



## Texas A&M University-Commerce

MKT 521: Marketing Management

### WEB ONLY COURSE SYLLABUS

#### Professor / Instructor Contact Information

Dr. Ruiliang Yan  
Office BA 203  
Office phone: 903-886-5703; fax: 903-886-5702  
Office hours – **Monday 1-6 pm or by appointment;**  
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#### Scholarly Expectations

All works submitted for credit **must be original works created by the scholar uniquely for the class.** It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

#### Materials – Text

**Textbook:** Myers, Chris A., *The Marketing Plan Companion*, 2010.

This text (approx. 5 page chapters) has to be ordered from the Marketing and Management office. It is \$20 and it is only available from the Marketing and Management office. Please mail your check and shipping information to:

c/o Tammie Bellotte  
Marketing and Management Dept.  
Texas A & M Univ - Commerce  
Dept. of Marketing and Management  
P.O. box 3011,  
Commerce, TX 75428

You may contact her by email. ([Tammie\\_Bellotte@tamu-commerce.edu](mailto:Tammie_Bellotte@tamu-commerce.edu)) or phone (903.886.5703). Please contact Tammie as soon as possible for the Marketing Plan Companion text and give her your shipping information.

Textbook: Perreault, William D., Jr., Joseph P. Cannon, and E. Jerome McCarthy, *Basic Marketing Custom Pkg: A Marketing Strategy Planning Approach*, (18<sup>th</sup> Edition customized version), Irwin McGraw-Hill, 2011. [978-0-07-757798-8] **Please note, this customized version**

**is only available through the bookstore (for purchase or rental) and is cheaper than the non-customized version.**

### **Course Description and Objectives**

This course is a comprehensive study of the effective application of marketing strategies in international and domestic organizations. This course is designed to provide MBA students with the KNOWLEDGE, UNDERSTANDING and/or APPRECIATION of:

- 1) The role marketing in an organization and how it contributes to the success of an organization;
- 2) The differences between micro and macro-marketing;
- 3) The process involved in the development and planning of a marketing strategy;
- 4) The importance and impact of the external marketing environment on the marketing strategy;
- 5) The elements that influence buyer behavior;
- 6) The elements that define a “good” product;
- 7) The strategic importance of pricing;
- 8) How marketers make channel systems effective;
- 9) The role of integrated marketing communication and the elements that comprise a promotional mix;
- 10) Why effective implementation of the marketing strategy is critical to customer satisfaction and profits,
- 11) Develop skills in expressing oneself orally (FACE TO FACE CLASSES ONLY) and in writing,
- 12) Learn to analyze and critically evaluate ideas, arguments, and points of view,
- 13) Learn how to find and use resources for answering questions or solving problems,
- 14) Acquire an interest in learning more by asking questions and seeking answers,
- 15) Acquire skills in working with others as a member of a team.

**\*YOU ARE HIGHLY RECOMMENDED TO VIEW THE STUDENT ORIENTATION TUTORIAL FOR eCOLLEGE.**

**\*OUR SCHEDULE WILL RUN ON CENTRAL STANDARD TIME.**

*Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the Office of Advisement Services, Business Administration Building, Room 314, (903)886-5133.*

### **TECHNOLOGY REQUIREMENTS**

This is a web-enhanced course. The following technology is recommended to be successful: Internet connection – high speed recommended (not dial-up) and Word Processor. Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent

version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

## COURSE REQUIREMENTS

### Activities / Assessments

**Course Grading:** This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you no later than (NLT) 2 days before each assignment is due. Final grades are based upon the Official University policy. There will be no curve. A 90 or above average equals an “A,” an 80-89.9 average equals a “B,” a 70-79.9 average equals a “C” and so on. Your final course grade will be determined by dividing your total points earned by the course’s total points.

Discussions (30pts)

Student Bio (10 pts)

Marketing Plan Topic Chosen (10 pts)

Case analysis (100 points)

2 Exams (150 pts each for a total of 300 pts)

Paper, Marketing Plan (200 pts)

Total (650 points)

### Course Requirements:

#### Discussions

You get the points for responding the discussion topics. Dr. Yan will post the discussion topics weekly.

#### Bio

Complete a bio of yourself in the virtual office by the appointed time in the class schedule.

#### Marketing Plan Topic

Sign up for marketing plan topic in the virtual office by the appointed time in the class schedule.

Discussion Rubric			
Task	Accomplished	Proficient	Needs Improvement
↓			

Posting	Clearly identifies key or important information "mostly" in your own words, on topic, and utilizing the text and the article, appropriate citations. PROPER MINIMUM LENGTH, (5 points)	Identifies some important information in your own words, on topic, and utilizing the text and the article, however, information missing and or appropriate citations missing, not appropriate length. (3-4 points)	Does not clearly identify key information, not on topic, does not utilize text and or article, and or, not properly cited. Not appropriate length. (0-2 points)
Reply including asking a question	Clearly responds to another student's posting in your own words, then ask a question you are interested in knowing. YOU MUST POST YOUR QUESTION, PROPER MINIMUM LENGTH, (5 points)	Responds to another student's posting but you didn't clearly ask a question, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly respond to another student's posting, did not ask a question, incomplete in utilizing the text, or the article in your response and not the proper length. (0-2 points)
Reply answering a question	Clearly state and responds to another student's question in your own words, on topic, and utilizing the text and the article. YOU MUST POST YOUR QUESTION YOU ARE ANSWERING, PROPER MINIMUM LENGTH, (5 points)	State and responds to another student's posting but you didn't clearly answer a question that is posted, didn't clearly utilize the text and the article in your response and not the proper length. Did not post a question. (3-4 points)	Does not clearly state or respond to another student's posting, incomplete in utilizing the text, and the article in your response and not the proper length. No answer to posted question. (0-2 points)
Use correct grammar, punctuation, and American Psychological Association (APA) format.	Consistently uses correct mechanics and APA format in writing professionally (0-2 errors). (0 points off)	Uses correct mechanics and APA format in writing professional papers (3-5 errors). (-2 points)	Does not use correct mechanics and/or APA format in writing papers (more than 5 errors). (-4 points)

**EXAMS:** There are 2 exams that cover approximately 8 chapters each. Each exam has approximately 100 multiple choice questions (MC) and 2-4 short answer (SA) questions that will be used to test your knowledge of all materials associated with the course, such as the text, lectures, videos, and possible outside guests' discussions. There is no make-up exam. Each exam is weighted equally. The exam time limit is approximately 3-4 hours. **You will not be able to print exams. Exams are not reset-able. Access to the exams will be restricted after**

**the due date. Should you have problems, please contact tech support immediately and then email Dr. Yan with the ticket number.** Be advised there is a PRACTICE EXAM that is not graded that you may review to assist you with each exam in the course.

<h2>Short Answer Rubric</h2>			
Task			
↓	Accomplished	Proficient	Needs Improvement
<b>Short Answer</b>	Clearly identifies key or important information "mostly" in your own words, on topic, demonstrate knowledge of the concept, and utilizing the text and citations as needed. (23-25 points)	Identifies some but not all key or important information "mostly" in your own words, on topic, demonstrate some but not all knowledge of the concept, and utilizing the text and citations as needed. (19-22 points)	Does not clearly identify key or important information in your own words, not on topic, does not demonstrate knowledge of the concept. (0-18 points)
<b>Use correct grammar, punctuation, and American Psychological Association (APA) format.</b>	Consistently uses correct mechanics and APA format in writing professionally (0-2 errors). (0 points off)	Uses correct mechanics and APA format in writing professional papers (3-5 errors). (-2 points)	Does not use correct mechanics and/or APA format in writing papers (more than 5 errors). (-4 points)

**Paper, Marketing Plan (MP):** The Marketing Plan represents only a part of a total business plan. The marketing plan addresses how to respond to the marketplace from a marketing perspective based on the marketing mix (product, promotion, place and price). This is a group project and it is recommended that you submit a draft to Dr. Myers prior to your final submission. Your group will work on the marketing plan for a company in one of the specific industries. Papers are to be submitted directly to the **DROPBOX** as a **Word attachment** and **www.turnitin.com**. **Late projects will be heavily penalized.** The maximum pages for the paper should be no more than 12 content pages, using Times New Roman, 12 point font, and APA. However, I prefer single space, but it is your option on which to use. (Please note that a maximum of 12 content pages of content that this means I do not want papers longer than that (quantity **NEVER** equals quality). In addition, you should cite at least 10 credible sources in the paper (no more than 3 websites may be used). You will need to include a title page with your name, table of contents, 12 pages of content, a reference list, and an appendix (if necessary). **You are required to use APA format for the entire paper. No paper will be accepted for grading if the turnitin.com percentage is greater than 30%. Please go to Doc Sharing for the Marketing Plan Requirements.**

The sections of the marketing plan are  
 Cover page  
 Table of Contents  
 Executive Summary  
 Background Information on Industry  
 Segmentation or Possible Target markets  
 Target Market  
 Marketing Objectives  
 Product Analysis  
 Brand Analysis  
 Promotion Analysis  
 Price Analysis  
 References

**TURNITIN.COM:** The project should be submitted to the Dropbox (as a word file attachment) **NO LATER THAN MIDNIGHT.** The key information is below. I will use tunitin.com to check. **No paper will be accepted for grading if the turnitin.com percentage is greater than 30%.**

**Class: MKT 521 01W Fall 2012**

**Please the note the rubric is on a 100% scale and your final score will be multiplied by 2 to compute your final grade.**

Points	PROJECT EVALUATION RUBRIC	Points
	The grading is on a 100% scale.	
	The following instrument is used to grade assignments. Each item is worth approx. 0-15 points, and I provide	
	examples of how grading might look if in case of certain deficiencies. I reserve the right to add or detract	
	points for unusual circumstances (for example, a project turned in late). In addition, the standards by which I	
	grade depend on the assignment. Please let me know if you have any questions.	
3	<b>Cover page</b>	3
2	<b>Table of Contents</b>	2
	<b>Executive Summary</b>	
	<b>Highlighted important information from throughout plan</b>	
	<b>Highlight important price, promotion, place, and product elements</b>	
15	Well introduced, appropriate parts of the document covered	15

11	Well introduced, but did not completely summarize document	11
2	Not well introduced	2
	<b>Background Information on Industry</b>	
	<b>Highlight important information about the industry, important segments, buyers</b>	
	<b>Highlighted important favorable and unfavorable external trends</b>	
10	Well introduced, appropriate parts of the document covered	10
5	Well introduced, but did not completely summarize document	5
1	Not well introduced	1
	<b>Segmentation and Possible Target markets</b>	
	<b>Identify 3 possible segments to consider for your final plan</b>	
	<b>Identify key segmenting dimensions (qualifying and determining dimensions) for each of the 3 segments</b>	
	<b>Marketing Objectives</b>	
5	Solid ID of the marketing objectives with justification	5
3	Possible marketing objectives identified but more justification needed	3
1	Possible market objectives not well identified	1
	<b>Target Market</b>	
	<b>Specifically identified the target market and justification of the need for the new product</b>	
	<b>Identify location, market size, demographics, determining dimensions, and important media for target market</b>	
10	Solid ID of the target market with justification	10
6	Target market identified but more justification needed	6
2	Target market not well identified	2
	<b>Branding Section</b>	
	<b>Identify branding strategy: activities, name, differentiation with other competitors</b>	
10	Excellent coverage of brand name and other brand elements	10
6	Identification of brand activities and elements, but could use more depth	6
2	Identification of some branding elements and activities, but not well-developed	2
	<b>Product Section</b>	

	<b>Identify core features of physical goods and additional features to add</b>	
	<b>Identify branding strategy: activities, name, differentiation with other competitors</b>	
	<b>Table required: Table with List of Product Features and competitors</b>	
15	Excellent coverage of product brand name, packaging, warranty, etc.	15
11	Identification of brand name, packaging, warranty, etc., but could use more depth	11
2	Identification of some product issues, but not well-developed	2
	<b>What marketing plan for promotion is utilized?</b>	
	<b>Identify the positioning strategy based on your promotion strategy and based on your target market</b>	
	<b>Identify itemized budget for your promotion plan; identify advertising and marketing messages and ads</b>	
	<b>Design the following brochure, print ad, billboard, pr message, radio ad, and 2 promotional giveaways</b>	
	<b>Identify promotion blend (advertising, personal selling, sales promotion, publicity)</b>	
	<b>Identify relevant promotion media costs for all that you considered (radio, tv, print, billboard, etc)</b>	
	<b>Table required: Table with List of Promotional Plans and Budget</b>	
15	Excellent coverage of message, targeted to, media etc.	15
11	Identification of some promotion items but not a coherent plan	11
2	Identification of some promotion items, but not well-developed	2
	<b>What marketing plan for price is utilized?</b>	
	<b>Identify price sensitivity of market</b>	
	<b>Identify positioning of price versus quality and or features</b>	
	<b>Table required: Table with list of price structure for you and your major competitors</b>	
10	Excellent coverage of price and justification for the price (i.e. competition)	10
6	Identification of some price, but more depth needed	6
2	Identification of some price, but not well-developed	2
	Examples	

	table of prices of competitors versus your company, give info of how segments will respond	
5	<b>References</b>	5
	<b>Total Score</b>	

## ACCESS AND NAVIGATION

### Access and Log in Information

This course was developed and will be facilitated utilizing eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamu-commerce.edu](mailto:helpdesk@tamu-commerce.edu).

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement

For personal concerns or questions, email is the best way to contact us. We generally check email several times each day and you can expect a response within 48 hours. Most questions will be answered within 24 hours. Replies will be sent to your myLeo email address.

If you have a question that affects the entire class, the Virtual Office is a better way to clarify the answer. That way we can explain once instead of answering the same question multiple times. Always check your home page for Announcements when you login. I expect students will check their email daily and login at least 4 times per week during a summer session.

### Student Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)
- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

## COURSE AND UNIVERSITY POLICIES

### Drop a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. Monday, May 15 is the last day to drop with no refund and a grade of Q.

### Incompletes

Incompletes are only given when a student has completed all work up to the last 2 weeks of the term, and **has an extenuating circumstance**. Students only have access to the eCollege course for two weeks following the final day of the term. Therefore, incompletes are rarely given.

### *ADA Statement*

#### **Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

[Student Disability Resources & Services](#)

**Comment on Academic Honesty:** There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do so, you must provide place the statement in quotes in addition to a footnote at the end of the quote. Not placing the statement in quotes implies that the wording is your own.
2. Changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms. Changing a couple of words implies laziness.
3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.
4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know. All students are required to read, sign (electronically- meaning that you type out your name) and date TAMU-C Academic Honesty Policy. Be sure to upload the signed copy to your "dropbox." An Academic Honesty Policy has been posted under the „doc sharing.“ Make sure to upload the signed copy to your "Dropbox."

**Syllabus subject to Change Statement:** I anticipate that we will follow the schedule I've outlined in this syllabus, but I may make adjustments based on what actually happens in class. I may also change the basis for the course grade (if I need to eliminate an assignment or something of that nature). If I do so, I will so inform you in writing. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

**Course Schedule:** A course schedule is included at the end of this syllabus.

### **FAQs**

**What is your policy on accepting late assignments, giving incompletes, etc?** Unless otherwise specified, late assignments are NOT ACCEPTED. If an exception is made it will be accompanied by a substantial penalty (30% of YOUR GRADE). Please note that I do not give incompletes except in extenuating circumstances. You are advised

not to plan on finishing and submitting papers at the last minute to avoid costly, unforeseen problems. If you plan to juggle an impossible schedule (work, class, etc.), be prepared to accept the consequences. If you plan ahead, stay organized, and COMMUNICATE WELL in advance if and when problems arise, you will do well.

**How do I submit assignment files?** *All assignment files must be submitted in MICROSOFT WORD format. If you use another word processor, it is YOUR RESPONSIBILITY to translate the file into Word and make sure that all fonts, graphics, etc. are as they should be.* When it is time to submit the assignment, the assignment should be **LOADED IN THE DROPBOX**. Please double check to ensure that the file you are uploading is the correct one. You may not get a second chance to submit your true final version.

**Marketing 521 Class Schedule:** The nature of this course requires that much be done in a short period of time. You are advised to plan your personal schedules accordingly. All dates listed are due dates for assignments and readings. You must turn in the required items by midnight of the date listed.

C=Marketing Plan Companion (approx. 5 page chapters)

B=Basic Marketing

WEEK/DATES	TOPICS	CHAPTERS	ASSIGNMENTS
Weeks 1-2	Marketing Introduction	B: 1,3 C: 1,2,12	Syllabus Review Case and its detailed guidelines are posted in Doc share of eCollege in week 2. Discussion topic
Weeks 3-4	Segmentation	B: 4,6 C: 4,5	Bio and MP Topic Due at the end of week 2 Discussion topic
Weeks 5-6	Buying Behavior	B: 7,8,9 C: 6	Discussion topic Case analysis is due at the end of week 6.
Week 7	Marketing Mix: Product Exam	B: 10,11 C:7,8	Exam: Ch 1,3,4,6,7,8,9,10,11 Exam 1
Weeks 8-9	Marketing Mix: Place	B: 12,13 C: 10	Discussion topic
Weeks 10-11	Marketing Mix: Promotion	B: 14,16 C: 9	Discussion topic
Weeks 12-13	Marketing Mix: Price	B: 17,18 C: 11	Discussion topic
Weeks 14-15	Marketing	B: 19,21 C: 13	Paper due
Week 16			Final exam

## Cognitive



Categories in the cognitive domain of Bloom's Taxonomy (Anderson & Krathwohl, 2001)

Skills in the [cognitive domain](#) revolve around knowledge, comprehension, and critical thinking of a particular topic. Traditional education tends to emphasize the skills in this domain, particularly the lower-order objectives.

There are six levels in the taxonomy, moving through the lowest order processes to the highest:

### Knowledge

Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers

- Knowledge of specifics - terminology, specific facts
- Knowledge of ways and means of dealing with specifics - conventions, trends and sequences, classifications and categories, criteria, methodology
- Knowledge of the universals and abstractions in a field - principles and generalizations, theories and structures

Questions like: What are the health benefits of eating apples?

### Comprehension

Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas

- Translation
- Interpretation
- Extrapolation

Questions like: Compare the health benefits of eating apples vs. oranges.

### Application

Using new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way

Questions like: Which kinds of apples are best for baking a pie, and why?

### Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations

- Analysis of elements
- Analysis of relationships
- Analysis of organizational principles

Questions like: List four ways of serving foods made with apples and explain which ones have the highest health benefits. Provide references to support your statements.

### Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions

- Production of a unique communication
- Production of a plan, or proposed set of operations
- Derivation of a set of abstract relations

Questions like: Convert an "unhealthy" recipe for apple pie to a "healthy" recipe by replacing your choice of ingredients. Explain the health benefits of using the ingredients you chose vs. the original ones.

### Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria

- Judgments in terms of internal evidence
- Judgments in terms of external criteria

Questions like: Do you feel that serving apple pie for an after school snack for children is healthy? Why or why not?

Some critiques of Bloom's Taxonomy's (cognitive domain) admit the existence of these six categories, but question the existence of a sequential, hierarchical link.<sup>[3]</sup> Also the revised edition of Bloom's taxonomy has moved Synthesis in higher order than Evaluation. Some consider the three lowest levels as hierarchically ordered, but the three higher levels as parallel.<sup>[4]</sup> Others say that it is sometimes better to move to Application before introducing concepts<sup>[citation needed]</sup>. This thinking would seem to relate to the method of [problem-based learning](#).

## CITING SOURCES

### Citing Sources in APA Style

[http://www.indiana.edu/~wts/pamphlets/apa\\_style.shtml](http://www.indiana.edu/~wts/pamphlets/apa_style.shtml)

When writing a research paper you often need to refer to the work of other people—to describe their research or ideas, or to quote them, for example. Whenever you refer to, paraphrase, or quote the theories or research of other people, you need to indicate in your paper the source of your information. Thoroughly documenting your sources has a number of advantages; for example, you help your reader to check the accuracy of your description of the source, and the credibility of the source itself. In addition, you demonstrate your knowledge of the literature in your area. Finally, you enable your reader to learn more about particular theories or findings mentioned in your paper.

#### Which documentation style should you use?

You have several different styles of documentation to choose from when citing sources. In most disciplines a specific set of guidelines is accepted as the standard. For any paper that requires documentation, however, you should first ask your instructor or professor which citation style you should use. The following guidelines and examples are from the *Publication Manual of the American Psychological Association*, 5th edition, published by the American Psychological Association or APA. This manual is commonly used in courses in the social and natural sciences here at IU.

#### How should you document sources following the APA guidelines?

The APA guidelines specify two types of citations—one goes in the text of your paper, and the other at the end. The following example illustrates a reference citation in the text of a paper:

Some researchers have suggested that infants and young children store memories less efficiently than adults because specific neural structures required for memory storage have not yet matured in children at these ages (Nadel & Zola-Morgan, 1984).

In this example the writer informs us that the theory she describes was proposed in a paper by Nadel and Zola-Morgan, published in 1984. Note that the entire citation in this example—both the authors' names and the year of publication of the article cited—is in parentheses. Depending on how a sentence is constructed, all or part of the citation may be placed in parentheses. For example, the sentence above could also be phrased this way:

Nadel & Zola-Morgan (1984) have suggested that infants and young children ...

In this example only the article's year of publication is inside the parentheses; the authors' names are included as part of the main sentence.

For articles with one or two authors, use either of these methods of citing the source. For articles with three or more authors, you should list all the authors in the first citation; in subsequent citations, however, you usually need to cite only the first author, followed by the abbreviation “et al.” The following examples illustrate this point:

In a famous case study of amnesia, Milner, Corkin, & Teuber (1968) describe ... (first citation of this article)

The results of this study agree with those of Milner et al. (1968) ... (subsequent citation of the article)

At the end of your paper, you should give your reader the full citation for every source you have referred to in the body of your paper. These citations, which should include everything a reader would need to look up your source, go on a “References” page that immediately follows the text of your paper.

Below are examples of citations of the most commonly used types of sources. If you need to cite a source that isn’t illustrated here, consult the complete *APA Manual*. **Note that these entries should be double-spaced; we have single-spaced them here to save space.**

## BOOKS AND BOOK CHAPTERS

### 1. An entire book:

Springer, S. P. & Deutsch, G. (1985). *Left brain, right brain* (Rev. ed.). New York: W. H. Freeman.

Brand, M. & Harnish, R. M. (Eds.). (1986). *The representation of knowledge and belief*. Tucson, AZ: University of Arizona Press.

The first example shows how to cite a revised edition; the second, an edited volume. Note that: (1) all lines except the first are indented; (2) each section of the entry ends with a period followed by a single space; (3) in a list of authors, an ampersand (the symbol "&"), rather than the word “and,” is used before the last author’s name; (4) in an article with several authors, all authors’ names are inverted; and (5) only the first word of the book or chapter is capitalized.

### 2. An anonymous book:

*The American heritage dictionary* (2nd college ed.). (1991). Boston: Houghton Mifflin.

### 3. A chapter in an edited volume:

Nadel, L., & Zola-Morgan, S. (1984). Infantile amnesia: A neurobiological perspective. In M. Moscovitch (Ed.), *Infant memory* (pp. 145-172). New York: Plenum.

Levine, S. C. (1993). Effects of early unilateral lesions: Changes over the course of development. In G. Turkewitz & D. A. Devenny (Eds.), *Developmental time and timing* (pp. 143-165). Hillsdale, NJ: Erlbaum.

Note that while the names of the author(s) of the chapters are inverted, the names of the editors of the volumes are not inverted.

## ARTICLES IN JOURNALS, MAGAZINES, AND NEWSPAPERS

Citations for journal and magazine articles follow the same general form as citations of books, with the same sections:

1. author name(s), last names first;
2. year of publication, in parentheses;
3. full title of article: capitalize only the first word of the title, and don't underline it or put quotation marks around it;
4. publication information, including the title of the periodical or journal (spelled out—not abbreviated—and italicized) and the volume (also italicized) and page numbers.

### 1. A journal with continuous pagination (i.e., the page numbers in one issue begin where those in the previous issue left off):

Loftus, E. F. (1993). The reality of repressed memories. *American Psychologist*, 48, 518-537.

Milner, B., Corkin, S., & Teuber, H.-L. (1968) Further analysis of the hippocampal syndrome: 14-year follow-up study of H. M. *Neuropsychologia*, 6, 215-234.

### 2. A journal that paginates each issue separately:

Hubel, D. H. & Wiesel, T. N. (1979). Brain mechanisms of vision. *Scientific American*, 241(3), 150-164.

Note that in this example the volume number (241) is followed (with no space) by the issue number in parentheses (3), then a comma.

### 3. An article in a magazine:

Steinberg, J. A. (1991, March). Putting your business on the map. *MacUser*, 7, 158-163, 166-167.

Note in this example that the article is not published on continuous pages; instead, it appears on pages 158 through 163, and then again on pages 166 and 167.

### 4. An article in a newspaper:

Clark County schools teaching sign, integrating deaf and hearing students. (1996, January 29). *Indiana Daily Student*, p. 4.

Because no author is listed for this article, the citation begins with the title and would be alphabetized under the first significant word. If an author had been listed, the year and date in parentheses would be listed after the author's name, as in other periodical citations. In the text, this source would be referred to by a shortened version of the title (e.g., "Clark County Schools, 1996").

## **CITATION FORMS FOR ELECTRONIC MEDIA**

### **1. Internet article based on a print source:**

Swanson, H.L. (1999). What develops in working memory? A life span perspective [Electronic version]. *Developmental Psychology*, 35, 986-1000.

In this example, the online version and the print version are identical; if you think the online version differs from the print version, include the URL and the date you accessed the article.

### **2. Multiple-page document created by a private organization:**

National Parent Information Network. (n.d.) *Character education: The role of parents, teachers, and the community*. Retrieved October 18, 2001, from <http://npin.org/library/2001/n00584/n00534.html>

For an up-to-date guide on citing electronic resources (Web pages, email communications, listservs) in APA style, please consult: [Electronic Reference Formats Recommended by the American Psychological Association](#).

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