Texas A&M University-Commerce

MKT 306/521.0RE/3SE

Class meet time on Wednesday: 01/14/2019 through 05/10/2019

Professor / Instructor Contact Information

Dr. Zhi Pei
Office BA 326
Office Hours: 11:00am – 2:00pm on Wednesday by appointment
Office phone: 903-468-3289
Email: Zhi.Pei@tamuc.edu
Preferred Form of Communication: **Email is the preferred communication in this class, emails will be sent to students Texas A&M Commerce account ONLY. Students must routinely check email each week. ***To contact me, email should be sent through your Leo account. Email subject should begin with "MKT 306.02W". Email with the right format can expect response within 24 hours, otherwise it is more likely to be missed due to overwhelming emails*****

Academic Honesty

Academic honesty is highly valued at the Texas A & M University – Commerce. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the Texas A & M University – Commerce Graduate Catalog for more information about academic honesty, including consequences of academic dishonesty.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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: Perreault, William D., Jr., Joseph P. Cannon, and E. Jerome McCarthy, ***Basic Marketing: A Marketing Strategy Planning Approach*** (19th Edition), McGraw-Hill/Irwin, 2013. [978-0078028984]. 18th Edition also is acceptable for this class.

Course Description and Objectives

This course is a comprehensive study of the effective application of marketing strategies in international and domestic organizations. It will help prepare students for an interconnected world through a focus on improved global competence. As a result, students will be able to view themselves as engaged citizens within an interconnected and diverse world. 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.

***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.

COURSE GRADING: Final grades are based upon the Official University policy.

Grade Distribution: The following scale will be used to grade the student:

A = 90%-100%
B = 80%-89.9%
C = 70%-79.9%
D = 60%-69.9%
F = 59.9% or Below

- **Three Individual Cases** (90 pts total or 30 pts each, including 10 pts presentation and 20 pts Case analysis report). Cases will be announced in class.
- **Three Individual Exams** (Exam1 -100 pts, Exam2 -100 pts, Exam3 -100 pts)
- **Individual Project** - Marketing Plan (100 pts, including 30 pts presentations and 70 pts project). Project will be announced in class.
- **Class Participation**- 30 pts

PLEASE NOTE: All exams, cases, and paper must be completed <u>on the due date. Any late exam, case, and paper will be graded to zero</u>. No extensions or make-ups will be allowed unless the absence is cleared by the instructor <u>prior to the day</u> the assignment is due. All work is to be neat and typed with proper attention to grammar, punctuation, and spelling.

EXAMS: There are 3 exams that cover approximately 7-8 chapters each. Each exam has approximately 50 multiple choice questions (MC) that will be used to test your knowledge of all materials associated with the course, such as the text, lectures, videos, and possible discussions. Each exam is weighted equally. The exam time limit is 1 hour and 40 minutes. You will not be able to print exams. Exams are not reset-able. Access to the exams will be restricted after the due date. Be advised there is a PRACTICE EXAM that is not graded that you may review to assist you with each exam in the course. **We have exam 1 (Chapters 1-7) on week 5, exam 2 (Chapters 8-14) on week 10, and exam 3 (Chapters 15-21) on week 15, respectively.**

Exams and Practice Exam will be open simultaneously from Monday to Sunday midnight of exam week and are open book and any materials. I will remind you the exam dates through emails. Please check your email frequently.

Exams are INDIVIDUAL and are not intended for any type of group work.

IMPORTANT:

- **Only the whole/completed paper will be considered for grading. Partial paper will not be graded. A final well written submission should be at least 15 pages, double space, in APA style.**
- **Your cases and project submissions will be checked using Turnitin. No project will be accepted for grading if the turnitin.com percentage is greater than 30%. For an "A" project, its turnitin must be less than 20%. Paper must be in a good writing (without major grammar errors), good transition, good structure, readable, and convincing.**

<u>All works must be completed on time. Late works will not be acceptable.</u>

WEEK	CLASS TENTATIVE SCHEDULE
Week 1 Jan 16	Review the syllabus Students Introduction Chapter 1
Week 2 Jan 23	Chapter 2, 3, 4, 7 Assign Case 1
Week 3 Jan 30	Case 1 Presentation
Week 4 Feb 6	Chapter 5,6, 20 Assign Case 2
Week 5 Feb 13	Exam 1 (1, 2, 3, 4, 5, 6, 7)
Week 6 Feb 20	Case 2 Presentation
Week 7 Feb 27	Chapter 8, 9, 10, 11, 12 Assign Case 3
Week 8 Mar 6	Case 3 Presentation
Week 9 Mar 13	Chapter 13, 14, 15 Assign Class Project
Week 10 Mar 27	Exam 2 (8, 9, 10, 11, 12, 13, 14)
Week 11 Apr 3	Chapter 16, 17, 18, 19, 20
Week 12 Apr 10	Project Part I presentation
Week 13 Apr 17	Project Part II presentation
Week 14 Apr 24	Project Part III presentation
Week 15 May 1	Exam 3 (15, 16, 17, 18, 19, 20)
Week 16 May 8	Wrap up and submit the project by May 8th

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
    - Adobe Reader https://get.adobe.com/reader/
    - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - Adobe Shockwave Player https://get.adobe.com/shockwave/
    - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the

availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support
The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON	**App Title:**	**iPhone – Pearson LearningStudio Courses for iPhone** **Android – LearningStudio Courses - Phone**

	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy
• Ability to Sign out
• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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
Student Disability Resources & Services

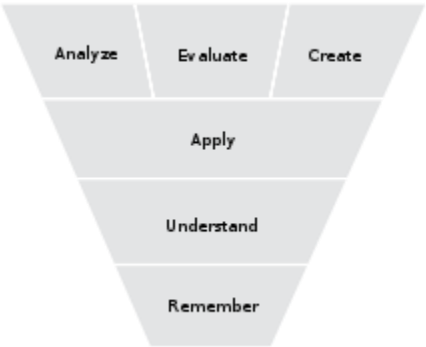
Comment on Academic Honesty: There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals. Keep the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

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.[3] 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.[4] Others say that it is sometimes better to move to Application before introducing concepts[*citation needed*]. 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

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.

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.

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 Pyschology, 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.