

ASSIGNMENT GUIDELINES

This packet contains information for the assignments and grading protocols for ECE 209-Seminar.

Assignment	Page	Points	Due Date
Readings Posts	1	1 point weekly (13 points total)	Weekly
Response to Readings Posts	2	½ pt per response weekly (13 points total)	Weekly
Application Posts	2	1.5 points weekly (24 points total)	Weekly
Response to Application Posts	2-3	½ pt per response weekly (16 points total)	Weekly
Babies Handout	3	5 points	4/26
Mid-Semester Survey	3	2.5 points	3/29
End-of-Semester Survey	3	2.5 points	5/17
Site Visit Paper	3-8	24 points	4/26
Opportunities for Extra Credit	9-11		
1. E-Learning Orientation	9	5 points	By 5/17
2. SI Sessions	9		By 5/17
3. Reading Response Paper	9-10		By 5/17
4. Attending TE Day	10	1 point	2/20
5. Attending TE Career Fair	11	1 point	4/28
APA Citation Guidelines	11-13		

Reading Posts, Application Posts, & Responses to Posts

When you post answering the Readings Post and Application Posts, and respond to posts created by others, you earn points. You can earn:

- 1 point for answering the questions on the Reading Post
- 1/2 point for each of your responses to another person's response to the Reading Post questions, up to 1 point per Reading Post
- 1.5 points for answering questions on the Application Post
- 1/2 point for each of your responses to another person's response to the Application Post questions, up to 1 point per Application Post

The scoring rubric for posting and total possible points you can earn for posting is listed below.

FORUM	POINTS PER WEEK	TOTAL POINTS
Reading posts	1 point each post x 13 posts	13 points
Responding to 2 Reading Posts	½ point per response x 13 posts	13 points
Application Posts	1.5 point each post x 16 posts	24 points
Responding to 2 Application Posts	½ point per response x 16 posts	16 points

Reading Posts Scoring Rubric (1 point per Reading Post)

TASK	NOVICE (.05 points)	LEARNER (0.1 point)	COMPETENT (0.2 points)
Prompts	None of the questions were answered.	Some of the questions were answered.	All of the questions were answered.
Thoroughness	The responses were incomplete.	All or some of the responses were brief or some were incomplete.	The responses were thorough, with rich, well-developed, detailed answers.

Reflection	There is no evidence of reflection in the responses.	All or some of the responses have answers that indicate some reflection.	The responses had well-developed, thoughtful, rich, reflective answers.
Readings	It is not clear the readings were completed.	There was some evidence the readings were completed.	There were clear connections to the reading, indicating the readings were completed.
Clarity	The responses were unclear, disorganized & incoherent.	All or some of the responses were vague, disjointed, &/or hard to understand.	The responses were clear, organized, & coherent.

Response to Reading Post Scoring Rubric (1/2 point per response)

TASK	NOVICE (.05 pts)	LEARNER (.1 points)	COMPETENT (.25 points)
Connection to Original Post	The response did not connect to the poster's original comment.	The response connected to the poster's original comment in not specific, vague way (An example of this type of post would be: "I agree" or "You made a good point.")	The response connected to the poster's original comment in a meaningful, specific, thoughtful, thorough, manner that added to, built on, expanded, or extended the original post post. An example of this type of post would be: "I agree that community is important, but I think it is hard for NYC families who take public transportation with young children to bring snacks for the class. They should be able to give money for the program to buy snacks also."
Clarity	The response was unclear, disorganized & incoherent.	The response was vague, disjointed &/ or hard to understand in places.	The responses were clear, organized, and coherent.

Application Posts Scoring Rubric (1.5 point per Blog post)

TASK	NOVICE (.05 points)	LEARNER (.15 points)	COMPETENT (.3 points)
Prompts	None of the questions were answered.	Some of the questions were answered.	All of the questions were answered.
Thoroughness	The responses were incomplete.	All or some of the responses were brief or some were incomplete.	The responses were thorough, with rich, well-developed, detailed answers.
Reflection	There is no evidence of reflection in the responses.	All or some of the responses have answers that indicate some reflection.	The responses have well-developed, rich, reflective answers.
Connection to the Readings	The was no connection to the readings.	There is some, vague connection to the readings.	There were clear, thorough, meaningful connections to the reading, indicating the readings were completed.
Clarity	The responses were unclear, disorganized & incoherent.	All or some of the responses were vague, disjointed, &/or hard to understand	The responses were clear, organized, and coherent.

Response to Application Post Scoring Rubric (1/2 point per response)

TASK	NOVICE (.05 pts)	LEARNER (.1 points)	COMPETENT (.25 points)
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Connection to Original Post	The response did not connect to the poster's original comment.	The response connected to the poster's original comment in not specific, vague way (An example of this type of post would be: "I agree" or "You made a good point.")	The response connected to the poster's original comment in a meaningful, specific, thoughtful, thorough, manner that added to, built on, expanded, or extended the post. An example of this type of post would be: "I agree that community is important, but I think it is hard for NYC families who take public transportation with young children to bring snacks for the class. They should be able to give money for the program to buy snacks also."
Clarity	The response was unclear, disorganized & incoherent.	The response was vague, disjointed &/ or hard to understand in places.	The responses were clear, organized, and coherent.

***Babies* Handout**

To deepen your understanding of how culture impacts children, watch the movie *Babies*. Complete the handout while watching the movie *Babies*. Submit the completed handout on Blackboard after you watched the video. To access and watch the video, you have to log into the BMCC library video database. You can watch the video from home or on campus. The video is 1 hour and 20 minutes long. If you plan to watch the video from home, please test to be sure you can remotely access the video from the library's database before week 12.

Mid-Semester & End-of-Semester Survey

Your feedback helps me ensure the course is meeting your needs and lets me know how to improve the course. The mid-semester and end-of-semester surveys are times when I am formally ask you to share your insights about the course with me. **The survey responses are anonymous**, and I cannot see who wrote which responses. Blackboard indicates who completes and submits the survey. Please contact me at any time to let me know how I can better meet your needs or improve the class!

Guidelines for Site Visit & Site Visit Paper

Guidelines for Site Visit:

The week of **April 13th** we will not have class. In place of class, please schedule a 75-90 minute visit to a program with a program on page 8 that serves infants ***birth- to 18-months-old***.

Contact the program (listed on page 8) to schedule your visit. People who wish to visit the same site should make one appointment with the director. When you make an appointment to visit, make sure that the director knows that you need to observe infants, birth- to 18-months-old. Please arrive promptly or for your appointment. The director may wish to speak to you before showing you to the room where you will observe.

Greet the staff, but do not talk to them unless they indicate that they have time to talk to you. Please spend most of your time observing. **Do not interact with children unless a child approaches you.**

Once in the room, please take time to look around.

- Make a list of all the furniture and equipment you see. If you don't know what something is, sketch it or describe it. You may be able to look up the name in a catalogue or on the Internet.
- Write down what you see on the walls.
- Draw a quick map of the room to note for yourself how the space is arranged.
- Choose a child to observe and write down what you see that child do for five minutes. Use descriptive words to capture what you see.
- Rest a bit, look around, and choose a teacher to observe. Record what the teacher does for five minutes. Be sure to write down the language the teacher uses and to describe their gestures.
- Choose an area of the room that seems busy while you are there. Record what happens there for five minutes.
- Describe at least one transition and one routine you observe in detail. What specifically do the staff do? How do the children respond? How do the staff react?
- If parents are present while you are visiting, please describe their interactions with children, teachers, and/or each other.

Site Visit Paper

~4 pages, typewritten, double-spaced 12 pt font, 1" margins, cite in APA format

When you finished your visit, use your fieldnotes to write your Site Visit Paper. Your Site Visit Paper is an analysis of your observation and should include the following information in three parts:

- Part I: Description of Program
- Part II: Application
- Part III: Conclusion

Part I: Description of Program:

1. In your first paragraph, introduce the site you visited by including:
 - the name of the center you visited
 - the location (borough and neighborhood) of the program
 - the date and time of your visit
 - the children's ages in the room that you observed
 - the number of children present
 - the number of teachers and brief descriptions of them
2. Set the scene and describe the environment you observed. Be sure to include the types of materials and furniture and how they were arranged and used. Describe how toys, clothing, and other materials are stored, where children sleep, eat, are diapered or toileted, and anything else that will help me picture the room you visited.
3. Please describe children during play activities and during routines that you observed. Give examples or tell the story of what you saw and what you think it means. Be certain that when you draw conclusions, it is clear to your reader why you say what you do.
4. Please describe the interactions between teachers and children. Describe how adults interact with one another, too. How do they work together? These may be families or staff or both. Once, again, give examples.

Part II: Application:

1. Your Infant-Family Case Study

Now, think about the child you've been visiting this semester for the Infant/ Family Case Study in ECE 209-Lecture and what you've learned about the child and the child's family. In a paragraph, answer the following questions:

- a. Would this make a good setting for the child you've been studying? Why or why not?
- b. Try to picture the child in the center and describe what you imagine. What would the child and family you are studying need to adjust well to this setting?

2. CLASS Observation Tool

Choose one dimension from the CLASS Observation Tool and one teacher from your observation to answer the following questions:

- a. Why did you pick that dimension to focus on?
- b. What behavior markers did you observe the teacher using?
- c. How did the teacher demonstrate those behavior markers during your visit?
- d. How did the child/ children respond to the teacher?

3. Infant Curriculum

a. Use of Relationship-Based Practice

i. Respect

1. How did a teacher show respect for a baby?
2. Share a descriptive vignette or short story from your observation that demonstrated a teacher respecting a baby/babies.

ii. Responsiveness

1. How was a teacher responsive to a baby?
2. Share a descriptive vignette or short story from your observation that demonstrated a teacher being responsive to a baby/babies.

iii. Reciprocity

1. How was a relationship between a teacher and baby reciprocal?
2. Share a descriptive vignette or short story from your observation that demonstrated a reciprocal relationship between a teacher and baby.

iv. Reference to Assigned Course Reading

1. Cite an assigned class reading from ECE 209-L on relationship-based practices (respect, responsive, reciprocity) that connects to what you observed

b. Follow Infant's Lead

- i. How did a teacher follow an infant's lead during play, a routine, during an activity, or in another way connected to the curriculum?
- ii. Share a descriptive vignette or short story from your observation that shows a teacher following an infant's lead.

c. Family-like Environment

- i. How were the furniture, room arrangement, activities, groups of children, and staff organized to replicate home?
- ii. Describe what features of the space, groupings, and activities you observed indicated the setting was family-like.

d. Individualized Routines

- i. How did teachers differentiate and personalize routines (diapering, feeding, sleeping, play, transitions, separation, etc.) for each child?
- ii. How did the teacher incorporate an infant's unique preferences, temperament, culture, family traditions, and needs into the routine?

- iii. Share a descriptive vignette or short story from your observation that shows a teacher individualizing routines.
 - e. Reference to Assigned Course Reading
 - i. Cite an assigned class reading from ECE 209-L on following an infant's lead, family-like environment, individualized routines that connects to what you observed
4. Work with Families
- How does the program work with families? What did you see that showed you this? Give specific examples. Based on your observation, explain:
- a. What evidence did you show that demonstrated the program engaged families?
 - b. How does the program communicate with families? What specific methods or practices are in place?
 - c. What are the implications of these practices on children and families?
 - d. If you have the opportunity, observe a staff member interacting with a family member. Describe the interaction in as much detail as possible, including what was said, body language, etc.
 - i. What strategies did you see the staff member use to build a partnership with the family?
 - ii. What strategies did you see the staff member use that were culturally responsive/ sustaining?
 - e. Reference to Assigned Course Reading
 - i. Cite an assigned class reading from ECE 209-S on working with families (engaging families, partnering with families, communicating with families, etc.) that connects to what you observed.

Part III: Conclusion:

End your paper by answering the following questions in a paragraph:

1. What did you learn from your site visit?
2. How does this visit connect to what you have learned in ECE 209?
3. What struck you from your site visit?
4. Can you see yourself working as another teacher in the classroom you visited? Why? Give specific reasons.
5. How will this observation help you become a better infant/ toddler teacher?

When you quote the textbook, and article, or another source, please remember to use quotation marks and put the page number where I can find that, quote, for example (Gonzalez-Mena, 2008, p. 15). If you are not quoting directly, just put the authors' names and the date of publication in parentheses next to the statement, for example, (Gonzalez-Mena, 2008). At the end of your paper, please list your references on a separate page. You can copy and paste from the syllabus to list the text correctly in your reference list. Also see pages 9-11 for guidelines on citing in APA format.

SCORING RUBRIC (24 points):

ELEMENTS	NOVICE (0.5 points)	LEARNING (1 point)	COMPETENT (2 points)
Basic Details	The paper left out important details but a program for children 0-18 mos was visited.	The paper included most of the info requested but left out 1 or 2 items.	The paper included the name of the center visited, date & time of the visit, children's ages, number of children present, & number of caregivers, & brief descriptions of them with rich, vivid details.

Setting the Scene	The paper described the environment observed, including the types of materials & furniture.	The paper described the room, including types of materials & furniture; how they were arranged & used, how toys, clothing, & other materials were stored & where children sleep & eat.	The paper described the room, including types of materials & furniture & how they were arranged & used; & how toys, clothing, & other materials were stored & where children sleep & eat with rich vivid details.
Play & Routines	The paper described children during play activities & during routines that were observed.	The paper described children during play activities & routines observed, gave examples or told the story of the observation.	The paper described children during play activities & routines; gave examples or told the story of what was observed & what it meant, with clearly supported conclusions that used rich, vivid details.
Interactions	The paper described interactions between caregivers & children.	The paper described interactions between caregivers & children, & how children interacted with each another.	The paper described interactions between caregivers & children, how children interacted with each another, & how adults interacted with each another with rich, vivid details.
Case Study Child	The paper stated why the program would/ wouldn't be a good setting for the child & family you've visited this semester.	The paper stated why the program would/ wouldn't be a good setting for the child & family you've visited this semester & compared the observation to what you know about the child & family.	The paper stated why the program would/ wouldn't be a good setting for the child & family you've visited this semester & compared the observation to what you know about the child & family, described what you imagine would take place if the child were in the setting, & what s/he would need to adjust with clearly supported conclusions that used rich, vivid details.
CLASS Assessment Tool	The paper described the CLASS dimension & behavioral markers you observed.	The paper described the CLASS dimension & behavioral markers you observed & how the child/ren responded to the staff's behavior.	The paper described the CLASS dimension & behavioral markers you observed, how the child/ren responded to the staff's behavior, & the consequences of the staff's behavior with clearly supported conclusions that used rich, vivid details.
Relationship-Based Practiced &	The paper described how the staff used relationship-based practices	The paper described how the staff used some of the elements of relationship-based practiced with short stories or vignettes.	The paper described how the staff used each of the 3 elements of relationship-based practices with short stories or vignettes that contained rich, vivid details.
Infant Curriculum	The paper described how the staff used infant curriculum.	The paper described how the staff used some of the elements of infant curriculum with short stories or vignettes.	The paper described how the staff used each of the 3 elements of infant curriculum with short stories or vignettes that contained rich, vivid details.
Work with Families	The paper gave examples of how the staff worked with families.	The paper gave examples of how the staff worked with families & described program practices to	The paper gave examples of how the staff worked with families; described program practices to communicate with & engage families; & explained the implications of these practices on children & families with

		communicate with & engage families.	clearly supported conclusions using rich, vivid details.
Conclusion	The paper contained a conclusion.	The paper's conclusion answered the assigned questions.	The paper's conclusion answered the assigned questions with thoughtful, reflective responses, & used rich, vivid details.
Clarity	The paper was unclear, disorganized, & incoherent.	The paper was vague, disjointed, and hard to understand in places.	The paper was clear, coherent, and organized.
Use of Sources	The paper did not cite assigned course readings.	The paper cited 3 or fewer assigned course readings	The paper cited 3 or more assigned course readings & clearly, meaningfully & thoughtfully integrated them into the text.

Programs for Infant Site Visit:

1. Rockefeller University Child and Family Center
1230 York Avenue
New York, NY 10065
Janiris Mejia
jmejia@rockefeller.edu
2. Buckle My Shoe
40 Worth Street
New York, NY 10013
212-374-1489
3. Battery Park City Day Nursery
215 S End Ave
New York, NY 10280
(212) 945-0088
Ed Director: Darlene Rosete
info@bpccdaynursery.com
4. Basic Trust
127 W 94th St
New York, NY 10025
(212) 222 - 6602
bt@basictrust.org
Director: Mary Biggs
5. The Goddard School
2495 Broadway 2nd Fl (Entrance on 93rd St.)
New York, NY 10025
212/712-2727

OPPORTUNITIES FOR EXTRA CREDIT

The following are opportunities to extra credit in ECE 209- Seminar:

1. E-Learning Orientation (5 points)
2. Supplemental Instruction Sessions (.25 points per session attended)
3. Reading Response Papers (up to 5 points per Reading Response Paper)
4. Attending Teacher Education Day (1 point for attending 2/20)
5. Attending Teacher Education Career Fair (1 point for attending 4/28)

E-Learning Orientation

To support success in using Blackboard, BMCC's e-Learning Center has created an orientation to e-Learning courses to help you navigate an e-Learning course. Completing BMCC's e-Learning Orientation is an opportunity to earn five points of extra credit in ECE 209-Seminar. In order to receive the extra credit points, students should:

1. Complete the e-Learning Orientation (link on ECE 209-S Blackboard home page, on the right in the menu section, entitled "E-Learning Orientation")
2. Download the certificate when you finish the e-Learning Orientation
3. Email the certificate to me or upload the certificate to Blackboard

The link to enroll in the e-Learning Orientation is on the ECE 209-S Blackboard home page, on the right, in the menu list, entitled "E-Learning Orientation"

Supplemental Instruction Sessions

You will receive 0.25 points of extra credit for time you engage with the Supplemental Instructional Leader for our class. You can engage with our Supplemental Instructional Leader in the following ways:

- Supplemental Instruction Sessions: In person, by phone or using video chat (FaceTime, Google Hangout). You do not have to stay for the entire session to receive extra credit.
- Blackboard Supplemental Instruction Group: Ask questions to the Supplemental Instructional Leader on Blackboard to receive extra credit.
- Virtual Supplemental Instruction Sessions: These Supplemental Instruction sessions are held on-line, through BMCC's Virtual Tutoring system

Extra Credit Reading Response Papers

~1 page in length, typewritten, double spaced, standard margins, 12 point font, APA format

In this course, you will encounter many thought-provoking readings that contain essential insights that will help you understand families and how to partner with families. As an opportunity to earn extra credit, you can complete an ECE 209-S Extra Credit Reading Response Papers for:

1. An assigned reading for an ECE 209-S Weekly Module you missed/ did not submit
2. Any optional reading in an ECE 209-S Weekly Modules

Each Reading Response Paper should follow the three-paragraph format below:

Author(s), (Publication Year). Title of article. *Title of Publication, volume(issue)*, page start-end.

- 1) Introduction paragraph:
 - a) Summarize the reading in four to six sentences using your own words.

- i) What is the main idea of the reading?
 - ii) What key concepts does the author make in the reading?
 - iii) What important details are included in the reading?
- 2) Reflections Paragraph:
- a) What did you learn from the reading? What information was new to you?
 - b) What struck you from the reading? Why?
 - c) What quote was most meaningful to you? (identify page number) Why?
- 3) Connections Paragraph:
- a) How does the reading connect to class (discussions, materials, videos, activities, other readings, etc.)? Make very specific links.
 - b) How does this reading connect to your personal experience? Make specific links and use vivid details.
 - c) How will this reading help you be a better infant teacher?

SCORING RUBRIC (5 points):

TASK	NOVICE (.1 points)	LEARNING (.5 points)	COMPOTENT (1.25 points)
SUMMARY	The paper did not identify the main idea, key concepts, or important details of the reading.	The paper partially explained the main idea, key concepts, & important details of the reading, &/or summarized the reading with quotes	The paper thoroughly explained the main idea, key concepts & important details of the reading thoroughly in your own words.
REFLECTIONS	The paper did not include reflections from the text about what was learned, what struck you, or a meaningful quote.	The paper included few, vague reflections from the text about what was learned, what struck you, &/or a meaningful quote.	The paper included many well-thought out, detailed reflections about what you learned, what struck you, & a meaningful quote that were supported by rich, vivid details.
CONCLUSION	The paper did not connect the reading to class material, personal experiences, or career preparation.	The paper vaguely connected the reading to class material, personal experience, &/ or career preparation with few details.	The paper clearly & meaningfully connected the reading to class material, personal experiences, & career preparation using rich, vivid details.
CLARITY	The paper was incoherent, disorganized, confusing, unclear, & had no details.	The paper was vague, disjointed, had few details, &/ or not easy to understand at times.	The paper was coherent, clear, organized, & had many rich, vivid supporting details.

Attending Teacher Education Day 2/20

The Teacher Education (TE) Day 2020 will be Thursday, February 20, 2020 from 10 AM to 3:30 PM in Richard Harris Terrance. Students attending the event will earn 1 point of extra credit.

Attending Teacher Education Career Fair 4/28

The Teacher Education (TE) Career Fair 2020 will be Tuesday, April 28, 2020 from 2 PM to 4 PM in Richard Harris Terrance. Students attending the event will earn 1 point of extra credit.

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.

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.

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> (Issue), Pages.

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 http://www.eapsa.org/Ethics.htm

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.

Dolnick, S. (2010, February 18). Ethnic differences emerge in plastic surgery. <i>New York Times</i> . Retrieved from http://www.nytimes.com .

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

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)