

# ECE 110-L Assignment Guidelines

## Assignments, Grading and Due Dates:

Evaluation & Coursework Requirements	Point Value	Due Date	Page
Completing Modules	1 point		1-2
Analysis of Child Development			2-10
1. Observation Summary Paper: Infant/Toddler	1 point		3-4
2. Observation Summary Paper: Preschool Age Child	1 point		4-6
3. Observation Summary Paper: Young School Age	1 point		6-7
4. Commentary Paper Draft			7-10
5. Commentary Paper Final	1 point		7-10
TOTAL	5 points		
Self-Assessment of Learning & Growth			10-11

## COMPLETING MODULES

Each week, assignments are posted on Open Lab. Completing the modules, and work will build your knowledge and understanding of early child development and education. Work from the modules will be assessed using the rubric below.

Assessment Rubric – you must have Learner in all Tasks to earn 1 point

TASK	NOVICE	LEARNER	COMPETENT
Module Assignments	Many of the assignments were completed.	Almost all of the assignments were completed.	All of the assignments were completed.
Activities within Assignments	There were clear connections to the activities in the comments, indicating that many of the activities within an assignment were completed.	There were clear connections to the activities in the comments, indicating that almost all of the activities within an assignment were completed.	There were clear connections to the activities in the comments, indicating that all of the activities within an assignment were completed.
Thoroughness	Many of the comments were thorough, with rich, well-developed, detailed answers.	Almost all of the comments were thorough, with rich, well-developed, detailed answers.	All comments were thorough, with rich, well-developed, detailed answers.
Reflection	Many of the responses had well-developed, thoughtful, rich, reflective answers.	Almost all of the responses had well-developed, thoughtful, rich, reflective answers.	All of the responses had well-developed, thoughtful, rich, reflective answers.
Replies to Comments	Many of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add, build, expand, or extend the original comment <u>using the word because</u> (Eg: “I agree that helping families feel comfortable is important, because children feel more	Almost all of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add, build, expand, or extend the original comment <u>using the word because</u> (Eg: “I agree that helping families feel comfortable is important, because children feel more	All of the replies connect to the original comment in a meaningful, specific, thoughtful, thorough, manner that add build, expand, or extend the original comment <u>using the word because</u> (Eg: “I agree that helping families feel comfortable is important, because children feel more comfortable in early

	<i>comfortable in early childhood programs when their families feel comfortable too.”</i>	<i>comfortable in early childhood programs when their families feel comfortable too.”</i>	<i>childhood programs when their families feel comfortable too.”</i>
Clarity	Many of the responses were clear, organized, & coherent.	Almost all of the responses were clear, organized, & coherent.	All of the responses were clear, organized, & coherent.

## ANALYSIS OF CHILD DEVELOPMENT

To deepen your understanding of child development, you will conduct observations of three different children that are different ages, from two months old to eight years old. One observation will be of an infant toddler (ages 2 months to 36 months), one observation will be of a preschool age child (ages 3- to 5-year-old) and one observation will be of a young school age child (kindergarten to 2<sup>nd</sup> grade). You will analyze your observations to identify the skills, processes, and milestones you observed the children demonstrating, explain what you know about the children, then compare the children’s development.

Your Analysis of Child Development Project will include the following two parts:

1. Observations:
  - a. Observation Summary Paper: Infant/ Toddler Observation
  - b. Observation Summary Paper: Preschool Child Observation
  - c. Observation Summary Paper: Young School Age Child
2. Reflecting on your Observations: Commentary Paper Draft and Final

### **Part 1 -- Observing 3 Children & Observation Summary Papers**

#### Conducting Observations:

You will conduct video observations of three different children who are different ages. One observation will be of an infant/toddler (ages 2 months to 36 months), one observation will be of a preschool age child (ages 3- to 5-year-old), and one observation will be of a young school age child (kindergarten to 2<sup>nd</sup> grade). You will observe each child as they interact within their environment. As you observe, write down what you see the child doing and what you hear from the child, being as descriptive, detailed, and objective as possible. These notes will be your observation field notes and you will use them to write up the observation summary for your child. Specifically, during your observation you should look for the following:

- Where did the observation takes place? Describe the space in detail. Who was present?
- What does the child look like – hair, skin, facial features, body type, and clothing?
- What does the child do during your observation?
- How does the child move (please include all types of movements)?
- What does the child looks at, gaze at?
- What seems to attract the child's interest? How can you can tell?
- What toys, materials, and/or furniture does the child use while you are observing? How?
- How does the child vocalize, including cries, babbling, and using real words?
- What other ways does the child communicate, including facial expressions and gestures?
- How does the child interact with people?
- Anything else you notice.

**Observation Summary Paper: Infant/Toddler Observation (1 point)***~3 pages, type written, double spaced, standard 1" margins*

This paper will summarize your video observation of an infant/toddler, ages 2 to 36 months. The paper should include the following 3 sections:

- Section 1: Introduction
- Section 2: Objective, Sequential Narrative Summary of the Observation
- Section 3: Conclusion

**1) Introduction**

- Provide the following details about the observation:
  - Describe the setting of the observation.
    - Where did the observation take place?
  - Describe the physical space.
    - What furniture, materials, equipment were in the space?
    - How was the furniture, materials and equipment positioned?
    - Who was present?
  - Describe the child.
    - How old is the child?
    - Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

**2) Objective, Sequential Narrative Summary of the Observation**

- Share a chronological narrative of the child's actions during your observation.
- Start with the what happened at the beginning of your observation and explain what the child did and said.
- Capture the child's behavior, interactions and reactions in 4+ vignettes, or short stories that are very detailed. The vignettes, or short stories, are two to three minutes periods of the observation that you capture in more depth. In each vignette, explain what you saw in a descriptive, sequential story.
- Describe the child's behavior and reactions using rich vivid details so the reader can picture the child's actions.
- Use objective, non-judgmental language to describe the child's actions, interactions, and reactions.
- Close with how the observation ended, explain happened as you stopped and how the child reacted.

**3) Conclusion**

- Answer the following questions in the final paragraph
  - What struck you from the observation, either while you were with the child or when you were writing your summary paper?
  - What new insights do you have about infants and toddlers from your observation?
  - How does this observation connect to what you have learned in ECE 110?

Assessment Rubric (1 point – papers must meet LEARNER criteria in all tasks)

TASK	NOVICE	LEARNER	COMPETENT
Introduction	The paper offered vague &/ or unclear description of the setting &/or child	The paper included a thorough description of the setting & child	The paper included a thorough description of the setting & child,

			enabling the reader to visualize the scene
Chronological Narrative	Most of the observation was written in sequential format.	The observation was written in sequential narrative format	The observation was written in sequential narrative format, using 4 chronological vignettes to share the story of the observation
Description of the Child's Behavior	The paper vaguely described some of the child's vocalizations, behavior, or interactions with & reactions to their environment	The paper thoroughly described the child's vocalizations, behavior, or interactions with & reactions to their environment.	The paper thoroughly described 4 separate vignettes to depict the child's vocalizations, behavior, or interactions with & reactions to their environment.
Objective Language	The observation contained some objective, non-judgmental language.	The observation used mostly objective, non-judgmental language.	The observation contained language that was objective & non-judgmental.
Use of Details	The paper contained some vague details to describe the child's actions, reactions & interactions with their environment & people.	The paper contained many, details to describe the child's actions, reactions & interactions with their environment & people.	The paper contained rich, vivid details to describe the child's actions, reactions & interactions with their environment & people so the reader can picture the child's actions clearly.
Conclusion	The conclusion answered some of the questions outlined &/or the responses were vague & incomplete.	The conclusion answered what struck you, what you learned, and how the observation connected to class	The conclusion thoughtfully answered what struck you, what you learned, and how the observation connected to class with meaningful & reflective responses.
Clarity	The paper was unclear, disorganized, confusing, vague, disjointed, &/ or hard to follow at times.	The paper was clear, organized & coherent.	The paper was clear, organized, coherent, & there was evidence of proof-reading.

### **Observation Summary Paper: Preschool-Age Child (1 point)**

*~3 pages, type written, double spaced, standard 1" margins*

This paper will summarize your video observation of a preschool-age child, ages 3- to 5-years-old. The paper should include the following 3 sections:

- Section 1: Introduction
- Section 2: Objective, Sequential Narrative Summary of the Observation
- Section 3: Conclusion

#### **1) Introduction**

- Provide the following details about the observation:
  - Describe the setting of the observation.
    - Where did the observation take place?
  - Describe the physical space.
    - What furniture, materials, equipment were in the space?
    - How was the furniture, materials and equipment positioned?
    - Who was present?
  - Describe the child.
    - How old is the child?

- Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

## 2) Objective, Sequential Narrative Summary of the Observation

- Share a chronological narrative of the child's actions during your observation.
- Start with the what happened at the beginning of your observation and explain what the child did and said.
- Capture the child's behavior, interactions and reactions in 4+ vignettes, or short stories that are very detailed.
- Describe the child's behavior and reactions using rich vivid details so the reader can picture the child's actions.
- Use objective, non-judgmental language to describe the child's actions, interactions, and reactions.
- Close with how the observation ended, explain happened as you stopped and how the child reacted.

## 3) Conclusion

- Answer the following questions in the final paragraph
  - What struck you from the observation, either while you were with the child or when you were writing your summary paper?
  - What new insights do you have about preschool age children from your observation?
  - How does this observation connect to what you have learned in ECE 110?

### Assessment Rubric (1 point – papers must meet LEARNER criteria in all tasks)

TASK	NOVICE	LEARNER	COMPETENT
Introduction	The paper offered vague &/ or unclear description of the setting &/or child	The paper included a thorough description of the setting & child	The paper included a thorough description of the setting & child, enabling the reader to visualize the scene
Chronological Narrative	Most of the observation was written in sequential format.	The observation was written in sequential narrative format	The observation was written in sequential narrative format, using 4 chronological vignettes to share the story of the observation
Description of the Child's Behavior	The paper vaguely described some of the child's vocalizations, behavior, or interactions with & reactions to their environment	The paper thoroughly described the child's vocalizations, behavior, or interactions with & reactions to their environment.	The paper thoroughly described 4 separate vignettes to depict the child's vocalizations, behavior, or interactions with & reactions to their environment.
Objective Language	The observation contained some objective, non-judgmental language.	The observation used mostly objective, non-judgmental language.	The observation contained language that was objective & non-judgmental.
Use of Details	The paper contained some vague details to describe the child's actions, reactions & interactions with their environment & people.	The paper contained many, details to describe the child's actions, reactions & interactions with their environment & people.	The paper contained rich, vivid details to describe the child's actions, reactions & interactions with their environment & people so the reader can picture the child's actions clearly.
Conclusion	The conclusion answered some of the questions outlined &/or the	The conclusion answered what struck you, what you learned, and how the	The conclusion thoughtfully answered what struck you, what you learned, and how the observation connected to class

	responses were vague & incomplete.	observation connected to class	with meaningful & reflective responses.
Clarity	The paper was unclear, disorganized, confusing, vague, disjointed, &/ or hard to follow at times.	The paper was clear, organized & coherent.	The paper was clear, organized, coherent, & there was evidence of proof-reading.

### **Observation Summary Paper: Young School-Age Child (10 points)**

*~3 pages, type written, double spaced, standard 1" margins*

This paper will summarize your video observation of a young school-age child, kindergarten to second grade. The paper should include the following 3 sections:

- Section 1: Introduction
- Section 2: Objective, Sequential Narrative Summary of the Observation
- Section 3: Conclusion

#### **1) Introduction**

- Provide the following details about the observation:
  - Describe the setting of the observation.
    - Where did the observation take place?
  - Describe the physical space.
    - What furniture, materials, equipment were in the space?
    - How was the furniture, materials and equipment positioned?
    - Who was present?
  - Describe the child.
    - How old is the child?
    - Describe the child's physical appearance -- hair, skin, facial features, body type, and clothing.

#### **2) Objective, Sequential Narrative Summary of the Observation**

- Share a chronological narrative of the child's actions during your observation.
- Start with the what happened at the beginning of your observation and explain what the child did and said.
- Capture the child's behavior, interactions and reactions in 4+ vignettes, or short stories that are very detailed.
- Describe the child's behavior and reactions using rich vivid details so the reader can picture the child's actions.
- Use objective, non-judgmental language to describe the child's actions, interactions, and reactions.
- Close with how the observation ended, explain happened as you stopped and how the child reacted.

#### **3) Conclusion**

- Answer the following questions in the final paragraph
  - What struck you from the observation, either while you were with the child or when you were writing your summary paper?
  - What new insights do you have about young school age children from your observation?
  - How does this observation connect to what you have learned in ECE 110?

## Assessment Rubric (1 point – papers must meet LEARNER criteria in all tasks)

TASK	NOVICE	LEARNER	COMPETENT
Introduction	The paper offered vague &/ or unclear description of the setting &/or child	The paper included a thorough description of the setting & child	The paper included a thorough description of the setting & child, enabling the reader to visualize the scene
Chronological Narrative	Most of the observation was written in sequential format.	The observation was written in sequential narrative format	The observation was written in sequential narrative format, using 4 chronological vignettes to share the story of the observation
Description of the Child's Behavior	The paper vaguely described some of the child's vocalizations, behavior, or interactions with & reactions to their environment	The paper thoroughly described the child's vocalizations, behavior, or interactions with & reactions to their environment.	The paper thoroughly described 4 separate vignettes to depict the child's vocalizations, behavior, or interactions with & reactions to their environment.
Objective Language	The observation contained some objective, non-judgmental language.	The observation used mostly objective, non-judgmental language.	The observation contained language that was objective & non-judgmental.
Use of Details	The paper contained some vague details to describe the child's actions, reactions & interactions with their environment & people.	The paper contained many, details to describe the child's actions, reactions & interactions with their environment & people.	The paper contained rich, vivid details to describe the child's actions, reactions & interactions with their environment & people so the reader can picture the child's actions clearly.
Conclusion	The conclusion answered some of the questions outlined &/or the responses were vague & incomplete.	The conclusion answered what struck you, what you learned, and how the observation connected to class	The conclusion thoughtfully answered what struck you, what you learned, and how the observation connected to class with meaningful & reflective responses.
Clarity	The paper was unclear, disorganized, confusing, vague, disjointed, &/ or hard to follow at times.	The paper was clear, organized & coherent.	The paper was clear, organized, coherent, & there was evidence of proof-reading.

**Part 2 – Reflecting on Observations: Commentary Paper****Commentary Paper Final (25 points)**

*4-5 pages, type written, double spaced, standard 1" margins*

After completing your observations, you will write a Commentary Paper analyzing what you observed and comparing it with what you have learned in class. Include the following information in your Commentary Paper:

**a. Developmental Skills & Processes & Milestones**

Pick one child, the one that you have the most detailed observation for or the child in the age group you plan to work with. For each developmental domain, identify three to four skills and processes you observed the child using and milestones the child has mastered for their age.

Clearly explain the behavior you observed, and the skills, processes, and milestones demonstrated. (e.g. *When Jose played with a puzzle, he demonstrated his fine motor skills. Jose used a pincer grasp, used his hands independent of each other, and used hand-eye coordination. Jose mastered the ability to use his non-dominant hand to stabilize objects he is using when his right hand held the puzzle and his left hand put the piece in the puzzle.*). List the specific skills and processes you observed with examples for each developmental domain. Identify developmental milestones that the child has mastered for their age. Include three to four skills and processes with the milestones the child demonstrated for the following developmental domains:

- Cognition
- Language
  - Receptive
  - Expressive
  - Communication skills
- Social
- Emotional
- Physical
  - Gross
  - Fine
- Sensory processing
- Activities of daily living/ self-help skills

**a. Your Aspects of Culture**

Consider what factors that may have impacted your development. Explain at least six of the 13 aspects of culture for your life. Explain how the aspects of culture impact you and your development/ education.

**b. The Child's Aspects of Culture**

Consider what factors that may have an impact on development for the child. Explain at least four of the 13 aspects of culture for the child. Explain how the aspects of culture impact the child and their development/ education.

**d. Comparison of Development**

Compare the development of two of the children you observed.

- How is their cognitive, language and communication, social/ emotional, physical, sensory processing, and self-help skills/ activities of daily living development similar? Identify two to three specific ways their development is similar.
- How is their cognitive, language, social/ emotional, motor, sensory processing, and self-help skills/ activities of daily living development different? Identify two to three specific ways their development is different.

**e. Setting Comparison**

Compare the settings you observed all three of your children in.

- Briefly describe the settings.
- How were the settings similar?
- How were they different?
- How could the settings have impacted the child's behavior during your observation?
- How could the settings impact the child's development?



**f. Conclusion**

Summarize your experience with this project as an observer and learner. Answer the following questions in your final paragraph:

- What was your experience as an observer?
- What did you learn or gain from this experience?
- What struck you from this experience, assignment, or the children?
- How will this experience impact you as an early childhood professional?

**Assessment Rubric (1 point – papers must meet LEARNER criteria in all tasks)**

TASK	NOVICE	LEARNER	COMPETENT
Developmental Skills & Processes	The paper identified < 3 skills & processes for each domain, there were few vague details included in the descriptions, &/or the skills & processes were not identified by the behavior observed.	The paper identified 3 skills & processes for each domain & included descriptions of the behavior that demonstrated each skills & processes.	The paper accurately identified 3+ skills & processes for each domain & included thorough, rich, detailed descriptions of the behavior that demonstrated each skills & processes.
Your Aspects of Culture	The paper included < 6 aspects of you culture &/or few, vague details of how your culture impacted your development/ education	The paper included 6 aspects of your culture & descriptions of how your culture impacted your development/ education	The paper included 6+ aspects of your culture & thorough, rich, detailed descriptions of how your culture impacted your development/education
Child's Aspects of Culture	The paper included < 4 aspects of the child's culture, &/or few, vague details of how his/ her culture impacted the child's development.	The paper included 4+ aspects of the child's culture & descriptions of how their culture impacted the child's development.	The paper included 6+ aspects of the child's culture & thorough, rich, detailed descriptions of how their culture impacted the child's development/education.
Comparison of Development	The paper compared the development of 2 children in < 6 developmental domains.	The paper compared the 6 developmental domains of 2 children.	The paper compared the 6 developmental domains of 2 children with thorough, rich, detailed descriptions.
Setting Comparison	The paper compared the setting of 2 observations with few, vague, details	The paper described & compared the setting of 2 observations & its impact on 2 children	The paper described & compared the setting of 2 observations & its impact on 2 children with thorough, rich, detailed descriptions.
Conclusion	The conclusion answered some of the questions outlined &/or the responses were vague & incomplete.	The conclusion described your experience as an observer, what you learned, what struck you, & how this assignment will impact your career.	The conclusion clearly & thoughtfully described your experience as an observer, what you learned, what struck you, & how this assignment will impact your career with meaningful & reflective responses.
Clarity	The paper was vague, disjointed, hard to understand in places	The paper was clear, organized & coherent.	The paper was clear, organized & coherent, & there was evidence it had been proofread.

Your Analysis of Child Development Commentary Paper must meet the criteria of a “Learner” in ALL FOUR criteria areas in order to be uploaded into your e-Portfolio:

<b>TASK</b>	<b>NOVICE</b>	<b>LEARNER</b>	<b>COMPETENT</b>
UNDERSTANDING OF CHILD DEVELOPMENT	The paper did not demonstrate an understanding of child development, and the skills and processes of each developmental domain. The paper is not complete.	The paper demonstrated some and/ or a fair understanding of child development and the skills and processes of each developmental domain.	The paper demonstrated a deep, thorough understanding of child development and the skills and processes of each developmental domain.
UNDERSTANDING OF THE FACTORS THAT IMPACT A CHILD'S DEVELOPMENT	The paper did not demonstrate an understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, social contexts, etc.	The paper demonstrated some and/ or a fair understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, social contexts, etc.	The paper demonstrated a deep, thorough understanding of the factors that impact a child's development, including culture, environment/ setting, educational setting, social contexts, etc.
COMPARISON OF DEVELOPMENT	The paper did not demonstrate an understanding of the similarities and differences in development of different children.	The paper demonstrated some &/ or a fair understanding of the similarities and differences in the development of different children.	The paper demonstrated an understanding of the similarities and differences in the development of different children.
CLARITY	The paper was unclear, confusing, disorganized, & contained no details.	The paper was vague, disjointed, had few details, &/ or hard to understand in places.	The paper was clear, coherent, well-organized, & full of rich, vivid details.

## Self-Assessment of Learning & Growth

To align with this focus on development and life-long learning involved in being an early childhood educator, you have the opportunity to reflect on your learning and growth in ECE 110. You will create a Self-Assessment in the form of a paper, audio message, or video recording that documents what you have learned and how you have grown, both personally and professionally, over the semester.

The Self-Assessment should include the following 5 parts:

1. The information/ knowledge you gained in ECE 110
2. The insights (ah-ha's or connections) you have made in ECE 110
3. The skills you have developed in ECE 110
4. How the knowledge, insights and skills you gained will prepare you to work with young children or impact your current work with young children?
5. Based on your learning, growth, participation in, contribution to, and commitment to support the learning and growth of all members of the ECE 110 community, what grade should you receive for ECE 110? Why?

To begin, I suggest reviewing your self-reflection posts for each module. Reflect on what you captured in each self-reflection. Next, outline what you captured. What stands out to you? Look for themes and repetition. Finally, begin to craft your message – in the form of a paper, audio message or video recording. You will decide if you share your Self-Assessment will be shared privately with me or with your colleagues from class.

## APA Citation Guidelines

### Overview:

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. These guidelines will give you an overview of how to cite your sources in a **List of References** (which comes after the last page of your paper, and sources are listed in alphabetical order), as well as **In Text Citation**.

### APA List of References

#### A BOOK:

Last name, First Initials. (Year). <i>Title</i> . Location: Publisher.
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Wheelan, C. J. (2010). <i>Naked economics</i> . New York, NY: Norton.
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#### A CHAPTER, ESSAY, OR STORY IN A BOOK:

Author Last name, First Initials (Year). Chapter Title. In Editor First Initials Last Name (Ed.), <i>Book Title</i> (pp. page numbers). Location: Publisher.
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Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), <i>A not-so-dismal science</i> (pp. 228-244). Oxford, England: Oxford University Press.
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#### A JOURNAL ARTICLE (A JOURNAL IS SCHOLARLY, AND INTENDED TO BE READ BY EXPERTS.)

Last name, First initials (Year). Article Title. <i>Journal</i> , <i>Volume</i> ( <i>Issue</i> ), Pages.
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Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. <i>Journal of Career Development</i> , 37(2), 503-518.
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#### A MAGAZINE OR NEWSPAPER ARTICLE (THESE ARE INTENDED TO BE READ BY EVERYONE.)

Last name, First initials. (Year, Month Day). Article Title. <i>Publication</i> , pp. pages.
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Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. <i>New York Times</i> , p. A17.
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#### A WEBSITE

Author or Organization name. (Year, Month Day). Section title. Retrieved from url.
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American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from <a href="http://www.eapsa.org/Ethics.htm">http://www.eapsa.org/Ethics.htm</a>
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#### A JOURNAL, MAGAZINE, OR ARTICLE FROM AN ONLINE DATABASE

If the article has a DOI (Digital Object Identifier), include it. If there is no DOI number, write "retrieved from" and the home page of the journal or database.
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Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. <i>New York Times</i> . Retrieved from <a href="http://www.nytimes.com">http://www.nytimes.com</a> .
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Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. <i>Journal of Career Development</i> , 37(2), 503-518. doi: 10.1177/0894845309352241
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**A SOURCE WITH MULTIPLE AUTHORS**

List all of the authors, up to six. If there are more than six authors, list the first five, then put in an ellipsis, and then include the last name.

Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., . . . Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA*, *305*(8):783-789. doi: 10.1001/jama.2011.190

**A NOTE ON CAPITALIZATION AND MISSING DATES**

For books and articles, only capitalize the first word of the title, the first word of the subtitle (the subtitle will follow a colon), proper nouns, and acronyms.

If a source has no date information, replace the date with "n.d."

**Sample List of References**

- American Pediatric Surgical Association. (n.d.). Ethics. Retrieved from  
<http://www.eapsa.org/Ethics.htm>
- Cooter, R. D. (2000). Law from order: Economic development and the jurisprudence of social norms. In M. Olson & S. Kähkönen (Eds.), *A not-so-dismal science* (pp. 228-244). Oxford, England: Oxford University Press.
- Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. *New York Times*, p. A17.
- Park-Wyllie, L. Y., Mamdani, M. M., Juurlink, D. N., Hawker, G. A., Gunraj, N., . . . Laupacis, A. (2011). Bisphosphonate use and the risk of subtrochanteric or femoral shaft fractures in older women. *JAMA*, *305*(8):783-789. doi: 10.1001/jama.2011.190
- Wells, E. M., Delgado-Romero E. A., & Shelton, K.L. (2010). An analysis of race and ethnic categories in career research from 1990 to 2007. *Journal of Career Development*, *37*(2), 503-518. doi: 10.1177/0894845309352241
- Wheelan, C. J. (2010). *Naked economics*. New York, NY: Norton.

## APA In Text Citations

### SUMMARY OR PARAPHRASE:

In a summary or paraphrase, you restate another author's ideas in your own words. The year that the article or book was published goes in parenthesis following the author's name. The page number is listed after the abbreviation "p." for one page or "pp." for multiple pages. If the author is not named in the sentence, put the name and year in the parentheses before the page number.

Sweeny (2010) argues that both teachers and students can use guides from the internet to help with their writing (p. 125).

Both teachers and students can use the internet to find writing assistance (Sweeny, 2010, p. 125).

### DIRECT QUOTE:

In a direct quote, you use the actual language of the author. You put the author's words in quotation marks, the way you would with any direct quotation. However, the parenthetical citation works the same way as in a summary or paraphrase. The quotation marks close before the parenthetical citation, and the period comes after the parenthetical citation.

In considering the use of new media for writing instruction, Sweeny (2002) writes, "One example is when a teacher created a blog and sent text messages about a Shakespeare assignment to groups of students in her class" (pp. 127-8).

### QUOTING A QUOTE (INDIRECT QUOTATION)

If you are using an article or book that quotes another author, it is best to find the original source. If you cannot find the original source, then you can make it clear that you found the quote in the article by adding "as cited in" to the source. In this example, the quote by Mark Bawden was found in the book *Bounce* by Matthew Syed.

Mark Bawden explains that "in order to make all the sacrifices necessary to reach world-class levels of performance, an athlete has to believe that winning is everything" (as cited in Syed, 2010, p. 199).

### CITING A SOURCE WITHOUT PAGE NUMBERS OR A NAMED AUTHOR.

If your source does not have page numbers or a named author, it might not be a good source. You should probably ask your professor before you use it. If there are no page numbers, use the abbreviation "para." for paragraphs and count the paragraphs as you would pages. If there is no named author, put the title of the source and the year separated by a comma in the parenthetical citation.

Davey (2011) reported two state senators, "Mr. Cullen and Ms. Coggs could be seen climbing into the building through a first-floor window" (para. 8).

According to the Union of Concerned Scientists, "No single solution can meet our society's future energy needs" ("Clean Energy," 2010).

### A PROSE QUOTE LONGER THAN FORTY WORDS:

If you have a quotation that is more than forty words long, start a new line for the quotation and indent it roughly half an inch (it should match the indentations on your paragraphs). Do not use quotation marks. Double space it as you would normally.

Matthew Syed (2010) explains the importance of negative emotions:

Anxiety facilitates escape from dangerous situations and helps us to avoid them in the future; mild depression enables us to disengage from unattainable goals; humiliation is triggered when we are faced with the threat of losing social status. (p. 212)