APA
Style Manual
2020

Prepared by English Faculty
Algonquin College Pembroke Waterfront Campus
Updated May 2020

Summarized from
the American Psychological Association (7th ed.).
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SECTION 1: FORMATTING YOUR PAPER USING APA STYLE

Follow these guidelines when you prepare your paper to be handed in.

1. Title page:

   APA provides two title page guidelines: one for student papers and one for professional papers. These instructions follow the student title page guideline. If your professor requires you to use the professional title page guideline, you can find it at the APA site.

   - Include a page number on your title page, in the top right corner.
   - Place the paper title in the top half of the page, centred, in bold font.
   - Leave three or four spaces after the title (main words capitalized) and then include the following information, centred and double spaced: your name, your program, course number, course instructor’s name, due date. (see Sample APA-style paper).

2. Font: Use one of the following fonts: 11-point Calibri, 11-point Arial, 12-point Times New Roman, or 11-point Georgia (unless your professor specifies otherwise).

3. Page setup:

   - Set one-inch margins all around (in MS Word Page Layout-Margins).
   - Indent the first line of each paragraph five-seven spaces (hit Enter then Tab).
   - Double-space (In MSWord: )

4. Titles and sub-titles:

   - Repeat your paper’s title, centred, at the top of the first page of your paper.
   - To use headings, follow the rules below:

     Level One (only main sections, no subsections):
     Centre, Bold, Capitalize Main Words

     Level Two (main sections and subsections):
     Align left, Bold, Capitalize Main Words

     Level Three (main sections, subsections, and another tier of subsections):
     Indent, bold, no capitals, follow with a period.

5. References:

   Place your list of references at the end of your paper, on a separate page. See General rules for documenting for details.

6. Visuals:

   - Number, title, and acknowledge the source for all visuals as per the example in the Sample APA-style paper.
   - Cite all visuals, including photos and online images.
   - See Section 6 of this Guide for further details on including figures.
SECTION 2: AVOIDING PLAGIARISM

There are three important steps to avoiding plagiarism:

- Quote or paraphrase sources correctly.
- Cite all sources throughout your paper, whether quoted or paraphrased.
- Create a reference list entry for all sources.

PARAPHRASING

Paraphrasing means putting someone else’s ideas into your own words. A proper paraphrase must be substantially different from the original text, both in wording and in structure. Paraphrases must be cited. Citations for paraphrases include the author and year. It is not necessary to include a page or paragraph number in a citation for a paraphrase, but a page or paragraph number should be included when you paraphrase from long or complex sources.

Original: “Researchers at the University of Oxford’s Jenner Lab are developing a vaccine that targets the common proteins found in all flu viruses instead of tailoring to seasonal flu” (Haggarty, 2011, para. 3).

- A new vaccine is being developed at Oxford University that targets proteins that appear in all flus rather than having to tailor a flu shot to each year’s seasonal flu (Haggarty, 2011).
- Words too similar

- Researchers at Oxford University’s Jenner lab are creating a universal vaccine that will attack proteins common to all flus rather than creating a new vaccine specifically for each seasonal flu (Haggarty, 2011).
- Structure too similar

- A universal flu vaccine under development at Oxford University’s Jenner Lab will eliminate the need to create specialized seasonal flu vaccines by attacking proteins that exist in all strains of the flu (Haggarty, 2011).
- Words too similar

Quote or paraphrase sources correctly. A paraphrase should be substantially different from its original and should sound like your own writing voice. Paraphrases must be cited.

Cite all sources throughout your paper, whether quoted or paraphrased.

Create a reference list entry for all sources.
Quoting means reporting what an author has said using their exact words.

Quotations must be stated in the author’s exact words and placed in quotation marks or indented (indent if more than 40 words).

Short quotations: For short quotations (40 or fewer words), place the text in quotation marks and embed it in a sentence.

e.g. Haggarty (2011) states that Canada’s yearly flu vaccines may soon be a thing of the past, as researchers are creating “a vaccine that targets the common proteins found in all flu viruses instead of tailoring to seasonal flu” (para. 3).

Long quotations: For quotations of 40 words or more, indent the text by five spaces on each side and leave the quotation marks off. Place the period before the citation.

e.g. The example below illustrates the latest developments in flu-prevention efforts:

Researchers at the University of Oxford's Jenner Lab are developing a vaccine that targets the common proteins found in all flu viruses instead of tailoring to seasonal flu. The result: instead of having to have a newly concocted flu shot developed each year, the same can be used again and again. (Haggarty, 2011, para. 3)

Changing quotations:

When quoting, it is critical that the quotation be exactly the same as the original – any changes that you make must be clearly indicated.

You must also not make any changes that alter the meaning or intention of the original.

Original: “The result: instead of having to have a newly concocted flu shot developed each year, the same can be used again and again” (Haggarty, 2011, para. 3).

To take out part of a quotation (i.e. to shorten it), use ellipses.

Words taken out: Replace the missing words with three points, e.g. “The result: instead of having to have a [new] . . .flu shot developed each year, the same can be used again and again” (Haggarty, 2011, para. 3).

Sentence(s) taken out: Replace the missing sentence(s) with four points. (…) 

To add or change text, place the added or changed parts in [brackets].

Added: “The result: instead of having to have a newly concocted flu shot developed each year, the same [universal vaccine] can be used again and again” (Haggarty, 2011, para. 3).

Changed: “The result [is that] instead of having to have a newly [created] flu shot developed each year, the same can be used again and again” (Haggarty, 2011, para. 3).

SECTION 3: CITING YOUR SOURCES

Why cite? A citation allows the reader to match a specific quotation or paraphrase in your paper with the correct entry in your references list. This allows the reader to find any piece of information in its original source, using the information in your references list.

What to cite? Cite all information that you have taken from a source, regardless of the type of source or how you present the information (in your own words, in a quotation, in a table).

You must cite any statement, fact, statistic, idea and conclusion which is not your own thinking, even if you have used your own words.

The only exception to the above rule is “common knowledge” – facts or statistics that are either
a. commonly known and generally accepted as true or
b. easily checked in an encyclopedia.

Items of common knowledge do not have to be cited or included in your references list.

You must also cite any images (such as photos or graphs) which you have not created yourself.

Note: If you have taken a photo or drawn a picture yourself, you may cite yourself as photographer/illustrator. This avoids any confusion for your reader, who might think you’ve just forgotten to cite. See personal communications.

GENERAL RULES FOR CITING:

1. Place the citation as close as possible to the source material.

   For a quotation (author’s words), place the citation at the end of the sentence before the period. Include a page number if there is one, or a paragraph number if your source doesn’t have page numbers.

   e.g. “The prevalence of listeriosis is about 20 cases in one million people” (McGeer, 2009, p. 10).

   For a paraphrase (your own words), place the citation at the end of paraphrased material, at a natural pause in the sentence.

   e.g. Because approximately 20 cases of listeriosis per 100 million people are reported annually (McGeer, 2009), Canadians should take steps to lower their risk of contracting it (p. 10).

2. Cite every use of a source.

   If you quote or paraphrase the same author four times, you will make four citations. Each citation will be the same, except that the page/paragraph numbers may differ.
3. Include a page or section name or paragraph number for all quotations.
   - Use page numbers when provided (Use p. for a single page, pp. for multiple pages)
   - When page numbers are not provided, use one of the following methods:
     a) Provide a heading or section name (Brown & Paige, 2020, Threats section)
     b) Provide an abbreviated heading or section name in quotation marks to indicate the
        heading has been abbreviated (Milow, 2019, “Regulating Water”)
     c) Provide a paragraph number (count the paragraphs if they are not numbered (Jarz,
        2011, para. 4)
     d) Provide a heading or section name in combination with a paragraph number (Milow,
        2019, “Regulating Water,” para. 4)

4. If you include the author’s name in a sentence, place the date in brackets after the
   name and place the page or paragraph number at the end of the sentence. This is called a “narrative citation.” E.g.: As Brown (2001) discovered in his landmark study, there are literally “thousands of species of lichen” (p. 9).

**EXAMPLE CITATIONS**

<table>
<thead>
<tr>
<th>Author Type</th>
<th>Narrative Citation</th>
<th>Parenthetical citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>One author</td>
<td>Addison (2019)</td>
<td>(Addison, 2019)</td>
</tr>
<tr>
<td>Two authors</td>
<td>Brown and Simcoe (2016)</td>
<td>(Brown &amp; Simcoe, 2016)</td>
</tr>
<tr>
<td>Three or more</td>
<td>Carter et al. (2018)</td>
<td>(Carter et al., 2018)</td>
</tr>
<tr>
<td>Group author with abbreviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First citation</td>
<td>Canadian Food Inspection Agency (CFIA, 2019)</td>
<td>(Canadian Food Inspection Agency [CFIA], 2019)</td>
</tr>
<tr>
<td>Subsequent citation</td>
<td>CFIA (2019)</td>
<td>(CFIA, 2019)</td>
</tr>
</tbody>
</table>

**Reminders:**
1. Include page number / section name / or paragraph number for all quotations. Use p. for one page, pp. for several pages, and para. for paragraph.
2. Include page number / section name / or paragraph number for paraphrases to help readers locate the specific section in a long source.
3. Include authors’ last names only (no initials) and the year of the date.
4. Cite each source each time that you use it.
5. Unlike references, citations stay the same regardless of the type of source (e.g. a book is the same as a movie), except for non-retrievable sources such as interviews, emails, lectures, etc.
5. **No author and no group author (all types of sources)**

Use shortened title  
Page number:  
Paragraph number:  

<table>
<thead>
<tr>
<th>No author and no group author</th>
<th>Page number</th>
<th>Paragraph number</th>
</tr>
</thead>
</table>

**Note:** Place “quotation marks” around titles of articles, chapters and web pages.  
*Italicize* titles of books, brochures, reports and journals.  

**Note:** If the author is specifically identified as ‘Anonymous’, then use Anonymous in your citation e.g. (Anonymous, 2008).

6. **Same idea in multiple texts**

Cite all authors in alphabetical order, separated by a semi-colon (;).

*(Clark, 2016, p. 130; Martin, 2017, p. 32)*

*(Davidson, 2016, p. 361; Johnson, 2018, p. 14)*

7. **Same author and year, different sources**

If you have multiple sources by the same author/organization that are published in the same year, distinguish between them by adding a, b, c, etc. after the date. The order is determined by the order of the corresponding references in your references list.

*(Microsoft, 2019a) (Microsoft, 2019b)*

8. **One author quoted or cited by another**

Identify the author and year cited by the source you are reading, and add “as cited in” and the author(s) year, and page of the source you are using.

A Nobel Prize winning biologist once warned “We live in evolutionary competition with microbes—bacteria and viruses. There is no guarantee that we will be the survivors” *(Lederberg, 1990, as cited in Specter, 2020, p. 43)*.

*Freud (1927) believed that it is impossible to impose belief (or disbelief) upon anyone (as cited in Evans, 2019, p. 59).*

**Note:** Only include the source you read in your references list, not the original source.

9. **Email, interview, or personal photograph (Personal communication)**

Sources that cannot be retrieved by the reader are cited in the text as personal communications.  
Provide last name, initial, and date, and label as “personal communication” or “personal photograph”, as appropriate.

*(T. L. Green, personal communication, April 5, 2020)*

**Note:** Do not include personal communications in your references list because they are not retrievable – i.e. your reader cannot access them.

10. **PowerPoint, lecture, handout or podcast posted on Brightspace**

If the lecture notes, podcast, or PowerPoint slides come from a course learning management system like Brightspace and you are writing for an audience with access to that system, list the teacher’s last name(s) and year: *(Jones, 2020)*.

Include a reference list entry (see Reference sample 15)
SECTION 4: PREPARING YOUR REFERENCES LIST (DOCUMENTING)

Why document? Your references list adds detail to the information in your citations. By matching the author’s name in a citation with his/her name in your references list, a reader can get enough detail to go out and find the original source you used.

What to document? Document all sources you have used in your paper except non-retrievable sources such as personal photographs or emails.

GENERAL RULES FOR DOCUMENTING

1. Format
   - Place your references on a separate page at the end of your paper.
   - Centre the title References at the top of your page.
   - Arrange all sources in alphabetical order (Notes: Remember the “nothing before something” rule. For example, Smith, P. appears before Smithers, A.L. Also, the articles The, A, and An are ignored in alphabetizing.)
   - Do not number your entries.
   - Double space your references list.
   - Indent the second and following lines of each entry (hit ENTER, then TAB once).
   - Pay careful attention to spaces, periods, commas and italics in the examples.

2. Author
   - Place last name first. Provide initial (first letter) of all given names.
   - Leave out titles, such as Dr., and credentials, such as Ph.D.
   - If the author is a group, capitalize each word of the group name (see example 5). Group authors include government agencies, associations, business, hospitals, universities, and task forces.
   - If there is no individual author and no group author, move the title to the position where the author would normally go (see example 22).
   - For multiple authors, provide the names in the order in which they appear in the original source for up to 20 authors (see example 11).

3. Publication Date
   - Provide as much of the date as you can find, in the order year, month, day.
   - Spell months out in full (e.g. September, not Sept.).
   - If there is no date, write n.d. instead.

4. Title
   - Books: Capitalize the first word of the title and subtitle and proper nouns (e.g. Canadian). Italicize all words.
   - Journal and magazine titles: Capitalize every major word of the title. Italicize all words.
   - Journal articles: Capitalize the first word of the title and subtitle and proper nouns (e.g. Canadian). Do not italicize.
   - Web pages: Capitalize the first word of the title and subtitle and proper nouns (e.g. Canadian). Italicize all words.
Add special information, like edition number, in parentheses ( ) right after the title, before the period – e.g. *Canadian grammar and style* (2nd ed.).
For non-traditional sources like PowerPoints, Films, Maps, identify the type of source in brackets [ ] right after the title, before the period – e.g. Girl with ice cream [Photograph].

5. **Publication Information (Print Sources)**
   - Provide the name of the publisher as shown on the work, which is usually found on the inside of the front cover.
   - When a corporate author is the same as the publisher, omit the publisher from the reference.

6. **Web Addresses (URLs) and DOIs (Online Sources)**
   A) **DOIs.** A DOI (digital object identifier) is an alphanumeric string that provides a link to online material, particularly to journal articles. It is usually found on the first page of your source. If your source has a digital object identifier (DOI), provide it. Present the DOI as a hyperlink.
      If the DOI in your source is not a hyperlink, create a hyperlink by adding [https://doi.org/](https://doi.org/) before it.

   B) **URLs.** The URL is the site’s web address. For sources from websites other than library databases that do not have a DOI, include the URL in the reference
      - Link directly to the source and ensure that the link will work for readers:
        - If the URL link is no longer working, the source cannot be included in the References because it is not recoverable.
      - If the source does not have a DOI and you found the source in a library database, do not include the URL of the database in your reference because the source is considered widely available (see sample 14).
The examples below cover the most common sources used at the college level, but it is not a complete listing. If your source is not covered, please consult an APA manual at the library or see your professor.

**TEXTUAL WORKS**

**Books**

1. Whole book – one author, first edition
2. Whole book – more than one author, not the first edition
3. Whole book – editor instead of author, sub-title
4. Part of a book (chapter, essay or section)
5. Electronic book—group author
6. Electronic book from a library database
7. Entry in an encyclopedia—online with an author
8. Entry in a dictionary—online without an author
9. Report (e.g. technical, government)

**Periodicals (Journals, Magazines, Newspapers)**

10. Newspaper or magazine article, print
11. Journal article — online, with up to 20 authors, with DOI
12. Journal article—online, with more than 20 authors, with DOI
13. Magazine, newspaper, journal article — online, without DOI, not from a library database
14. Magazine, newspaper, journal article—online, without DOI, from a library database

**Course Materials**

15. PowerPoint slides or lecture notes posted on Brightspace
16. Lecture notes not posted on Brightspace, personal photographs, personal interviews

**ONLINE MEDIA**

17. Webpage on a website with a group author
18. Webpage on news site
20. Mobile app

**VISUAL / AUDIOVISUAL MEDIA**

21. Image—retrieved from an image database (e.g. Flickr, Pixabay)
22. Image—online, from within a book, magazine or website
23. Map—online
24. Map—online, dynamic
25. Streaming video (Youtube, Netflix)
26. Television series episode available online
27. Podcast

**LEGAL REFERENCES**

28. Legislation — online/print
29. Legal case — online/print
In order to prepare your references list accurately, it is important that you pay close attention to the punctuation, spaces and italics in each entry and ensure that your entries copy the format exactly.

There may be cases in which you must use two examples to prepare one entry, such as a chapter with two authors (see ex. 2 - Book: multiple authors) in a book edited by someone else (see ex. 4 – Part of a book).

The small labels beneath each example are there to help you identify the parts of each example. Do not include them in your references.

### 1. Book: One author, first edition

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Wagamese, 2019, p. 19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference notes</td>
<td>author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr. date: Year, month, day-e.g. (2000). If there’s no date, show (n.d.). sub-title: Put a colon (:) between main and sub-titles and capitalize the first letter of the sub-title. e-book: For an online book, see notes below examples 5, 6.</td>
</tr>
</tbody>
</table>

### 2. Book: More than one author, not the first edition

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Gurak, Lannon &amp; Seijts, 2015, p. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference notes</td>
<td>author: List all authors in the order in which they appear on the inside cover. Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr. date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.). e-book: For an online book, see notes below examples 5, 6.</td>
</tr>
</tbody>
</table>
3. **Book: Editor instead of author, sub-title**

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Scott &amp; Oliver, 1964, p. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference notes</strong></td>
<td>editor: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr. Add label (Ed.) for one editor or (Eds.) for two or more. date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.). sub-title: Put a colon (:) between main and sub-titles and capitalize the first letter of the sub-title.</td>
</tr>
</tbody>
</table>

4. **Part of a book (chapter, essay, article or section)**

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Drucker, 1969, p. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference notes</strong></td>
<td>author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr. date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.). book: List by first initial then last name (e.g. M. Rae.). editor/author: Include the note (Ed.) for a single editor, (Eds.) for more than one.</td>
</tr>
</tbody>
</table>

5. **Electronic book – Group Author**

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Best Start Expert Panel, 2007, p. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference notes</strong></td>
<td>author: If there’s an organization, use it in place of an author, as here. Capitalize each word. publisher: When the publisher is the same as the author (as with a professional organization), omit the publisher. URL: Include the book’s URL. If URL doesn’t fit on one line, add a space to break it over two lines.</td>
</tr>
</tbody>
</table>
6. **Electronic book from a library database**

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Mason, 2014, p. 35)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference note</strong></td>
<td>URL: Do not include a URL for books accessed through a library database.</td>
</tr>
</tbody>
</table>

7. **Entry in an Encyclopedia—Online, with an author**

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Miller, n.d.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference notes</strong></td>
<td>author: If the entry does not have an author, begin the reference with the entry title. date: When the reference work is continuously updated, use <em>n.d.</em> as the year of publication and include a retrieval date. retrieval date: Include a retrieval date when the reference work is continuously updated.</td>
</tr>
</tbody>
</table>

8. **Entry in a dictionary—Online, without an author**

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Merriam-Webster, n.d.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference notes</strong></td>
<td>author: Include the group author of the dictionary or encyclopedia. date: When a dictionary or encyclopedia is continuously updated and not archived, use (n.d.) for the publication date and include a retrieval date. entry title: Provide the title of the dictionary or encyclopedia entry. retrieval date: Provide a retrieval date when a work is expected to change or be updated.</td>
</tr>
</tbody>
</table>
9. Report (Technical or government)

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Jackson &amp; Bradford, 2019, p. 32)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference notes</td>
<td>author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr. date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.). report number: Include the report number in parentheses. DOI: List the DOI as a hyperlink. Add <a href="https://doi.org/">https://doi.org/</a> before a DOI that is not already a hyperlink.</td>
</tr>
</tbody>
</table>

10. Article from a newspaper or magazine, print format

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Bramburger, 2020, p. 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference notes</td>
<td>author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr. date: Provide exact date: year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.). article title: Capitalize the first word of the title and subtitle. newspaper title: Capitalize all main words of a newspaper or magazine title, and italicize.</td>
</tr>
</tbody>
</table>
### 11. Journal article with up to 20 authors: Online, with DOI

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Abi-Jaoude et al, 2020, p. E136)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference notes</strong></td>
<td></td>
</tr>
<tr>
<td>author(s)</td>
<td>Last name, first initial, for up to 20 authors. Second last and last author separated with an ampersand (&amp;).</td>
</tr>
<tr>
<td>date</td>
<td>Include the year. If month and date are available, also include them.</td>
</tr>
<tr>
<td>vol/iss.</td>
<td>Italicize the volume number but not the issue number. Leave no space between them.</td>
</tr>
<tr>
<td>DOI</td>
<td>DOI stands for “digital object identifier”, a numbering system used by libraries and databases to identify online resources. If an article has a DOI, provide it as a direct link to the article.</td>
</tr>
</tbody>
</table>

### 12. Journal article with more than 20 authors: Online, with DOI

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Watts et al., 2019, p. 1838)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference notes</strong></td>
<td>authors: With more than 20 authors, list the first 19, insert an ellipsis, and then add the final author's name.</td>
</tr>
</tbody>
</table>

Click here to return to examples list
13. Journal, magazine, or newspaper article: Online, without DOI, not from a library database

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Kolbert, 2020, para. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>Kolbert, E. (2020, May). Where have all the insects gone? National Geographic.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference notes</td>
<td>author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr.</td>
</tr>
<tr>
<td></td>
<td>date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.).</td>
</tr>
<tr>
<td></td>
<td>vol/iss: Include volume, issue, page numbers if available.</td>
</tr>
<tr>
<td></td>
<td>URL: Provide the URL that links to the article. If URL doesn’t fit on one line, break it over two lines and maintain the hanging indent.</td>
</tr>
</tbody>
</table>

14. Magazine, newspaper, journal article without DOI: Online, from a library database

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Brackley, 2020, p. 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference notes</td>
<td>author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr.</td>
</tr>
<tr>
<td></td>
<td>date: Provide exact date: year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.).</td>
</tr>
<tr>
<td></td>
<td>title: Capitalize all main words of a journal, magazine, or newspaper title.</td>
</tr>
<tr>
<td></td>
<td>NoDOI/ No URL: Do not include a URL or database information for articles that do not have DOIs and are found on library databases.</td>
</tr>
<tr>
<td></td>
<td>For online articles without DOIs not found on library databases, see example 13 above.</td>
</tr>
</tbody>
</table>
15. **PowerPoint slides or lecture notes on Brightspace**

If the slides or lecture notes come from a classroom management system like Brightspace and your audience has access to that resource, provide the name of the site and its URL.

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Gilabri, 2020)</th>
</tr>
</thead>
</table>

|-----------|-------------------------------------------------------------|
| Reference notes | author: The author’s name will most often be the teacher who produced and posted the slides.  
date: The date as it appears on the presentation. If no date is present, use (n.d.).  
description: Indicate the type of resource.  
URL: Provide the URL of the webpage where users log in. |

16. **Non-retrievable source (e.g. email, lecture notes not posted on Brightspace, interview, personal photo, etc.)**

There is no entry in the references list for email, lecture notes not posted on Brightspace, interviews you have conducted, or personal photographs. These items are *non-retrievable*. Include only an in-text citation according to citation example 10 on page 8 above.

17. **Webpage on a website with a group author**

<table>
<thead>
<tr>
<th>Citation</th>
<th>(Eastern Ontario Model Forest, 2019, para. 3)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reference</th>
<th>Eastern Ontario Model Forest. (2019). <em>Community forest carbon offset program.</em> [URL direct link]</th>
</tr>
</thead>
</table>
| Reference notes | author: Group author or personal author.  
date: Year, month, day-e.g. (2000, May 19). If there’s no date use (n.d.).  
title: Italicize webpage titles.  
Website name: Do no include a website name if it is the same as the group author.  
URL: If URL doesn’t fit on one line, add a space to break it over two lines |
18. Webpage on a news website

**Citation (in text)**
(Dart, 2020, para. 10)


**Reference notes**
author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr.
date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.).
title: Webpage title, italicized. Note here the title of the documentary, “Meat the Future,” has both major words capitalized and is in quotation marks.
site name: Name of the website. If website name is the same as the group author, omit the site name.
URL: URL with hyperlink


**Citation (in text)**
(Macdonald, 2020, para. 10)


**Reference notes**
author: If you know the author’s real name, add it as last name, first initial. If the blog is written under a screen name, include the screen name
blog title: The title of the blog where the entry is posted, in italics.
URL: URL with a direct to the blog post

20. Mobile app

**Citation (in text)**
(Eilers-Smith, 2019)


**Reference notes**
rightsholder: A rightsholder may be a company or a specific creator.
date: Year, month, day-e.g. (2000, May 19). If no date, show (n.d.).
version: In most programs, this can be found under ‘Help’ and/or ‘About’.
description: If your source is a mobile app, use the descriptor [Mobile app].
### 21. Image, Online, Retrieved from an image database (e.g. Flickr, Pixabay)

<table>
<thead>
<tr>
<th>Source Information</th>
<th>If you are including the image in your document, you must include source information below the image as well as a reference at the end of your document. From <em>Coronavirus mask</em>, by E.L. Garre, 2020. <a href="https://pixabay.com/images/search/covid-19%20mask/">https://pixabay.com/images/search/covid-19%20mask/</a> (See Section 6 for more details and examples.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference notes</td>
<td>author: Give the name of the photographer/artist last name, first initial, and label appropriately – e.g. McPherson, J. (Photographer). If there is no photographer or artist listed, begin the entry with the title. date: If there’s no date, show (n.d.). title: For an untitled photo, include a description in square brackets in place of the title (e.g. [Hospital ventilator]). After the title, describe the source according to what it is in square brackets – e.g. Photograph, Clipart, etc. source: Source is the name of the site from which the image was retrieved.</td>
</tr>
</tbody>
</table>

### 22. Image, Online, from an article or website

If the image is from a book, article, or website, the reference will be the same as a regular book, article, or website reference.

<table>
<thead>
<tr>
<th>Source information</th>
<th>If you are <strong>including</strong> the image in your document, you must include source information below the image as well as a reference at the end of the document. From <em>Barron River Canyon: Algonquin Park</em>, by P. Lagasi, 2013, <em>BirdQuest2004</em> <a href="https://birdquest2004.files.wordpress.com/2013/10/barronrivercanyonhdr-10.jpg">https://birdquest2004.files.wordpress.com/2013/10/barronrivercanyonhdr-10.jpg</a> (See Section 6 for more details and examples.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference notes</td>
<td>title: When there is no author or organization, start the reference with the title. date: When no date is available, use (n.d.).</td>
</tr>
</tbody>
</table>

For full information on including images within a document, see Section 6: Including Figures in a Document

Click here to return to examples list
### 23. Map: Online

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>1st: (Ministry of Natural Resources, 2019) 2nd: (MNR, 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[Map creator (last name, 1st initial or organization)]</td>
</tr>
<tr>
<td></td>
<td>(2019). Canoe routes of Algonquin Provincial Park [Map]</td>
</tr>
<tr>
<td></td>
<td>(cap first word, italics)</td>
</tr>
<tr>
<td></td>
<td>[Date]</td>
</tr>
<tr>
<td></td>
<td>[map description]</td>
</tr>
<tr>
<td></td>
<td>[publisher]</td>
</tr>
<tr>
<td></td>
<td>[<a href="http://www.algonquinpark.on.ca/virtual/canoe_routes_map/index.php">http://www.algonquinpark.on.ca/virtual/canoe_routes_map/index.php</a>]</td>
</tr>
</tbody>
</table>

### Reference notes

- **author:** Instead of a personal author, provide the name of the person or organization who created the map.
- **date:** Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.).
- **title:** Place the description [Map] after the title. If you know the type of map (e.g. reference, topographical, etc.), include this in the label.
- **note:** If your map is in an atlas, include the word “in” and the title of the atlas, followed by the map’s page numbers, after the map title – e.g. In Rand McNally premier world atlas (pp. 82-83). See example 4: Chapter, essay or article in an edited book for format details.

If your map is part of a map series, include the series information after the title - e.g. Canada, 31 F/13.

### 24. Map: Online, Dynamic

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Google, n.d.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td>Google. (n.d.). [Google Maps directions for driving from Pembroke, Ontario to Mont Orford National Park, Quebec]. Retrieved May 14, 2020, from <a href="https://goo.gl/maps/JH7XLTkmQKEMXKy5">https://goo.gl/maps/JH7XLTkmQKEMXKy5</a></td>
</tr>
</tbody>
</table>

### Reference notes

- **author:** For the group author, list the company that software that generates the map.
- **date:** There is no publication date, so use (n.d.)
- **title:** Dynamically created maps do not have a title, so provide a description of the map and enclose it in square brackets.
- **retrieval date:** Provide a retrieval date when a work is expected to change.
- **URL:** Provide a hyperlink. Use a shortened URL. Most sites will have an option to "share" the map and will provide a shortened URL.
# APA GUIDE

## 25. Streaming video (e.g. YouTube, Netflix)

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Treasure, 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>author</em> date <em>video title (italic, cap 1st word)</em> description <em>production company</em></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better#t-9558">https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better#t-9558</a></td>
</tr>
<tr>
<td><strong>Reference notes</strong></td>
<td>author: If you know the author’s real name, add it as last name, first initial.</td>
</tr>
<tr>
<td></td>
<td>If you have only a screen name, include the screen name exactly as written and label it [User name].</td>
</tr>
<tr>
<td></td>
<td>date: Year, month, day-e.g. (2020, May 19). If there’s no date, show (n.d.).</td>
</tr>
<tr>
<td></td>
<td>title: In italics</td>
</tr>
<tr>
<td></td>
<td>description: Identify the type of source with square brackets: [Video]</td>
</tr>
<tr>
<td></td>
<td>production company: List the company or organization that produced the video and hosts the posting site</td>
</tr>
<tr>
<td></td>
<td>URL: List URL with hyperlink to the video</td>
</tr>
</tbody>
</table>

## 26. Television series episode available online

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(Caulfield &amp; Hodge, 2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>writer(s) and director(s), labelled accordingly (last name, 1st initial)</em> date</td>
</tr>
<tr>
<td></td>
<td>Vitamins and supplements (Season 2, Episode 2) [TV series episode title (cap 1st word) season no., episode no. description episode]. In T. Caulfield (Executive Producer), <em>A user’s guide to executive producer(s)</em> Title of TV series.</td>
</tr>
<tr>
<td><strong>Reference notes</strong></td>
<td>author: If there are multiple writer/produces/directors, list and identify them.</td>
</tr>
<tr>
<td></td>
<td>Executive producer is listed as follows: In first initials last name.</td>
</tr>
<tr>
<td></td>
<td>date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.).</td>
</tr>
<tr>
<td></td>
<td>episode title. List the title and identify season and episode number.</td>
</tr>
<tr>
<td></td>
<td>description: Identify the type of source in square brackets producers: list and identify producers</td>
</tr>
<tr>
<td></td>
<td>URL: Include a URL that links to the episode, if it is available at a website.</td>
</tr>
</tbody>
</table>
### 27. Podcast

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(CBC, 2018)</th>
</tr>
</thead>
</table>

| Reference notes | author: Provide the name(s) of the producer(s), host, etc. with an identifying label (Producer), (Host). If there are multiple producers, follow the format for multiple authors (see example 26). date: Year, month, day-e.g. (2019, June 8). If there’s no date, show (n.d.). description: Add the appropriate label after the title – [Podcast] URL: Provide the web address of the podcast’s homepage as a hyperlink. |

### 28. Provincial or federal legislation (for online, see notes below)

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>1st: (<em>Accessibility for Ontarians with Disabilities Act, 2005</em>) 2nd: (AODA, 2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td><em>Accessibility for Ontarians with Disabilities Act</em>, S.O. 2005, c. 11. s. 10.</td>
</tr>
</tbody>
</table>

| Reference notes | author: Last name, first initial (e.g. Rae, M.). Do not include titles such as Dr. date: Year, month, day-e.g. (2000, May 19). If there’s no date, show (n.d.). title: Use the short title if one is available. statute: Copy the statute volume as it is written in the act. Include the year immediately after. section: Include a section number if you are referring to a specific section of the act. online: If you got the act online, add the URL at the end. If URL doesn’t fit on one line, add a space to break it over two lines. |
29. Legal case (including Quicklaw) (for online, see notes below)

<table>
<thead>
<tr>
<th>Citation (in text)</th>
<th>(R. v. Latimer, 2000)</th>
</tr>
</thead>
</table>

**Reference notes**

- **parties**: Complainant/respondent’s name first, then defendant/appellant’s. (R. is the crown; in private litigation, include complainant’s last name).
- **decision**: Year of the decision, if different from year of reporter.
- **year**: Year of reporter from top reference.
- **volume**: Volume number from top reference.
- **reporter**: Abbreviation of reporter from top reference.
- **section**: Include a paragraph number if you are referring to a specific section of the case.
- **parallels**: Include the year, reporter and volume of parallel citations listed below top reference.
- **judge**: If the judge’s name is available and relevant, include it at the end of the reference. Place a comma after the last parallel citation, then the judge’s last name and office – e.g. C.J.C. for Chief Justice of Canada.
- **online**: If you got the act online, add the URL at the end.
References

SECTION 6: INCLUDING FIGURES IN A DOCUMENT

Different types of figures can be included to present data or information to the audience, including graphs, charts, maps, and photographs. Figures are numbered sequentially (Figure 1, Figure 2, Figure 3). Place the figures as close as possible to their mention in the text. Include full source information directly below the figure and in the reference list. When including a figure in the text, four referencing elements are required: callout in the text, figure number and title, source information, and reference.

Callout in the Text: Refer to the image by its figure number in a sentence preceding the figure.

Figure Number and Title: Immediately above the image, provide a figure number and a figure title. The figure title should describe what is portrayed. It should appear two lines below the number and all major words should be capitalized.

Source Information: Immediately below the figure, create a “From” statement that identifies the reference information in the following order: title, author, year of publication, and source (usually a URL). If you are also providing a note that explains the figure, place it before the source information.

Reference: Include a reference in your references list at the end of your document. If the figure is taken from a book, article, or website, provide a reference to that source. If the figure is a stock image taken from a site such as Flickr or Pixabay, provide a reference to the image specifically (see reference example 21)

1. Example of Callout, Figure Number and Title, Source Information, and Reference for a figure within a website article:

As Figure 1 depicts, although the adult deer ticks measure around ¾ inches, deer ticks in the larvae stage could be only ¼ inch or smaller and therefore more difficult to see.

Figure 1

Sizes of Deer Ticks at Different Stages

2. Example of Callout, Figure Number and Title, Source Information, and Reference for a figure from a stock image database (e.g. Flickr, Pixabay):

A classic bullseye rash (pictured in Figure 2) often develops at the site of the tick bite.

Figure 2

Bullseye Rash from a Deer Tick Bite

![Bullseye Rash from a Deer Tick Bite](https://www.flickr.com/photos/158991471@N04/42405256340/)

From *Maladie lyme traitements*, by J. Gathany, 2007

https://www.flickr.com/photos/158991471@N04/42405256340/

Reference at the end of the document:


https://www.flickr.com/photos/158991471@N04/42405256340/
EMERALD ASH BORER
An Invasive Forest Pest in Ontario
Prepared by Sam Arbre, 2020

OVERVIEW

- The Mature Adult
- Prepupae and Larva Stage
- Prevalence Map
- Combatting the Pest
ADULT

Figure 1
Adult Emerald Ash Borer

From Emerald ash borer factsheet, by Natural Resources Canada, 2019
https://www.nrcan.gc.ca/forests/fire-insects-disturbances/top-insects/13395

PREPUPAE AND LARVA STAGE

Figure 2
Prepupae Stage

From Emerald ash borer factsheet, by Natural Resources Canada, 2019
https://www.nrcan.gc.ca/forests/fire-insects-disturbances/top-insects/13395

Figure 3
Mature Larva Stage

From Emerald ash borer factsheet, by Natural Resources Canada, 2019
https://www.nrcan.gc.ca/forests/fire-insects-disturbances/top-insects/13395
PREVALENCE MAP

Figure 4
Emerald Ash Borer Prevalence Map


COMBATTING THE PEST

- Using pheromones to trap the insect
- Using parasitic wasps to attack the insect
- Using naturally occurring pathogenic fungi to cause lethal disease
- Using an insecticide (TreeAzin)
- Conserving ash seeds

(Pegler, 2018)
TRAPS TO DETECT EMERALD ASH BORERS

Figure 5
Emerald Ash Borer Trap using Pheromones

From Setting emerald ash borer traps at River Run Sanctuary, by UK Department of Entomology, 2014 https://www.flickr.com/photos/ravenrun/14288515193

REFERENCES


The Feminization of Poverty in Canada and its Effects on Women’s Health

Janae Gallant
Bachelor of Science in Nursing, University of Ottawa / Algonquin College
ENG1100: Workshop in Essay Writing
Professor Angela Woollam
December 2, 2019

Note:
Thank you to Janae Gallant for permitting the use of her essay as a model.
The Feminization of Poverty in Canada and its Effect on Women’s Health

The saying might go “another day, another dollar”, but do not be surprised if women begin saying “another day, another 75 cents” (Canadian Women’s Foundation, 2019). In a first-world country like Canada, many feminists, economists, and politicians have debated the existence of gender inequality, but the downstream effects of gender discrimination on health outcomes show that it is a Canadian reality and that women are particularly vulnerable to poverty. A core contributor to this vulnerability includes the gender wage gap, which is complex and involves factors far greater than simply paying women less than men; it includes childbearing expectations and expenses, differing values among typical “women’s” work versus typical “men’s” work, and the greater volume of women with no other option but to work minimum and low wage jobs (Canadian Women’s Foundation, 2019). These complex factors intersect in Canada and across the globe, leaving women more vulnerable to falling below the poverty line (Fox & Moyser, 2018). The increased prevalence of women falling into poverty as compared to men cannot be addressed from a policy level until the Canadian government acknowledges the existence of poverty feminization and devotes resources to raise women out of these circumstances. Until these resources materialize, women living in poverty in Canada will continue to have poorer health outcomes than women of secure financial status, and this lack of investment only harms the economy and perpetuates the cycle of poverty into future generations. Poverty in Canada has been feminized as women are paid less than men and are expected to bear the burden of unpaid labor. This lack of investment of government resources into leveling out the disparity has created a cycle of poverty that harms the health of this demographic.

Poverty in Canada

While Canada is a first-world country with many advantages for its citizens, poverty remains a prominent issue across the nation. Poverty is best examined by comparing the gap between the highest and lowest earners in a given population. This comparison, termed income inequality, is the true marker for health outcomes, as countries with larger gaps have poorer
health outcomes than countries with smaller gaps. The Organization for Economic Co-operation and Development (OECD) compares national policies and their outcomes across 35 countries, including Canada. In their most recent reports, Canada ranked 19th for highest poverty rate and 21st for the highest rates of income inequality based on data spanning from 2014 to 2018 (OECD, 2019b; OECD, 2019a). While Canada is not among the countries with the greatest disparities, this research shows an unexpectedly large income gap and a high poverty rate for a first world country that has resources many of the countries higher on the OECD list do not have. While Canada may appear to be doing well compared to other countries, the OECD data also shows that within the country, the income gap is at an all-time high (Organization for Economic Co-operation and Development, 2019). Statistics Canada reports that 3.4 million Canadians are living below the poverty line, which accounts for 9.5% of the population (Statistics Canada, 2019). The demographics associated with a greater vulnerability to poverty and low-income status include several aspects, one of which is gender.

Women in Canada have consistently shown to be more vulnerable to poverty over the last four decades (Fox & Moyser, 2018). Of this demographic, single mothers and elderly women appear to be affected the most. Research from Statistics Canada shows that women are most vulnerable to poverty and low-income status outside of marriage and that single mothers make $27,900 less per year than single fathers. When children are not involved, unattached women still make $8,700 less per year than unattached men. In Canadians over the age of 65, 16.3% of women are classified as low-income compared to 11.9% of men from this age demographic (Fox & Moyser, 2018). These undeviating statistics are the result of a multitude of factors including the discriminatory wage gap, gendered work, and unpaid labour, all of which leave women in Canada more susceptible to low-income status and poverty as compared to their male counterparts.

Factors Contributing to Women’s Poverty in Canada

While the gender differences in poverty rates and low-income status appear obvious when confronting the statistical evidence, many in Canada do not believe that poverty has been
feminized in the country and deny the existence of gender discrimination. The general disbelief in gender discrimination is shown in the denial many have of the existence of the gender wage gap. While it has decreased significantly since 1998 it persists today, as seen in Figure 1. A common argument is that it is illegal to pay women less than men in Canada, which therefore eliminates the possibility of a wage gap. This is an oversimplified perspective for an issue so complex. While Canada’s Human Rights Act does prohibit gender discrimination when it comes to wage, there is little accountability for employers, and the 25 cents per hour gap persists despite this regulation. This pay differential widens even further for women with disabilities, women of colour, and female immigrants (Canadian Women’s Foundation, 2019). Another misguided belief is that women pursue lower-paying careers when in reality the careers that are female-dominated are simply paid less despite being as demanding and necessary as male-dominated work (Canadian Women’s Foundation, 2019). As depicted in Figure 2 below, research on the nursing field dispels the myth that women are paid less than men because men are more likely to work dangerous jobs, as the government of Ontario reports that healthcare is one of the most dangerous fields, as nurses report that more than half of lost time due to injury at work is due to workplace violence (Project Secretariat of the Ministry of Labour and Ministry of Health and Long-Term Care, 2017).
Figure 1

*Gender Wage Gap From 1998 to 2018*

![Gender Wage Gap Chart](chart.png)


Figure 2

*Gender Wage Gap Myths*

- **“Women earn less because they WORK FEWER HOURS than men.”**

- **74¢**

  Even when women work full-time, full-year jobs, their average earnings are still only 74 cents for every dollar earned by men.

- **Some women experience a wider wage gap than others.**

  On average, women who are racialized, Indigenous, living with a disability, or newcomers to Canada earn even less than 74 cents for every dollar earned by men.

- **“But women willingly CHOOSE TO WORK in lower-paying jobs.”**

  In Canada, 97% of truck drivers are male; 97% of early childhood educators are female. Research shows male-dominated jobs often pay more than female-dominated jobs, even when education isn’t a factor. Jobs tend to be undervalued when they involve work that is similar to the unpaid labour women have traditionally done at home.

Additional contributors to the feminization of poverty include the burden of childcare and household-related unpaid labour. A common argument that has perpetuated the myth of the gender wage gap is that women choose their families over their careers, which in turn means they take home less money than their male counterparts by their own choice. While it is true that working women are more likely to work part-time due to family reasons and to take maternity leave, there is still a 10% gap among women without children compared to men (Fox & Moyser, 2018). Additionally, women tend to stay home or work part-time for longer not by their own choice, but due to a lack of affordable childcare in Canada (Fox & Moyser, 2018). In 2005, research from the OECD prompted them to publish a recommendation to the Canadian government to increase child care funding as it was pushing sole parents, most of whom are women, into poverty (OECD, 2005). Despite this recommendation published over a decade ago, the Canadian government only funded the Canada Child Benefit in 2016 to increase income for families with children (Statistics Canada, 2019). While this implementation is a step in the right direction, it is too little too late the many women who went without childcare and may have fallen further into poverty over this period. Gender norms among Western society also place a greater burden on women to complete unpaid work, which includes childcare, household cleaning, and meal preparation. These tasks are crucial to a functioning household but do not result in income and instead keep women from their careers (Canadian Women’s Foundation, 2019). The feminization of poverty is complex and results from factors including the gender wage gap, a lack of affordable childcare, and the expectations of unpaid labour among women. Until effective government policy is put into place to mend these issues, the feminization of poverty will continue to lead to poorer health outcomes for women than for their financially stable counterparts.
Adverse Health Outcomes for Women in Poverty

Access to free healthcare alone does not resolve the adverse health outcomes experienced by people living in poverty. While Canada does offer free health care to its citizens, this has not proven to be sufficient in buffering the effects of poverty on illness and disease. Research by Alter et al. (2011) followed 14,800 patients in Canada and monitored their cardiac disease status for over 10 years. Results showed that while Canadians of low socioeconomic status access health services more often than their middle and upper-class counterparts, they were still more likely to develop cardiac diseases and to experience early mortality (Alter et al., 2011). If access to universal healthcare alone was sufficient to equalize citizens of varying demographics regarding health outcomes, then these differences would not be observed in Canada. The persistence of poor health outcomes despite access to free health care is compounded by other social determinants of health, including gender, which could cause them to be exponentially worse.

When controlling for gender, women of the lower socioeconomic bracket are subject to additional health risks due to their increased likelihood of experiencing poverty, as well as their increased reliance on the health care system due to female cancers and childbearing. Ferlay et al. (2015) report that from a global perspective, 85% of women diagnosed with cervical cancer, and 87% of women who die from it, are of low or middle income. A study by Kumachev et al. (2016) explored care approaches and health outcomes in Ontario breast cancer patients as they relate to socioeconomic status. Their results showed that women of higher socioeconomic status were more likely to have discovered the disease at an earlier stage and to undergo chemotherapy and radiation. Additionally, women of higher socioeconomic status had greater rates of overall survival than Ontario breast cancer patients of lower socioeconomic status. These recent findings show that while universal healthcare has advanced to provide Canadian women with many advantages, the universality is not sufficient to establish health equity. A Statistics Canada Health Report published in 2017 analyzed the association between income inadequacy with pre-term birth rates and small-for-gestational-age births (Bushnik et al, 2017).
The authors explain that these results are consistent with previous findings of moderate to high correlations existing between low socioeconomic status and these maternal and neonatal outcomes. Pre-term labor and low birth weight are health risks to both mothers and babies, and the existence of their association with mothers of low socioeconomic status shows that women living in poverty in Canada face greater risks to their health. The babies being born to these mothers face additional stressors and challenges in their lives despite having access to universal health care as they grow up.

The cost of childrearing is on the rise in Canada, and with this rise comes an increased risk of experiencing poverty by women in society. Raising a child, or multiple children, requires great financial sacrifice for families. When child rearing is done by a single parent, the financial burden can be harder to overcome. While this is true for parents of any gender, women are more likely to be sole parents than men (Canadian Women’s Foundation, 2019). As previously discussed, single mothers make an average of $27 800 less per year than single fathers (Fox & Moyser, 2018). It may be true that women make the conscious choice to stay home with children or to work part-time; however, this decision is often influenced by the rising costs of childcare in Canada. The OECD reports that one in three single parents in Canada are without work and are facing poverty. They also report that child care services are accessed more by wealthier parents than by low-income parents (OECD, 2005). A lack of affordable child care leaves single parents in a difficult position: they require childcare to work, but they also need to work to afford said childcare. This paradoxical situation ensures that women of low socioeconomic status remain in financial crisis, and the risks of living in poverty are then passed on to their children.

Poverty is cyclical and affects children in a variety of physical, psychological, and social aspects that can negatively alter their development and life trajectory. Mothers of lower-income have shown to be more likely to exhibit an authoritarian parenting style than mothers of higher socioeconomic status. Authoritarian parenting combines a high degree of control with a low degree of warmth, and it is associated with negative behavioural outcomes like a greater
tendency for depression, low self-esteem, and aggressive behaviour. This association between socioeconomic status and parenting style is thought to be due to the increased stress experienced by parents as well as a lack of education among this demographic about how important warmth is for child development (Kail & Cavanaugh, 2015, p. 238). Additional research by Mazza et al. (2017) found that a sensitive period exists between ages 0-3 where family poverty is most likely to lead to aggressive behaviour in adolescence. This shows the importance of early intervention for families living in poverty, many of which are single mothers. Longitudinal research by Nikulina and Widom (2013) followed participants growing up in poverty for 30 years to determine whether an association existed between socioeconomic status in childhood and health outcomes as an adult. Their results showed that a combination of childhood neighbourhood poverty and childhood family poverty interacted to predict poor pulmonary functioning in adulthood as compared to participants of higher socioeconomic status (Nikulina & Widom, 2013). With 30% of single mothers in Canada raising their children in poverty, it is evident that government intervention is needed to help break the cycle (Fox & Moyser, 2018).

Government Action Can Alleviate Poverty Among Women

Only when the feminization of poverty is acknowledged at the government level can change be implemented at an effective enough degree to relieve women of the vulnerability they face. The Canadian government can invest resources to help bridge the poverty gap among women, and doing so would have economic benefits and contribute to the overall health of Canadians in the long term. For poverty among women to be effectively tackled in Canada, the government should first recognize that women are at an increased risk of succumbing to low-income living due to societal infrastructures and norms. Greater accountability can be put into place to ensure employers are offering equal pay, and maternity leave can be standardized to ensure no mother needs to sacrifice crucial time with her child to make a living wage. Additionally, the Canadian government needs to increase the affordability of child care centres to ensure they are financially accessible for low-income parents, most of whom are single
mothers. Grants for education should be made readily available to help women excel in their careers and enter higher-paying professions, which would prevent the cycle of poverty from being passed on to their future generations. Government-funded public health organizations can ensure that patients who are living in poverty are receiving adequate preventative care, and they can educate low-income women on potential health risks they might not otherwise be aware of. These interventions would help to break the cycle of poverty among women and would benefit the Canadian government in the long run, making it a mutually beneficial investment.

Investing in Canadian women to relieve their vulnerability to poverty would help Canada thrive economically. When women are financially stable they are less reliant on government resources like monthly cheques, food stamps, and pharmaceutical coverage which are only short-term solutions to the problems they face. Financially stable women would then be more able to contribute to the Canadian economy through tax dollars, which is money that can then be further invested in other economic issues. As previously discussed, women in poverty face additional adverse health outcomes. While Canadians of all demographics are fortunate to have access to universal health care at no out of pocket cost, raising women out of poverty would decrease their likelihood of illness which would otherwise be paid for by the Canadian government. Creating effective policies to buffer the vulnerability women face to poverty is of great benefit to individual women in these situations, as well as the Canadian government as they work to allocate limited resources.

Conclusion

Poverty feminization in Canada is complex and is the result of a multitude of issues that can be mitigated through government intervention to help women and their children thrive. The gender wage gap, childbearing costs, and increased health risks all prevent women from attaining their optimal state of well-being. The adverse health outcomes experienced by this demographic should not persist in a country with universal health care. These adversities are likely to persist until the government acknowledges that institutional discrimination exists within
Canadian society to the disadvantage of women. Acknowledgement needs to be followed by policy change and an allocation of funding to help break the cycle that harms Canadian women, their children, and the country as a whole.


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Organization for Economic Co-operation and Development. (2005, May 27). *OECD urges Canadian governments to increase funding for childcare.*

https://www.oecd.org/canada/oecdurgescanadiangovernmentstoincreasefundingforchildcare.htm


https://www150.statcan.gc.ca/n1/daily-quotidien/190226/dq190226b-eng.htm
APPENDIX A: FORMATTING TITLES OF BOOKS AND ARTICLES IN SENTENCES

When titles of books and articles appear in your own sentences, the rules for capitalization, quotation marks, and italics are different from those in APA references in citations.

Article Titles: Capitalize every major word and enclose in quotation marks.

**Example**: In “Finding a Solution to the Organ Shortage,” Arthur Caplan (2016) argues that a “two-step approach” should be practiced that would involve first responders in deaths that occur outside of the hospital (p. 1183).

Book Titles: Capitalize every major word and italicize the title.

**Example**: David Attenborough believes that Rachel Carson’s 1962 book *Silent Spring* changed the scientific world the most in the twentieth century (Thomsen, 2014, para. 6).

Journal, Magazine, Newspaper Titles: Capitalize every major word and italicize the title.

**Example**: The library subscribes to paper copies of two very good Early Childhood Education periodicals: *Young Children* and *Teaching Young Children*. 