you will need to include the author, year of publication and the page number for the reference preceded by “p”.

Slide 30 –

Content: This slide shows how to cite a work with 2-authors. When citing a work with two authors, use “and” in between authors’ names in the signal phrase yet “&” between their names in parenthesis.

Facilitator Notes: Review a signal phrase. Some ESL students might not know about the ampersand, “&” so point it out. Have students read the following examples. Point out in the first example that the authors are in a signal phrase so the word “and” is used. In the second example, the authors are not in a signal phrase so “&” is used.

Slide 31 –

Content: Choose the correct citation with a work by two authors not in a signal phrase.

Facilitator Notes: Give students time to mark their selection on their PowerPoint. Have students correct their work as you click and animate the correct selection of “a.” **Question to Participants: Why are “b”, “c”, and “d” incorrect choices?”**

“b” is the incorrect choice because you use the ampersand in parenthesis, not the word “and”. “C” is incorrect because parentheses are not put around the author’s names when the authors are not named in a signal phrase, and “d” is incorrect because 2 authors not stated in a signal phrase need parentheses around their names. And, you would use the ampersand not the word “and”.

Slide 32 –

Content: Let’s practice with a work by two authors in a signal phrase. Select the correct citation.

Facilitator Notes: Give students time to mark their selection. Click to advance the animation to circle the correct answer of “d”. **Question to Participants:** “Why are a, b and c incorrect?” Have students explain verbally or you explain why the other choices are incorrect. a.) a publication year does not exist, b.) a work by 2 author’s is cited as one work. You do not put the year in parenthesis twice for one work, and c.) Do not use an ampersand in a signal phrase, only in parenthesis.

Slide 33 –

Content: This slide explains the in-text citation for works with 3-5 authors. When citing a work with 3-5 authors, identify all authors in the signal phrase or in parenthesis. And, in subsequent citations, only use the author’s last name followed by “et al.” in the signal phrase or in parenthesis.

Slide 34-

Content: From the following example of 3 or more authors for a 1st time in-text citation, select the correct citation.

Facilitator Notes: Give students time to mark their selection. Click the animation so the circle goes around the correct answer of “b”. **Question to Participants:** “Why are a, c, and d incorrect?” Remember that in parenthesis, the ampersand is used not the work “and”, c.) You only use et al. for the second time the source is cited in-text, and d.) The word “and” is not used in parenthesis and et al is not used until the work by 3 or more authors is cited the 2nd time.

Slide 35-

Content: From the following examples of 3 or more authors for a 2nd time in-text citation, select the correct one.

Facilitator Notes: Give students time to mark their selection. Click the animation so the circle goes around the correct answer of “a”. **Question to Participants:** “Why are b, c, and d incorrect?” b.)Remember that in et al., et should not be followed by a period, c.) For a 2nd

citation, all of the author's names do not have to be listed again. Use only the first author's last name followed by "et al." And d.) For a 2nd citation, all of the author's names do not have to be listed again. Use only the first author's last name followed by "et al."

Slide 36-

Content: Here are some helpful resources that you can use as you learn about APA style and citations.

Facilitator Notes: There are many rules for following APA format, and the facilitator should stress that it is nearly impossible to memorize them all. Students' best course of action is to utilize the official APA handbook or the APA section in an updated composition textbook as guides for properly using the documentation format. Since the American Psychological Association, a professional group of behavioral and social science professors and instructors, periodically updates the guide, students should be certain that they are using the most current information possible.

The Purdue University Writing Lab has a page on APA formatting and documentation style at its web site: <http://owl.english.purdue.edu/owl/resource/560/01/> for quick questions on APA format, students can also call the Writing Lab Grammar Hotline at 494-3723. Write the following resources on the White Board, Easel with paper, or Smart Board.

Slide 36-

Content: Give credit to the Purdue Owl for the helpful resources used for the workshop today. Also state that we are going to have a small post-test to make sure that as a facilitator, everything was covered effectively. If we that the majority of student correctly answer on the post-test, then we know as facilitators that we did our job. If most students do not do well on the post-test, then we as facilitators know that we need to make our instruction better.

Facilitator Notes: At this time, pass out the APA pocket guide for student s to use. Before students leave, thank them for their time.

Media Selections

Students will be taught as a total group in a whole-class format for the instruction. It will be instructor-led and discussions can take place among peers and instructor, and peers to peers. Because of the diversity of the learners, faculty and students, interesting conversations may emerge regarding how APA style is used.

Instruction will be delivered using a laptop computer, projector and screen or Smart Board in lecture style. Instructor will be able to write further explanations of samples on the Smart Board, dry erase board, or easel stand with paper. Instruction will be relayed to the students using a PowerPoint presentation with the slides containing the main instruction with sample texts and bibliographical samples. Students will have the PowerPoint print out as a hand-out with 2 slides per page to use to take notes and to do instructional activities. Students will have the PowerPoint copy for students that do not contain the answers to the instructional activities. Students will also have the same information digitally if certain students prefer to take notes on their computer into Microsoft PowerPoint or Microsoft Word. Recording the session may be utilized to post the video on Purdue's website, OWL, or U-tube to be accessed at a later date by students.

Students will be able to discuss and talk through-out the instructions. When it comes to identifying or selecting the sample bibliographical information and text, it will be done individual with group feedback. The assessment will be submitted either on paper if needed, or in a template on Microsoft Word for students to correct.

Follow-through Activities

Memory Aid - Students will be given a job aid with basic citation helps on one side and on the other side, the Purdue Owl online website to help them cite future papers. Also, by the end of instruction, students will be able to take their completed template home with citation headings and correct citations for reference.



American Psychological Association (APA) Style Guidelines Overview



Introduction

This poster provides basic rules for using APA style. To supplement this material, consult the *Publication Manual of the American Psychological Association* (6th edition). The APA manual is available in most writing centers, libraries, and bookstores. You may also reference the Purdue University Online Writing Lab (OWL) for information on APA: <http://owl.english.purdue.edu/>.

Poster by Kate Bouwers and Allen Boyce. © 2009 The Writing Lab & OWL at Purdue University.

Formatting

Type APA papers on white 8.5 x 11 inch paper. Margins should be 1 inch on all sides. Text should be double-spaced with two spaces after punctuation in between sentences. Use a legible font in 10 to 12 pt. size. Include a page header at the top of every page. To create a page header, type "THE TITLE OF YOUR PAPER" flush with the left margin. Abbreviate your title to 50 or fewer characters. Then insert page numbers flush right.

Title Page

Title pages should include the "Running header: TITLE OF YOUR PAPER" in the header. In the upper half of the title page, type your name, the byline, and affiliation centered on separate lines.

Abstract

On a new page, center and type the word "Abstract." Beginning with the next line, type a double-spaced paragraph of 120 or fewer words containing your topic, research questions, participants, methods, results, data analysis, and conclusions.

Main Body

The top area of the body pages should contain the header and the page numbers. Page margins should be 1 inch. Indent first lines of paragraphs one half-inch from left margins.

Headings

APA uses a five heading system to separate papers: Level 1: Centered, boldface and lowercase heading; Level 2: Left-aligned, boldface, uppercase and lowercase heading; Level 3: Indented, boldface, lowercase heading with period; Level 4: Indented, boldface, italicized, lowercase heading with period; Level 5: Indented, italicized, lowercase heading with period.



Headings

Level 1: Centered, boldface, lowercase heading

Level 2: Left-aligned, boldface, uppercase and lowercase heading

Level 3: Indented, boldface, lowercase heading with period

Level 4: Indented, boldface, italicized, lowercase heading with period

Level 5: Indented, italicized, lowercase heading with period

In-Text Citation

Basics

Use the past tense or present perfect tense when using signal phrases to describe earlier research, e.g., "Jones (1998) found" or "Jones (1998) has found." Follow the author-date method of in-text citation: (Jones, 1998).

Place direct quotations longer than 40 words in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire block quotation on the new margin and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Place the parenthetical citation after the closing punctuation mark.

A Work with One or Two Authors

Name the author(s) in the signal phrase or in the parentheses. Spell out "and" in signal phrases but use the ampersand in parentheses.

Wegener and Petty (1994) found that... (Wegener & Petty, 1994).

A Work by Three to Five Authors

List all the authors in the signal phrase or in parentheses the first time you cite the source.

(Kernis, Corsnell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name and "et al."

A Work by Six or More Authors

Use the first author's name then "et al." in signal phrases or in parentheses.

Harris et al. (2001) argued... (Harris et al., 2001)

Unknown Author

If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Italicize titles of books and reports; titles of articles and chapters go in quotation marks.

A similar study was conducted with students learning to format research papers ("Using APA," 2001).

Organization as Author

For organization or government agency authors, mention organizations in the signal phrase or the parenthetical citation the first time you cite it.

According to the American Psychological Association (2000),...

Two or More Works in the Same Parentheses

When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Bernard, 2002; Harlow, 1983)

Internet Sources

If possible, cite an electronic document the same as any other document.

In his online journal article, Kenneth (2000) explained...

References

Basics

References lists appear at the end of papers on a separate page. Center and type the word "References" at the top of your list. All lines after the first line of each entry in the list should be indented one-half inch from the left margin. Author's names are inverted; give last names and initials for all authors of a work unless the work has more than six authors.

Single Author

Smith, T. J. (2002). Friendship and social development. *Current Directions in Psychological Science, 11*, 7-10.

Two Authors

List by author last names and initials. Use the ampersand, not "and"

Herzoud, D. T., & Petty, R. E. (1994). Mood management. *Journal of Personality & Social Psychology, 66*, 1034-1048.

Three to Six Authors

Jones, M., Yang, R., Ellis, G., Ellis, D., Casper, R., & Sax, P. (2001). Writing Labs. *WPA Journal, 44*(3), 213-245.

More than Seven Authors

Hiller, F. H., Choi, H. J., Angell, L. L., Harland, A. A., Stamos, J. A., Thomas, B. T., . . . Rubin, L. H. (2009). Web site usability. *Technical Communication, 57*, 323-335.

Organization as Author

American Psychological Association. (2003). *New directions...*

Unknown Author

Merriam-Webster's collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Articles in Periodicals

Author, A. A., & Author, B. B. (Year). Title of article. Title of Periodical, volume number(issue number), pages.

Internet Sources with and without DOI

APA now recommends using a Digital Object Identifier (DOI) if available.

Brown, D. Toward effective presentations. *Journal of Marketing, 41*(1/12), 1245-1283. doi:10.1108/03090560710821161

Kenneth, I. A. (2000). A Buddhist response to human rights. *Journal of Buddhist Ethics, 8*. Retrieved from <http://www.oac.psu.edu/jbe/twoont.html>

Transfer - The environment of the instruction will be the same for those students that will type a research paper within the classroom or library after instruction. Also since the instruction will utilize computers to type citations in instructional context, the computer and typing of citations will also be utilized in performance context.

Pretest

The pretest will be sent to the learners before the workshop and will be available on the SurveyMonkey website at <http://www.surveymonkey.com/s/ZDSPR5Q>.

Untitled - Google Chrome
www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&sm=TmGc0rM%2bTf2ywON00e%2bilnyo6x4Tb3G%2bLWziM7Gtwz0%3d

APA Workshop Pretest
Answer the following 6 multiple choice questions.

1. Choose the citation that fulfills the needs of the APA style.

- The Great Gatsby by F. Scott Fitzgerald. Published in 1925 by Charles Scribner's Sons in New York.
- F. Scott Fitzgerald wrote the Great Gatsby in (1925). Published in New York.
- Fitzgerald, F. Scott (1925). The Great Gatsby. New York: Charles Scribner's Sons.Fitzgerald, F. Scott. The Great Gatsby. New York: Charles Scribner's Sons, 1925. Print.
- Fitzgerald, F. Scott. The Great Gatsby. New York: Charles Scribner's Sons, 1925. Print.

2. From the given samples, select the in-text citation that uses capitals and quotation marks correctly.

- Crime and Punishment by Fyodor Dostoyevsky states, "If He has a Conscience he will Suffer for his Mistake. That will be Punishment-as well as the Prison."
- Crime and punishment by Fyodor Dostoyevsky states, "If he has a conscience he will suffer for his mistake. That will be punishment-as well as the prison."
- Crime and Punishment by Fyodor Dostoyevsky states, If he has a conscience he will suffer for his mistake. That will be punishment-as well as the prison.
- Crime and Punishment by Fyodor Dostoyevsky states, "If he has a conscience he will suffer for his mistake. That will be punishment-as well as the prison."

3. From the given quotation samples, select the in-text quotation that is correct using punctuation, capitalization, and format?

- He stated, "students often had difficulty using APA style in college" (Mitchell, 2003), but he did not offer an explanation as to why.
- He stated, "Students often had difficulty using APA style in college" (Mitchell, p. 9), but he did not offer an explanation as to why.
- He stated, Students often had difficulty using APA style in college (Mitchell), but he did not offer an explanation as to why.
- He stated, "Students often had difficulty using APA style in college" (Mitchell, 2003, p. 9), but he did not offer an explanation as to why.

4. From the given samples, select the in-text citation that is correctly paraphrased using the author, year of publication, and page number?

- It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (2003, Mitchell, p. 22).
- It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (Mitchell, 2003, p. 22).
- It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (p. 22, Mitchell, 2003,).
- It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (Mitchell, p. 22).

5. Given the following samples of in-text citations of author(s), put a check in the box to select correct citations for a second citation.

- (Mitchell & Richards, 2004).
- (Mitchell and Richards, 2004)
- results indicate APA is challenging the first time (Richards et al., 2005).
- results indicate APA is challenging the first time (Richards, Mitchell, Crane, and Randall, 2005).

6. Given the following sample of an original source cited in another source in a signal phrase, select the correct citation.

- Brody argued that.....(Mitchell, 2003, p. 9).
- Brody argued that.....(as cited in Mitchell, 2003, p. 9).

Done

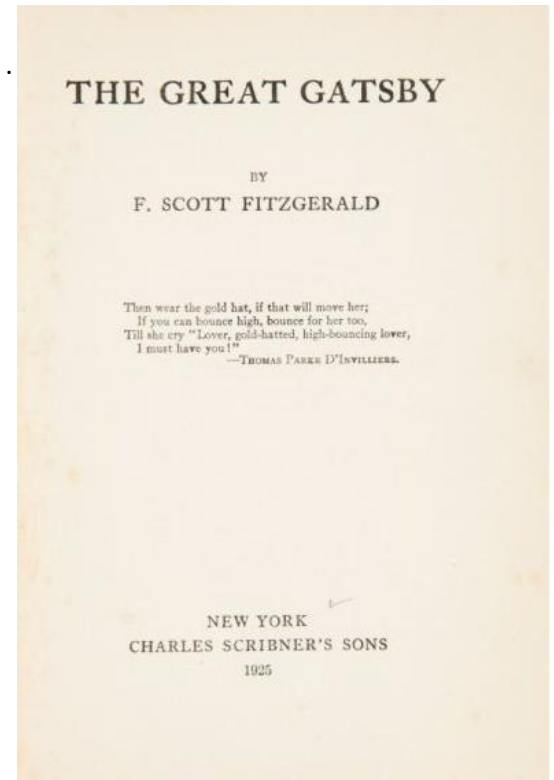
Powered by [SurveyMonkey](#)
Check out our [sample surveys](#) and create your own now!

Posttest

This test consists of 28 multiple choice questions. Circle the correct answer. For question 23 choose all answers that apply.

1. (2.1) – Choose the citation that fulfills the needs of the APA style .

- a. The Great Gatsby by F. Scott Fitzgerald. Published in 1925 by Charles Scribner’s Sons in New York.
- b. F. Scott Fitzgerald wrote the Great Gatsby in (1925). Published in New York.
- c. Fitzgerald, F. Scott (1925). The Great Gatsby. New York: Charles Scribner’s Sons.
- d. Fitzgerald, F. Scott. The Great Gatsby. New York: Charles Scribner’s Sons, 1925. Print.



2. (2.1.5) – Identify the type of source shown.

- a. Book
- b. Periodical
- c. Website
- d. Wikipedia



3. (2.1.4) – Where is the reference page located?

- a. After the title page
- b. At the end of the paper
- c. At the bottom of each page
- d. In the header

4. (2.1.3) - Where can the information for creating a citation be found?

- a. Title Page
- b. Cover
- c. Index
- d. Title Page and/or Cover
- e. Index and/or Glossary

5. (2.1.2) Given the author, title, year, publisher, and location; complete the empty citation provided below.

- a. Author: John Steinbeck
- b. Title: Of Mice and Men
- c. Year: 1937
- d. Publisher: Penguin Group
- e. Location: New York, NY.

_____ 1 _____ (_____ 2 _____). _____ 3 _____ . _____ 4 _____ : _____ 5 _____ .

Match the information provided with the citation.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

6. (2.1.1) – Where can you find formatting and other information needed to complete your APA citation?

- a. Amazon.com
- b. Purdue's OWL APA Guide
- c. Wikipedia
- d. Facebook

7. (2.2) - From the given samples, select the in-text citation that uses capitals and quotation marks correctly.
- a. Crime and Punishment by Fyodor Dostoyevsky states, "If He has a Conscience he will Suffer for his Mistake. That will be Punishment-as well as the Prison."
 - b. Crime and punishment by Fyodor Dostoyevsky states, "If he has a conscience he will suffer for his mistake. That will be punishment-as well as the prison."
 - c. Crime and Punishment by Fyodor Dostoyevsky states, If he has a conscience he will suffer for his mistake. That will be punishment-as well as the prison.
 - d. Crime and Punishment by Fyodor Dostoyevsky states, "If he has a conscience he will suffer for his mistake. That will be punishment-as well as the prison."
8. (2.2.1) - From the given samples, select the correct in-text citation that is correctly capitalized.
- a. m. Smith
 - b. M. smith
 - c. m. smith
 - d. M. Smith
9. (2.2.2) - From the given samples, select the correct capitalization of title for in-text citation.
- a. Crime And punishment
 - b. Crime And Punishment
 - c. Crime and Punishment
 - d. crime and punishment
10. (2.2.3) - From the given samples, select the correct in-text citation for a title using a hyphen.
- a. Thirteen-gun salute
 - b. Thirteen-Gun Salute
 - c. thirteen-gun salute
 - d. Thirteen-gun Salute
11. (2.2.4) - From the given samples, select the correct in-text citation of a longer work.
- a. The Wizard of Oz
 - b. The Wizard of Oz
12. (2.2.5) - From the given samples, select the in-text citation that correctly uses a colon.
- a. "Justice League: The New Frontier"
 - b. "Justice League: the New Frontier"

13. (2.2.6) - From the given samples, select the in-text citation that uses quotations marks correctly for titles of shorter works.

- a. "The One" with the Monkey
- b. "The One With The Monkey"

14. (2.3) - From the given quotation samples, select the in-text quotation that is correct using punctuation, capitalization, and format?

- a. He stated, "students often had difficulty using APA style in college" (Mitchell, 2003), but he did not offer an explanation as to why.
- b. He stated, "Students often had difficulty using APA style in college" (Mitchell, p. 9), but he did not offer an explanation as to why.
- c. He stated, Students often had difficulty using APA style in college (Mitchell), but he did not offer an explanation as to why.
- d. He stated, "Students often had difficulty using APA style in college" (Mitchell, 2003, p. 9), but he did not offer an explanation as to why.

15. (2.3.1) - From the given sample of long quotations, select the correct in-text citation using an indentation?

- a. Mitchell's (2003) study found the following:

Students often had difficulty using APA style, especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty. (p.9)

- b. Mitchell's (2003) study found the following:

Students often had difficulty using APA style, especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty. (p.9)

- c. Mitchell's (2003) study found the following:

Students often had difficulty using APA style, especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty. (p.9)

- d. Mitchell's (2003) study found the following:

Students often had difficulty using APA style, especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty. (p.9)

16. (2.3.2) - From the given sample of long quotations, select the correct in-text citation.

a. Mitchell's (2003) study found the following:

Students often had difficulty using APA style, especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty. (p.9)

b. Mitchell's (2003) study found the following:

"Students often had difficulty using APA style, especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty". (p.9)

c. Mitchell's (2003) study found the following: "Students often had difficulty using APA style especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty. (p.9)

d. Mitchell's (2003) study found the following:

Students often had difficulty using APA style, especially when they previously used MLA style. This difficulty could be attributed to the fact that many students failed to purchase an APA style manual or ask for help from faculty. (p.9)

17. (2.3.3) - From the given samples, the author is not named in a signal phrase, which citation is correct?

a. He stated, Students often had difficulty using APA style in college (Mitchell, 2003, p. 9), but he did not offer an explanation as to why.

b. He stated, "Students often had difficulty using APA style in college" (Mitchell, 2003, p. 9), but he did not offer an explanation as to why.

c. He stated, "Students often had difficulty using APA style in college" (Mitchell, 2003), but he did not offer an explanation as to why.

d. He stated, "Students often had difficulty using APA style in college" (Mitchell, p. 9), but he did not offer an explanation as to why.

18. (2.3.5) - From the given samples, select the correct quotation that is introduced in a signal phrase?
- a. Mitchell (2003) found “students often had difficulty using APA style” (p. 9); what implications does this have for faculty at the college level?
 - b. Mitchell, 2003, found “students often had difficulty using APA style” (p. 9); what implications does this have for faculty at the college level?
 - c. Mitchell (2003) found “students often had difficulty using APA style”; what implications does this have for faculty at the college level?
 - d. Mitchell (2003, p.9) found “students often had difficulty using APA style”; what implications does this have for faculty at the college level?
19. (2.3.6) - From the given samples where a direct quote is used, select the correct in-text.
- a. According to Mitchell, 2003, “Students have difficulty using APA style, after using MLA style” (p. 9).
 - b. According to Mitchell (2003), “Students have difficulty using APA style, after using MLA style.”
 - c. According to Mitchell (2003), “Students have difficulty using APA style, after using MLA style” (p. 9).
 - d. According to Mitchell, “Students have difficulty using APA style, after using MLA style” (p. 9).
20. (2.4) - From the given samples, select the in-text citation that is correctly paraphrased using the author, year of publication, and page number?
- a. It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (2003, Mitchell, p. 22).
 - b. It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (Mitchell, 2003, p. 22).
 - c. It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (p. 22, Mitchell, 2003,).
 - d. It is difficult for faculty to keep updated with APA citations due to the changes in the editions. (Mitchell, p. 22).

21. (2.4.1) - From the given samples, select the in-text citation that is correctly paraphrased using the page number.

- a. APA style is a difficult citation format for first-time college and graduate students (2003, p. 9).
- b. APA style is a difficult citation format for first-time college and graduate students (Mitchell, p. 9).
- c. APA style is a difficult citation format for first-time college and graduate students (Mitchell, 2003, p. 9).
- d. APA style is a difficult citation format for first-time college and graduate students (p. 9).

22. (2.4.2) - From the given samples, select the in-text citation is correctly paraphrased using the author and year of publication.

- a. According to Mitchell, APA style is a difficult citation format for first-time college and graduate students (2003).
- b. According to Mitchell, 2003, APA style is a difficult citation format for first-time college and graduate students.
- c. According to Mitchell (2003), APA style is a difficult citation format for first-time college and graduate students.
- d. According to (Mitchell 2003), APA style is a difficult citation format for first-time college and graduate students.

23. (2.5) - Given the following samples of in-text citations of author(s), choose the correct citations for a second citation (choose all that are correct).

- a.(Mitchell & Richards, 2004).
- b.(Mitchell and Richards, 2004)
- c.results indicate APA is challenging the first time (Richards et al., 2005).
- d.results indicate APA is challenging the first time (Richards, Mitchell, Crane, and Randall, 2005).

24. (2.5.1) - Given the following samples, select the correct in-text second citation for 3 or more authors.

- a.results indicate APA is challenging the first time (Richards, Mitchell, Crane, and Randall, 2005).
- b.results indicate APA is challenging the first time (Richards, Mitchell, Crane, & Randall, 2005.)
- c.results indicate APA is challenging the first time (Richards et al., 2005).
- d.results indicate APA is challenging the first time (Richards et. al., 2005).

25. (2.5.2) - Given the following samples of 3 or more authors for a first time in-text citation, select the correct citation.

- a.results indicate APA is challenging the first time (Richards, Mitchell, Crane, and Randall, 2005)
- b.results indicate APA is challenging the first time (Richards, Mitchell, Crane, & Randall, 2005)
- c.results indicate APA is challenging the first time (Richards, Mitchell, Crane, & Randall et al 2005)
- d.results indicate APA is challenging the first time (Richards, Mitchell, Crane, and Randall et al 2005)

26. (2.5.3) - Given the following in-text citations samples, select the correctly citation within text for 2 authors?

- a.research studies supported a consistent effect with sophomores Mitchell and Richards, 2004.
- b.research studies supported a consistent effect with sophomores Mitchell & Richards, 2004.
- c.research studies supported a consistent effect with sophomores (Mitchell and Richards, 2004).
- d.research studies supported a consistent effect with sophomores (Mitchell & Richards, 2004).

27. (2.5.4) - Given the following in-text citation samples, select the correctly citation with 2 authors in a signal phrase?

- a. Research by Mitchell and Richards (2004) supports.....
- b. Research by Mitchell & Richards (2004) supports.....
- c. Research by Mitchell and Richards supports.....
- d. Research by Mitchell (2004) and Richards (2004) supports.....

28. (2.6) - Given the following sample of an original source cited in another source in a signal phrase, select the correct citation.

- a. Brody argued that.....(Mitchell, 2003, p. 9).
- b. Brody argued that.....(as cited in Mitchell, 2003, p. 9).

Instructional Materials

The instructional materials consist of the attached PowerPoint presentation and the Purdue OWL handout that the learners will receive with they attend the workshop. The learners will have a copy of all instructional materials the instructor has when the leave the workshop. In addition the materials will be made available on the Purdue OWL website so any student may have access as well.

Characteristics of Learners in One-On-One

Learners were slightly different than what would be expected at the workshop. The learners used in our surveys were between the ages of 40-60 and have college degrees. They do not need to write in APA style but do write often. Writing for our small-group learners is mostly for correspondence but also for instruction and grants.

Our learners were relatively close but not an exact fit for our expected learners. Their high level of writing helps make it a closer fit but their lack of APA knowledge may cause confusion. The results from the small-group evaluation would be accurate enough to make adjustments and prepare for more evaluations with a more accurate representation of our expected learners.

Materials and Instruments used in Small-Group Evaluation

The materials used in the small-group evaluation are very similar to what will be used in the workshop. The pretest and posttest will be administered the same as they will be for the workshop. The

instruction was done on a computer screen instead of large screen projector with smart board. This difference may impact the instruction; more analysis will need to be done after the workshop.

Procedures in Evaluation of Instruction

Using one-on-one evaluation, the instruction was evaluated for effectiveness. The largest determining factor of effectiveness was improvement between the pretest and posttest. Our instruction showed a 30% increase in performance between the pretest and posttest. Additional information was gathered by asking individuals questions on their perception of the pretest, instruction, and posttest. Feedback from the learners will go towards improving the instruction before the workshop takes place.

Data and Analysis from Small-Group Evaluation

PRE-TEST		YES	NO
Name-printed	Jeff, Rob, Rebecca, Gretchen, Jon, Elaine, and Star		
Directions clear		5	2
Wording clear		7	0
words not understandable, or clear			
directions or questions that are unclear	- Question 5 isn't clear that you can have multiple answers. A participant thought that it could have more than one correct answer because of the way the question was written. Instructor needs to state more than 3 authors on a second citation, or 2 authors on a second citation.		
Items guessed *	- All 6 questions were guessed - I had an idea but not sure -3 questions were guessed		
Est. time to complete	5 minutes, 2 minutes, 9 minutes, 3 minutes Average time of pre-test=4.75 minutes		
	Instructional Data	YES	NO
1.	Were the cartoons or illustrations appropriate or distracting? I am thinking that Yes=appropriate Cartoon on slide 2 needs to be more clear; hard to read the caption under the cartoon	7	0
2.	Was the instruction too long or too short? Just right-2	4	1
3.	Was the instruction too difficult or too easy? Just right-2	5	0
4.	Did you have problems with any parts of the instruction?	4	3
5.	Did you understand what you were supposed to learn?	7	0
6.	Were the materials directly related to the objectives?	4	0
7.	Were sufficient practice exercises included?	7	0
8.	Were the practice exercises relevant?	7	0
9.	Were the colors and animations used in the slide appealing?	7	0

10.	Did you receive sufficient feedback on your practice exercises?	7	0
11.	Did you feel confident when answering questions on the test?	4	3
12.	How was the pacing of instruction?	7	0
13.	How would you rate the difficulty of the materials? -Uneven in difficulty, sometimes hard and sometimes easy. -Easy -Just right from 2 individuals		
14.	Would you prefer another instruction medium?	4	3
15.	If yes, what medium would you prefer? -One paper in correct APA format that is reviewed -Worksheet that goes with what the instructor says -I liked the hand-out with the PowerPoint notes printed to add my own notes		
16.	Would you change any of the exercises offered through the PowerPoint?	3	4
17.	If yes, what would your change? -No PowerPoint -Less material on slides - Drop the fill-in for the screen with the original APA Reference page where the participant picks the order and then see if it matches. Slide #15.		
18.	Would you change any of the exercises offered through the PowerPoint?	0	7
19.	If yes, what would your change?		
20.	Did you like the examples presented through the PowerPoint?	7	0
21.	What examples did you like? -General format of an APA paper -The questions -The different types of citations -The animated circle to show the correct answer - Each example had small common mistakes so examples were provided of what not to do as well as what to do.		
22.	If no what examples did you not like? -The wordy ones -The ones with too many words, the styling gets lost. - Slide #7-bullet point number 3 on the slide where it states, "mirror example". This wasn't clear and I didn't know what it meant to mirror example. Instructor needs to input this verbally or type it on the slide.		
POST-TEST		YES	NO
Directions clear		7	0
Wording clear		7	0
words not understandable, or clear			
directions or		-Need clearer picture for question from 2.1.5 of the periodical. Unclear.	

questions that are unclear	<ul style="list-style-type: none"> -Question for 2.2.4-The one book title needs to be italicized -. Question for 2.2.6-Pick a different example for a title of book. Can't tell if "The One" is the name of the book with the monkey being the noun, or "The One With the Monkey" is the full book title. -. Question for 2.3.2-I don't believe this was covered in the instruction on indentation for long quotations. -. Question 2.5-Take out put a "x" in the box because boxes didn't exist for that question.
Items guessed *	<ul style="list-style-type: none"> - All questions - The long ones question for item 2.6 question for item 2.3.1
Est. Time to complete	<p>10 minutes, 15 minutes, 7 minutes, 15 minutes</p> <p>Average time of post-test=11.75</p>
Did the post-test really measure your knowledge of the objectives?	<ul style="list-style-type: none"> - Lengthy summary of what we learned - Yes - Covered the smallest details
Additional comments	

Analysis of data from one-on-one evaluations

Pretest

Overall the learners described the pretest as summative of the instruction they latter received but tricky. Some learners described the question's answers as having hidden correct answers and would like to see more yes and no questions for the pretest.

Question 1 – 5 out of 7 learners got this question correct. The ones who got it wrong confused were through off by the location of the year.

Question 2 – 2 out of 7 learners got this question correct. Learners described this question as "tricky" and "sneaky". They missed a lowercase letter were a capital letter should have been.

Question 3 – 2 out of 7 learners got this question correct. Those who got it wrong didn't know if the page number should be included or not.

Question 4 – 6 out of 7 learners got this question correct. Several learners guessed that the Author should come first and there should be a page number included.

Question 5 – 2 out of 7 learners got this question correct. The learners said they did not realize there could be more than one correct answer. The wide variety in the format of the answers also threw learners off.

Question 6 – 7 out of 7 learners got this question correct. One learner described it as a “freebie”.

Instruction

Learners sat while the designers took them through the PowerPoint. The learners were asked to answer the included questions in the PowerPoint to create discussion. The designer’s observations were that the learners were attentive and enjoyed guessing at the questions during the presentation. Several learners referred back to the pretest and answers they got wrong when relevant instruction came up. Two learners brought up MLA and how it compares to APA. One learner thought the PowerPoint was confusing because they had a hard time connecting the APA styling to a full paper. They recommended a power point be one paper done in an APA format and then take the learner through why the paper was the way it was from front to back. Learners were receptive to the animations given through-out the PowerPoint to show the correct answers on APA style for citations. Also, they liked having a hand-out in hand in order to write their notes rather than typing them into the computer.

Post Test

Learners described the posttest as “long” and “tedious” as well as having some of the same “tricky” questions as the pretest. Two of the learners thought the instruction was “just right.” All of the learners said that it was summative of the instruction but to the point of being too comprehensive. The average score on the post test was 25 out of 28 or 89%. The pretest average score was 59% so there was a 30% increase in score after instruction occurred.

Summary of the one-on-one evaluations

Learners felt that the instruction was informative of the type of information they would need for using APA styling. None of the learners in the evaluation use APA styling or could say what styling they use. They described their writing style as something they were comfortable with and that it is just how they write. Two of the learners said that choosing a style like APA could be beneficial for having a more uniform style for their writing. Two of the learners recommended a different instruction format that would involve worksheets or some other form

of interactivity to get hands on experience during the lesson. When asked if they would attend a workshop that had a pretest and posttest, the learners all said either “no” or “only if forced”. All of the learners said that they would consider attending a workshop on writing styles.

Future Revisions of Instruction and Assessment

The learners did like having examples of correct and incorrect answers, so it's important to keep those examples in the instruction. Many of the learners thought the post-test was too long so some of the number of choices could be reduced from four to three. Questions for skills: 2.2.4, 2.2.6, 2.3.2, and 2.5 need to be rewritten for the post-test. On question 2.2.4, one of the book titles needs to be italicized or underlined. Question for 2.2.6 needs to be rewritten with a title choice that's well known and popular without adding confusion to what really is the title. It would be best to show a picture of a popular book to go with the question so learners know the actual title of the book. One of the participants pointed out that question for skill 2.3.2 regarding indentation was not covered during the instruction portion. So, a slide needs to be added to the PowerPoint regarding correct style for quotations longer than 40 words and how long quotations are indented. Question for skill 2.5 on the post-test states to put an “x” in the box, but boxes didn't exist for the choices. This question needs to be rewritten ; “put an “x” in the box” needs to be taken out of the directions, or boxes need to be added to the choices with the directions stating put an “x” in the box to select the correct citations for a second citation with pick two added to the directions. The PowerPoint slides had too much information on them and they need to be simplified. The challenge is many “rules” exist for APA citations and it will be difficult to reduce the information on the “rules” so the learners have a clear understanding and knowledge of APA style for citations.

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