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In Text
References
&
Quotations

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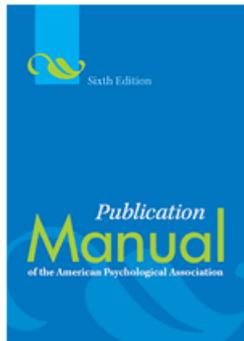
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Chelsea Lee

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July 01, 2015

[Punctuation Junction: Punctuation Before Quotation Marks](#)



by Chelsea Lee

Punctuation Junction: A series about what happens when punctuation marks collide.

We have previously addressed [how to use single and double quotation marks to enclose a quotation](#), and today we expand upon that topic to address how to use punctuation before a quotation. A few principles are at work here:

- that one robust predictor of being relied on is being high in self-control" (p. 763).
- Incorrect: Koval, vanDellen, Fitzsimons, and Ranby (2015) stated "Although many factors likely predict who is asked to do what (e.g., collegiality; cooking skills), the current research suggests that one robust predictor of being relied on is being high in self-control" (p. 763).

2. **To present a quotation after a complete sentence (e.g., those ending in *thus* or *as follows*), put a colon after the introductory sentence and before the quotation marks. Start the quotation that follows with a capital letter if the quotation itself is a full sentence; start the quotation with a lowercase letter if it is a sentence fragment.**

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References

- Formatting one reference
 - At the beginning of a sentence
 - In the text
 - At the end of a sentence
- Formatting more than one reference

Quotations

- Short <40 words
- Long >40 words

Reference in the text

Format: Last name (year of publication)

McNeil (2015) cited the need for a consistent style when writing an academic paper.

No reference in the text

Format: (Last name, year of publication)

Researchers have cited the need for a consistent style when writing an academic paper (McNeil, 2015).

Reference in the text

Format: Last name and Last name (year of publication)

McNeil and Robin (2015) cited the need for a consistent style when writing an academic paper.

No reference in the text

Format: (Last name & Last name, year of publication)

Researchers have cited the need for a consistent style when writing an academic paper (McNeil & Robin, 2015).

Reference in the text

Format: Last name , Last name, Last name and Last name
(year of publication)

1st time

McNeil, Robin, and Gronseth (2015) cited the need for a consistent style when writing an academic paper.

2nd time

McNeil et al. (2015) stated that papers with correct formatting usually were better organized.

No reference in the text

Format: Last name , Last name, Last name and Last name
(year of publication)

1st time

Researchers have cited the need for a consistent style when writing an academic paper (McNeil, Robin, and Gronseth, 2015) .

2nd time

Researchers have stated that papers with correct formatting usually were better organized (McNeil et al., 2015) .

One Reference

Prior to the beginning of the semester, we discussed possible topics that could serve as the main area of focus for this linked pair of courses. Like many other educators, we had been closely following news and research about the latest craze to hit academia, MOOCs. We thought that the design and development of MOOCs would be a good topic for the courses, since it would enable our students to explore many of the same issues related to MOOCs we ourselves had been investigating such as, the effects of MOOCs on how we teach (Martin, 2012), what problems MOOCs might help us solve (Rivard, 2013), the published literature on MOOCs (Liyaganawardena, Adams & Williams, 2013), and the influence of MOOCs on the future of higher education (Billington & Fronmuller, 2013). We also felt that the real-world nature of these themes would be worthwhile educational topics for our students to investigate as members of a team tasked with designing and developing an instructional product for an authentic situation.

One Reference

The Webscape model provides a structure for small teams of students to work with clients who serve as subject-matter experts throughout the entire process of instructional design from brainstorming through evaluation. The Webscape model was based on a framework proposed by Jonassen (1994) who theorized that a learning environment should provide multiple representations of reality, focus on knowledge construction, not reproduction, and support the collaborative creation of knowledge.

Jonassen and McKeefe (2012) argued that a learning environment should include three main components: multiple representations of reality, a focus on knowledge construction, not reproduction, and support for the collaborative creation of knowledge.

Researchers have developed a variety of requirements for learning environments that are designed to mimic reality with various representations and configurations that change depending on learning style of the user (Jonassen & McKeefe, 2012).

Authentic Projects. Students in our courses are often surprised to find that they will be working on actual projects that will be used by real teachers and students, as well as Web visitors from around the world. This authenticity provides the students with the opportunity to become stakeholders in the outcome of the projects and creates a level of motivation that is unmatched by traditional group projects or normal class assignments. Using a project that both mirrors complicated tasks encountered in today's workplaces and has real-world clients can act as a focus and catalyst for learning (Lee & Lim, 2012; Thomas, 2000; Vega & Brown, 2013). This approach is learner-centered and encompasses multiple learning communities - peers, clients, users, instructors, and experts.

Short Quotations

For the purposes of this study, we define linked courses as, “Linked courses are where two courses are taught collaboratively by two different instructors who work together so that the content of one course complements the content of the other course” (Steele, 2012, p. 23).

Steele (2012) defined linked courses as, “Linked courses are where two courses are taught collaboratively by two different instructors who work together so that the content of one course complements the content of the other course” (p. 23).

Linked courses are typically two courses, but may be as many as three or four, that are connected in a purposeful way. Usually one course is content-based such as science or math, and the other course is an application or skills-based course such as writing or speech (Kellogg, 1999; Kerka, 1995). A single group of students take both courses Indiana University of Pennsylvania (2012) uses this description of their program:

.50 The Linked Courses Program coordinates clusters of two, three, or four courses **.50**
 designed to form a learning community of students for whom course content may 
be linked by theme, with applied critical reading strategies, with math, with
applied learning strategies, and/or with supplemental instruction. (p. 40)

One of the central ideas behind linked courses is that the linkage helps form a learning community for the students and may lead to increased student learning and higher performance