

# In Text Citations: Situations and Styles

Adapted from Purdue OWL &  
Stone Hill College Library

Situation:	MLA	APA	Chicago
Content areas use a style preference that best serves the type of research and importance of its author, date, publication, respectively	Like most source documentation systems, MLA uses in-text citations to give <b>readers information and directs readers to the more specific Works Cited page should a reader want to pursue a source further.</b> Generally, MLA in-text citation requires an author name and a page number where the information being cited can be found.	<b>APA adds to MLA style by including page number(s) and date.</b> The date is generally provided parenthetically next to author(s') names, while page numbers always appear parenthetically at the ends of sentences. <b>The date is important in social science because it helps demonstrate the relevance (newness) of the work being cited.</b>	<b>Footnotes or endnotes are used when citing within the text of a CMOS formatted document.</b> Often a final bibliography is also included at the end of a text. Footnotes in CMOS style generally include the author name, the publication title, publication date, publisher information with the very first citation, and a page number
<b>Author named in a signal phrase</b>	Philosopher Stephen C. Pepper refers to this phenomenon as a "cumulative collaboration of evidence" (49).	Philosopher Stephen C. Pepper (1961) refers to this phenomenon as a "cumulative collaboration of evidence" (p. 49).	Philosopher Stephen C. Pepper refers to this phenomenon as a "cumulative collaboration of evidence." <sup>12</sup>  <b>Match number 12 to endnote 12 at the bottom of the page or in notes section 12.</b> Stephen C. Pepper, <i>World Hypotheses</i> (Los Angeles: University of California Press, 1961), 49.
<b>Author not named in a signal phrase</b>	This phenomenon is best referred to as a "cumulative collaboration of evidence" (Pepper 49).	This phenomenon is best referred to as a "cumulative collaboration of evidence" (Pepper, 1961, p. 49).	This phenomenon is best referred to as a "cumulative collaboration of evidence." <sup>12</sup>  12. Stephen C. Pepper, <i>World Hypotheses</i> (Los Angeles: University of California Press, 1961), 49.
<b>Unknown Author</b> * Use the first few phrases of the title of the work. If it is the title of an article, place the title of the article in quotes ("title of article")	This phenomenon is best referred to as a "cumulative collaboration of evidence" ( <i>World Hypotheses</i> 49).	This phenomenon is best referred to as a "cumulative collaboration of evidence" ( <i>World Hypotheses</i> , 1961, p. 49).	This phenomenon is best referred to as a "cumulative collaboration of evidence." <sup>12</sup>  12. <i>World Hypotheses</i> (Los Angeles: University of California Press, 1961), 49
<b>Unknown Page Number</b>	This phenomenon is best referred to as a "cumulative collaboration of evidence" (Pepper).	According to Pepper (1961), this phenomenon is best referred to as a "cumulative collaboration of evidence."	This phenomenon is best referred to as a "cumulative collaboration of evidence." <sup>12</sup>
<b>More than one work by</b>	Philosopher Stephen C. Pepper refers to this	Philosopher Stephen C. Pepper refers to this	Philosopher Stephen C. Pepper refers to this phenomenon as a "cumulative collaboration

<b>the same author</b>	phenomenon as a “cumulative collaboration of evidence,” which he hints toward in earlier work as well (World Hypotheses 49 and “Emergence” 241).	phenomenon as a “cumulative collaboration of evidence” (1961, p. 49), which he hints toward in earlier work as well (1926, p. 241).	of evidence,” <sup>12</sup> which he hints toward in earlier work as well. <sup>13</sup>  12. Stephen C. Pepper, <i>World Hypotheses</i> (Los Angeles: University of California Press, 1961), 49.  13. Stephen C. Pepper, “Emergence,” <i>The Journal of Philosophy</i> 23, no. 9 (1926).
<b>Two authors</b>	<b>Use “and” between authors’ names.</b>  Shirley K. Rose and Irwin Weiser note in <i>Going Public</i> the importance of redefining expectations for faculty work (3).	<b>Note: Use “and” between authors’ names in the text and an ampersand in parentheses.</b>  Rose and Weiser (2010) note the importance of redefining expectations for faculty work (p. 3).  Research has found the importance of redefining expectations for faculty work (Rose & Weiser, 2010, p. 3)	<b>Use “and” between authors’ names.</b>  Shirley K. Rose and Irwin Weiser note in <i>Going Public</i> the importance of redefining expectations for faculty work. <sup>6</sup>  6. Shirley K. Rose and Irwin Weiser, <i>Going Public</i> (Logan, UT: Utah State University Press, 2010), 3.
<b>Many authors</b>	<b>In MLA, use the first author’s name plus “et al.” for three or more authors.</b>  Some studies that focus specifically on undergraduate perspectives of academic writing found a variety of approaches (Anderson et al. 11).	<b>For three to five authors, list every author the first time you make the reference. Use “and” before the final author in the text and an ampersand in parentheses.</b>  In 1990, Anderson, Best, Black, Hurst, Miller, and Miller produced a study that focused specifically on undergraduate perspectives of academic writing, and they found a variety of approaches in place (p. 11).  <b>Subsequent citations should use only the first author’s name, followed by et al.</b>  In 1990, Anderson et al. produced a study...  <b>For six or more authors, use the first author’s</b>	<b>In Chicago, include each author’s name if there are three authors. If there are four or more, use the first author’s name plus “et al.”</b>  Some studies that focus specifically on undergraduate perspectives of academic writing found a variety of approaches. <sup>2</sup>  2. Worth Anderson et al., “Cross-Curricular Underlife: A Collaborative Report on Ways with Academic Words,” <i>College Composition and Communication</i> 41, no. 1 (1990)

		name and “et al.” even for the first citation.	
<b>Corporate Author</b>	The American Psychological Association’s study demonstrated the significant role of prayer as a coping mechanism for health (67).	According to the American Psychological Association (2000),...	<p>This study demonstrated the significant role of prayer as a coping mechanism for health.<sup>9</sup></p> <p>9. American Psychological Association, “National Trends in Prayer Use as a Coping Mechanism for Health Concerns: Changes from 2002 to 2007,” <i>Psychology of Religion and Spirituality</i> (2000).</p>
<b>Podcast/ Youtube</b>	Use video author/podcast name and given title. Include the range of hours, minutes, and seconds you plan to reference, like so (00:02:15-00:02:35)	Use video/podcast author name, if known, title, and posting date. Include the range of hours, minutes, and seconds you plan to reference, like so (00:02:15-00:02:35)	<p>Include in notes as a document from a website.</p> <p>31. David Kestenbaum, “A Big Bridge in the Wrong Place,” in Planet Money Podcast, produced by National Public Radio, <a href="http://www.npr.org/blogs/money">http://www.npr.org/blogs/money</a>.</p>
<b>Government Publication</b>	According to the Pennsylvania Department of Conservation and Natural Resources, the Emerald Ash Borer invasion in Pennsylvania has led to dozens of county quarantines in recent years.	The Emerald Ash Borer invasion in Pennsylvania has led to dozens of county quarantines in recent years (Pennsylvania DCNR, 2011).	<p>According to the Pennsylvania Department of Conservation and Natural Resources . . . etc.<sup>27</sup></p> <p>27. Pennsylvania Department of Conservation and Natural Resources, "Bureau of Forestry Publications: Coleoptera: Buprestidae: Agrilus planipennis Fairmaire," (2011).</p>
<b>Website</b>	Karl Stolley and Allen Brizee write in the Online Writing Lab at Purdue University, “Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow” (“Avoiding Plagiarism”).	Karl Stolley and Allen Brizee (2011) write in the Online Writing Lab at Purdue University, “Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow.”	<p>Karl Stolley and Allen Brizee note, “Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow.”<sup>23</sup></p> <p>23. Karl Stolley and Allen Brizee, “Avoiding Plagiarism,” The Purdue OWL, Online Writing Lab, Purdue University, last edited October 10, 2014, <a href="http://owl.english.purdue.edu/owl/resource/589/01/">http://owl.english.purdue.edu/owl/resource/589/01/</a></p>