APA Style Manual
GCIT

Volume 2
Student Edition:
Web Edition

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A. PURPOSE OF THIS MANUAL

This manual will cover the basics needed to write and type a research paper in APA style. This style has been simplified and modified to meet the needs of GCIT students. MS Word is the preferred word processor since this program is easily accessible on school grounds and since the style sheet is already set for APA format. Note: for more details concerning APA style seek out the *Publication Manual of the American Psychological Association, 5th Edition* available at the Media Center or consult the University of Wisconsin website: http://www.wisc.edu/writing/Handbook/DocAPA.html.

B. WHAT IS APA?

This manual covers a universally accepted publishing style guide for research papers with prescribed guidelines set by the American Psychological Association. Other publishing styles for research papers exist (i.e. MLA—Modern Language Association); however, this manual will focus on both the research process and basic information regarding APA format.

C. ⚠ What is Plagiarism? ⚠

Plagiarism is a topic of concern for all schools and colleges. A student is guilty of plagiarism when he or she presents another person's intellectual property (ideas or work) as his or her own. While some students may deliberately and knowingly lift portions of a document (or even an entire document) or even purchase a research paper off another student or from the Internet, most students inadvertently plagiarize by neglecting to properly cite the sources that they use when writing their research papers.

Plagiarism is a very serious offense. Serious consequences will follow, if determined.

General Plagiarism Rules

1. Established facts, i.e. things that are common knowledge, don't need citations. Statements like "The sky is blue" or "England is in Europe" need not be cited.

2. Your own opinion does not need to be cited. For example: "Shakespeare is the greatest dramatist that ever wrote in the English language."

3. If you did not think it up and it is not a historical fact then it needs to be cited.

4. Any opinions, criticisms, or items of original research, that are NOT YOUR OWN, need to be cited. This is true whether you use a direct quote or even if you change the wording.

5. If you use an idea from an article or a book, even if you reword that idea, you must cite it.

6. Information taken from the Web needs to be cited just the same as information from an article or a book.

7. When in doubt, cite the material. It is good scholarship to do so.

8. Factual information that comes from research needs to be cited. An example of this would be statistics. "How many people die each year in the United States from a heart attack?" The answer to this is a fact that needs to be cited. Someone had to research it to come up with the answer.

9. Some students "forget" to list on the reference page ever source used during the research process. Some others credit ideas using parenthetical citations to a source not actually used.

10. Some sloppy researchers lose track of which idea comes from which source and attribute it to the one they think is correct—if wrong—plagiarism

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D. THE WRITING PROCESS

1. Selecting and narrowing a topic
- Try to find a topic that truly interests you
- Try writing your way to a topic
- Talk with your teacher and classmates about your topic
- Pose your topic as a question to be answered or a problem to be solved

2. Developing a thesis
A thesis statement …
- Makes an **argument** about the topic;
- Includes the **scope**, **purpose**, and **direction** of your paper.
- Is **focused** and **specific** enough to be "proven" within the boundaries of your paper.
- Is located **near the end of the introduction**; sometimes, in a long paper, the thesis will be expressed in several sentences or in an entire paragraph.
- Identifies the **relationships among the pieces of evidence** that you are using to support your argument.

Your research is aimed at satisfying your urge to know.
- State your topic in the form of a question or hypothesis
- The topic should be **Appealing, Researchable, and Narrowed … some topics may have to change**

1. A strong thesis takes some kind of stand.
Weak: There are some negative and positive aspects to the Banana Herb Tea Supplement.
Strong: Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

2. A strong thesis justifies discussion.

Weak: My family is an extended family.

Strong: **While most American families would view consanguineal marriage as a threat to the nuclear family structure, many Iranian families, like my own, believe that these marriages help reinforce kinship ties in an extended family.**

3. A strong thesis expresses one main idea.

Weak: Companies need to exploit the marketing potential of the Internet, and web pages can provide both advertising and customer support.

Strong: Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using web pages that offer both advertising and customer support.

4. A strong thesis statement is specific.

Weak: **World hunger has many causes and effects.**

Strong: **Hunger persists in Appalachia because jobs are scarce and farming in the infertile soil is rarely profitable.**

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3. Obtaining information/ evaluating sources
Finding Sources

You will need to look at the following types of sources:

- On-line catalog (card catalog): books, magazine
- Indices: periodicals, magazines, encyclopedias
- Internet: well-respected web sites, on-line journals, on-line encyclopedias, on-line databases

Evaluating Sources

- Is the publication/website respectable?
- Who is the author and what are his/her credentials?
- Is the source presenting first-hand information?
- Does the source demonstrate evidence of careful research?
- Is the source up to date?
- Does the source seem biased?
- Does the source consider various viewpoints and theories?

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4. Writing reference/source cards, note cards, and outlines

Reference/Source Cards

Using Reference/Source Cards helps you keep your research organized. Too frequently researchers neglect to copy down reference information needed later to cite information or write the Reference page. Reference/Source Cards contain the following information needed for the reference page:(Use this APA Manual to determine the format for books, magazines, the Internet, and databases.)

- The name of the library where the information was found
- The date the information was found

- The call number or place to re-locate the source

Sample Reference/Source Card—for a book source. Use appropriate format for other sources as listed in the APA Manual.

# Author's last name, initial. (year) <u>Title of the Book</u>. City: Publisher. Library Date Call number	4 Crutcher, C. (1993). <u>Running Loose</u>. New York: Random House. GCIT 10/01/03 F CRU
# Author's last name, first name initial. (year) <u>Title of the Book</u>. "Retrieved" Month day, year "From" URL address.	5 Smith, C. (2003). <u>Classification Guide for Schools</u>. Retrieved November 11, 2003 from http://www.ada.com

Note: In general, any item that is italicized when typed is underlined when handwritten and vice versa.

Copy the publication information for each source onto a separate index card. These cards will also be used to prepare your Reference Page. Include all information you will need for the reference page. Assign a consecutive number for each different reference card. Place the number in the upper right hand corner of the reference card.

Note Cards

- Use 3x5 or 5x7 cards or the equivalent
- Write on only one side of each card (for easy organization later)
- Use a separate note card for each fact or quotation you might want to use in your paper
- IMPORTANT: Put quotation marks around anything you are directly quoting. Too frequently researchers forget which information is word for word and which is paraphrased as they are compiling research. Use 3 dots when you exclude words from the quote. Use 4 dots when you exclude entire sentences from the author.
  > For example, "Dickens was a keen observer of life....He showed sympathy for the poor and helpless and mocked and criticized the selfish, the greedy and the cruel" (Magill 27).
- If you must alter the quote by adding your own words, you must add brackets around your own words within the quote.
  > For example, "Dickens was a keen observer of life....He showed sympathy for the poor and helpless [especially in the novels Great Expectations, A Christmas Carol, and Oliver Twist] and mocked and criticized the selfish, the greedy and the cruel" (Magill 27).
- Place the reference card number clearly on the note card so later when you must give credit to an author you know which one to credit.
- If you find that details you are paraphrasing are in three or more sources, it is considered common knowledge thus not requiring credit to the author.
- Place the page number where you found the details in the lower right hand corner of the card.
- Please review the following note card examples:

Note card with quote

Topic source number	Dickens' observations 3
"Place your quote here in quotations."	"Dickens was a keen observer of life…he showed sympathy for the poor and helpless"
Page number	p.57

Note card with paraphrase

Topic source number	Dickens' observations 3
Paraphrased information here (not in quotes)	Charles Dickens really understood people and their issues. Dickens was sympathetic to poor and/or helpless people.
Page number	p.57

Outlines

Consider the following questions:

- What is the topic? What should I not include in this topic?

- What is my thesis or purpose statement?

- Why is the information I have significant?

- What background material is relevant?

- What organizational plan will improve my writing?

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5. Paraphrasing v. quoting

Any information not considered common knowledge must be cited. The author must receive credit for his/her ideas and/or words. Again, common knowledge is any piece of information found in three or more sources.

In general, use direct quotations only if you have a good reason. Most of your paper should be in your own words. Also, it is often conventional to quote more extensively from sources when you are writing an English or history paper and to summarize from sources when you are writing in the social or natural sciences--but there are always exceptions.

Even if you cite the source properly, borrow too much of the wording, sentence structure, or general organization of the original source, it may be considered plagiarism. "Borrowing" word after word as you skip through the sentence substituting here and there, is considered plagiarism.

In **research papers,** you should **quote** from a source to…

- Show that an authority supports your point
- Present a position or argument to critique or comment on
- Include especially moving or historically significant language
- Present a particularly well-stated passage if its meaning would be lost or changed if paraphrased or summarized
- During instances when you are not able to paraphrase the information without losing the information

You should **summarize or paraphrase** when…

- What you want from the source is the **idea** expressed, and **not the specific language** used to express it
- You can express in fewer words what the key point of a source is

6. Citations: Avoiding Plagiarism

Cite information (synonymous with giving credit to, footnoting, end noting, documenting) when you…

- Use or refer to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
- Use information gained through interviewing another person
- Copy the exact words or a "**unique phrase**" from somewhere
- Reprint any diagrams, illustrations, charts, pictures, designs, and graphics
- **Use ideas that others have given you in conversations or through e-mail**
- **When in doubt cite your source to avoid the plagiarism charge**

Citations are not necessary when you are…

- Writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject. Be careful here: your thoughts cannot be the same as the thoughts you have researched. Be aware of your original ideas and your ideas after you have researched a topic.
- Using "**common knowledge**" — folklore, common sense observations, shared information within your field of study or cultural group
- Compiling generally accepted facts
- Writing your own experimental results

7. PARENTHETICAL CITATIONS – A parenthetical citation gives credit—within parentheses at the end of the sentence—for research information. It also provides information (the name of the author, the publication date, and the page number) to lead the reader to the accompanying reference entry on the reference page, placed at the end of the research paper. While writing the paper, if you do not include the author, date and/or page number for each fact you are required to cite, you must place the information within the parentheses.

When constructing parenthetical documentation follow this rule: **the briefer the better!** Try to incorporate most information into the text so little information is required within the parentheses. Note: the first time you cite an author within the text use his/her full name. Every time after, use just the last name.

Please review the following examples of parenthetical citations:

No citation information in text

> As metaphors for the workings of nature, Darwin used the tangled bank, the tree of life, and the face of nature (Gould, 2001, p.14).

Author and date cited in text

> In a 2001 article, Gould explores some of Darwin's most effective metaphors (p. 14).

Author cited in text

> Gould attributes Darwin's success to his gift for making the appropriate metaphor (2001, p.14).

Direct quotation with name of author in text

> Gould explains that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological–and to illustrate both success and failure in the history of life" (2001, p. 14).

Direct Quotation without Name of Author

Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (Gould, 2001, p. 14).

Creative ways to cite an author within the text
The following are examples of **acknowledgment phrases. To reduce the number or length of parenthetical citations, include the citation information in the text of the paper. Mixing up use of parenthetical citations and citation information within the text is a sign of mature writing.**

- Ashley Montagu maintains that…
- Montagu claims that…
- Ashley Montagu, author of *The American Way of Life*, says that…
- Montagu also believes that…
- Professor Montagu argues that…
- According to Ashley Montagu, the eminent anthropologist, American men…

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8. How to Quote Authors
- In 2003, Montagu wrote…
- Respected by many, Ashley Montagu in 2003 defended…

Creative ways to cite the work in the text when no author is listed

- In "Learned Helplessness" the authors statistically proved how common…

- In the 2001 edition of "Learned Helplessness," the author made a clear point. Domestic violence is…

Citing multiple authors
- The first author listed in the work is listed first in your paper
    Sampson, Floyd, and Thompson discovered….
- Use an ampersand (&) when citing two or more authors within parentheses
    Three new species were discovered in the island off New Jersey (Sampson, Floyd, & Thompson, 1999, p. 251).
- With multiple authors only cite all names the first time. Subsequent times use et al. after the first author's name
    Sampson et al. determined there were three new species…
- If authors have the same last name use first initial following the last name.
    Johnson K. and Johnson C. studied…
Citing with no author given
- If a work has no author, use the first two or three words of the title (omitting a beginning article), and capitalize each word of your shortened version. Place the short title in quotation marks if it is an article or chapter, or italicize it if is a book or periodical. Substitute the short title for the name of the author.
    One common trait among victims of violence is depression ("Learned Helplessness," 2002, p.7)
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9. Effective introduction, body, conclusion

Writing the Introduction

In the introduction you will need to do the following things:
- Present relevant background or contextual material
- Define terms or concepts when necessary
- Explain the focus of the paper and your specific purpose in your thesis statement
- Reveal your plan of organization
- The introduction should get the reader's attention, introduce the main idea of the report, and contain a strong thesis statement.

Writing the Body

- Use your outline as a flexible guide
- Build your paper around points that you want to make (i.e., Do not let your sources organize your paper)
- Integrate your sources into your discussion
- Summarize, analyze, explain, and evaluate published work rather than merely reporting it
- Move up and down the "ladder of abstraction" from generalization to varying levels of detail back to generalization
- Paragraphs should begin with a clear topic sentence, which contains an important idea about your research topic. Supporting, detailed sentences should follow the topic sentence.
- Paragraphs should be arranged in the best possible order.
- Did the author select a topic that was narrow and manageable?
- Are all the topics stated in the thesis statement addressed in the report?
- Did the author stay focused on the main topic and sub topics?
- Are details used to explain and clarify the topics?
- Is the information, presented by the author, appropriate for the audience selected?

Writing the Conclusion

- If the argument or point of your paper is complex, you may need to summarize the argument for your reader.
- If prior to your conclusion you have not yet explained the significance of your findings or if you are proceeding inductively, use the end of your paper to add your points up, to explain their significance.
- Move from a detailed to a general level of consideration that returns the topic to the context provided by the introduction.
- Perhaps suggest details from your paper that require further research.

- The <u>conclusion</u> restates the main part of the report and ends with a final, interesting sentence. The thesis statement is often part of the conclusion.

10. Revising and Editing the Paper

Revising the Final Draft

- Check overall organization: logical flow of introduction, coherence and depth of discussion in body, and effectiveness of conclusion.
- Paragraph level concerns: topic sentences, sequence of ideas within paragraphs, use of details to support generalizations, summary sentences where necessary, and use of transitions within and between paragraphs.
- Sentence level concerns: sentence structure, word choices, punctuation, and spelling.

Proofreading means examining your text carefully to find and correct typographical errors and mistakes in grammar, style, and spelling. Here are some tips:

Before You Proofread

- Be sure you have revised the larger aspects of your text. Do not make corrections at the sentence and word level if you still need to work on the focus, organization, and development of the whole paper, of sections, or of paragraphs.
- Set your text aside for a while (15 minutes, a day, a week) between writing and proofing. Some distance from the text will help you see mistakes more easily.
- Eliminate unnecessary words before looking for mistakes.
- **In addition, have someone else proofread your paper.**

When You Proofread

- Work from a printout, not the computer screen.
- Read out loud. This is especially helpful for spotting run-on sentences, but you'll also hear other problems that you may not see when reading silently.
- Use a blank sheet of paper to cover up the lines below the one you are reading. This technique keeps you from skipping ahead of possible mistakes.
- Use the search function of the computer to find mistakes you are likely to make. For example, search for "it" if you confuse "its" and "it's"; search for "-ing" if dangling modifiers are a problem; search for opening parentheses or quote marks if you tend to leave out the closing ones.
- Strive for consistency in verb tense.
- If you tend to make many mistakes, check separately for each kind of error, moving from the most to the least important, and following whatever technique works best for you to identify that kind of mistake. For instance, read through once (backwards, sentence by sentence) to check for fragments; read through again (forward) to be sure subjects and verbs agree, and again (perhaps using a computer search for "this," "it," and "they") to trace pronouns to antecedents.

- End with a spelling check, using a computer spelling checker or reading backwards word-by-word. But remember that a spelling checker won't catch mistakes with homonyms (e.g., "they're," "their," "there") or certain typographical errors (like "he" for "the").

E. FORMATS

1. Formatting your paper

    a. Paper—8.5x11 inch neutral in color
    b. Typeface (font)—12-point New Times Roman or 12-point Courier
    c. Spacing—Double space throughout the paper. No extra spaces between sections of the paper.
    d. Margins—one inch to 1.25 on all sides as standard on MS Word
    e. Length—varies by instructor and subject
    f. Alignment-left for body, center on title page

2. Order of pages for paper

    a. Title page (followed by a page break)
    b. Introduction with a clear thesis
    c. Text with in-text citations
    d. Conclusion (followed by a page break)
    e. References
    f. Tables

3. Title page

- Unless you receive other instructions, make the first page of your paper a title page.
- Place a running head of short paper title and page number
- Full title of paper centered left-right and up-down on the page
- Your name centered a double space under the title.
- Class centered a double space under your name
- Date the paper is due centered a double space under the class
- Words on your title page are all capitalized but not bolded, italicized, or underlined
- Please review the following sample Title Page

Running head   #

Title of Your Paper

Your name

Class

Date

Top of the Document

4. Page numbers

Insert page numbers using the View Header command in the program. Type the short title of your paper (for example, Nocturnal Behaviors of Mice=Mice) followed by one space; insert the page number automatically by selecting "#." Once the number automatically appears, right align the header with the keystrokes "Control-R." If done properly, all pages will be numbered consecutively, including the title and references pages.

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5. Indentation

Use the tab key to indent the first lines of paragraphs and all lines of block quotes five to seven spaces or 1/2 in.

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6. Headings

A heading can assist the writer in organizing the paper. When necessary or required, the heading title is capitalized and centered, but not underlined, bolded, italicized, or larger in font size. Do not allow for extra spaces before or after the heading. Double space the rest of the paper.

7. Short quotations (fewer than 40 words)

All direct and exact quotes will be incorporated into the text of your paper and enclosed by quotation marks. Do not change the author's words or the intent of his/her words.

8. Long quotations (40 words or more)

All long quotations must be double-spaced as the rest of the paper. Margin set at 1.5-2 inches from edge on left side (or .5-1 inch of an indent from the rest of the paper). Do not indent within the quote unless the quote is more than one paragraph. Do not change the right margin.

9. Abbreviations

- Use abbreviations sparingly as they can confuse the reader. Do not abbreviate months on the reference page. Do not use the numerical equivalents on this page also. (e.g., "Retrieved 11-3-04" is not acceptable when "Retrieved November, 3, 2004" is.)
- When abbreviating any terms, spell them out the first time. For example, The Sewell Township Opinion Survey (STOS) was used to...
- You will often see Latin abbreviations used:

cf.	compare	**etc.**	and so forth
e.g.,	for example	**i.e.,**	that is
et al.	and others	**vs.**	versus, against

Note that (except for et al.) these abbreviations are only used in parenthetic material. In non parenthetic material, use the English translation.

- Note the following common abbreviations and note also that you do not use periods with them.

cm	centimeter	**s**	seconds
mg	milligrams	**min**	minutes
g	grams	**hr**	hours
M	mean	**IQ**	intelligence

For example, the bar was 2.5 cm wide and 1.0 cm high.

10. Contractions

Avoid all contractions. For example, write "do not" for don't.

11. Capitalization

- Follow the conventions of the English language for capitalization rules in the text of your paper, unless instructed to do otherwise

- For titles of **BOOKS**, use 'sentence style' capitalization. This means that for a title only the first word, all proper nouns, and the first word after an internal colon are to be capitalized. (Example: *How to make money in French and German stocks: Your personal guide*)

- For titles of **PERIODICALS or journals**, use italics and 'headline' style capitalization. This means that the first letter of each important word should be capitalized. (Example: *U.S. News & World Report*)

- For titles of **ARTICLES IN A PERIODICAL**, do not use underline, italics, or quotes. Use 'sentence-style' capitalization. (Example for an article in a magazine: Jobs in jeopardy. *Management Review*)

- Capitalize major words and all other words of four letters or more, in headings, titles, and subtitles outside reference lists, for example, "A Study of No-Win Strategies."

- Capitalize the first word after a comma or colon if, and only if, it begins a complete sentence. For example, "This is a complete sentence, so it is capitalized." As a counter example, "no capitalization here."

- Do not capitalize names of laws, theories, and hypotheses (the law of effect).

- Capitalize formal names of tests (Stroop Color-Word Interference Test).

- Do not capitalize when referring to generalities (any department, any introductory course).

12. Commas

- Do not use commas to separate parts of measurement (9 lbs 5 oz). Use the metric system, as a rule.

- Use commas before "and" in lists, for example, height, width, and depth.

- Use commas between groups of three digits, for example, 1,453.

- Use commas to set off a reference in a parenthetical comment (Patrick, 1993).

- Use commas for serialization within a paragraph or sentence. For example, "three choices are (a) true, (b) false, and (c) don't know." Use semicolons for serialization if there are commas within the items. For example, (a) here, in the middle of the item, there are commas; (b) here there are not; (c) so we use semicolons throughout.

- Use commas in exact dates, for example, April 18, 1992 (but not in April 1992).

13. Numbers

- Spell out common fractions and common expressions (one-half, Fourth of July).

- Spell out large numbers beginning sentences (Thirty days hath September . . .).

- Spell out numbers that are inexact, or below 10 and not grouped with numbers over 10 (one-tailed *t* test, eight items, nine pages, three-way interaction, five trials).

- Use numerals for numbers 10 and above, or lower numbers grouped with numbers 10 and above (for example, from 6 to 12 hours of sleep).

- To make plurals out of numbers, add *s* only, with no apostrophe (the 1950s).

- Treat ordinal numbers like cardinal numbers (the first item of the 75th trial . . .).

- Use combinations of written and Arabic numerals for back-to-back modifiers (five 4-point scales).

- Use combinations of numerals and written numbers for large sums (over 3 million people).

- Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample). Here is another example: "We used 30 subjects, all two year olds, and they spent an average of 1 hr 20 min per day crying.

- Use metric abbreviations with figures (4 km) but not when written out (many meters distant).

- Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).

14. Italics—as stated previously, any information typed in italics, when handwritten should be underlined. Any underlined information when handwritten should be in italics when typed.

15. Punctuating literature: quotations v. italics/underlining

All literature and media long in length must be italicized/underlined while anything short in length must be in quotations. (e.g. novels, long plays, album titles, TV series are all long in length therefore italicized/underlined. Short stories, poems, songs, TV episodes are all shorter therefore in quotations.)

16. 3<u>rd</u> Person Text—he, she, it, they

All formal papers are written in the 3rd person. Avoid at all costs the pronouns I, me, we, and us. Attempt to avoid the pronouns you and your. Use the first person (I, me, we, us) for diaries and personal expressions. If you want to express an opinion you can without use of the first person. (e.g. "I think Edgar Allen Poe was the most talented poet ever" should be written "Edgar Allen Poe was the most talented poet ever based on…") Since it is your paper, the reader knows it is your opinion without use of I.

17. Passive v. Active Voice

Sentences written in the active voice are much more powerful and direct than those written in the passive voice. Often MS Word notifies by underlining your text that you are writing in the passive voice. Remedy the situation by changing some of your sentences to the active voice. An example is "Poe wrote the story "Tell Tale Heart" while living in Philadelphia." "'Tell Tale Heart' was written in Philadelphia by Poe." In the first example the subject is doing the action of the sentence.

18. Verb Tenses

Some papers will be written exclusively in the present tense, others in the past tense. Choose one tense and attempt to stick with it throughout the paper or at least throughout the paragraph. Pay attention to your helping verbs

> Present tense=he writes or he is writing
> Past tense=he was writing or he wrote
> Future tense=he will write
> Past perfect tense=he had written
> Future perfect tense=he would have written

19. Reference page

Include a header and page number on your reference page. **It is a separate page.** Type text double-spaced. The title "Reference" is centered and capitalized at the top of the page, but NOT underlined, larger in font size, italicized, quoted, or bolded. Type the word References two-double spaces from the running header. Format each entry by highlighting the references, selecting format, then paragraph in MS Word. Then choose hanging indent under the special drop box. All entries must be in alphabetical order.

Alphabetizing within reference lists

- Use prefixes in alphabetizing names if commonly part of the surname (De Vries).

- Do not use *von* in alphabetizing (Helmholtz, H. L. F. von), or *Jr., III, or Sr*.

- Treat *Mc* and *Mac* literally; Mac comes before Mc.

- Disregard apostrophes, spaces, and capitals in alphabetizing; *D'Arcy* comes after *Daagwood*, *Decker* comes after *de Chardin*.

- Single-author citations precede multiple-author citations of the same year (Zev, 1990 then Zev et al., 1990).

- Alphabetize corporate authors by first significant word. Do not use abbreviations. (e.g. use Microsoft instead of MS)

General Rules and Exceptions

- In cases when the source does not have a volume number clearly listed exclude the information as if it were not requested.
- In cases when there is no copyright date (too common on websites, include "n.d." in the parentheses in the lower case with both periods.
- When there is not an author, place the web title first followed by the publication date in parentheses followed by the retrieval date and URL.
- Most websites have multiple dates for a copyright (e.g. 2000-2004). Only use the latest date but a date beyond the current year.
- Many books also have multiple copyright dates. Choose the latest date.
- Many books list multiple publishing cities. Choose only one.
- If the URL does not fit on one line, divide it at a slash mark.

Journal Capitalization Rules

Capitalize only the first word of book and article titles and the first word after a colon.

Journal Article: One author

Roy, A. (1982). Suicide in chronic schizophrenia. *British Journal of Child and Family*

Studies, 141, 171-177.

Journal: Continuous pagination (by volume; two authors)

Adkins, A., & Singh, N. N. (2001). Reading level and readability of patient education

materials in mental health. *Journal of Child and Family Studies, 10*, 1-8.

Journal: Paginated by issue (three to six authors)

Baldwin, C. M., Bevan, C., & Beshalske, A. (2000). At risk minority populations in a

church-based clinic: Communicating basic needs. *Journal of Multicultural Nursing &*

Health, 6(2), 26-28.

Entire journal issue
Conover, T. N. (Ed.). (1986). Testing concepts: Measurements of health [Special Issue].

    American Psychologist, 42(18).

Book with single author
Baxter, C. (1997). *Race equality in health care and education.* Philadelphia: Balliere

    Tindall.

Editors as authors
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General Form for Electronic References
Electronic sources include aggregated databases, online journals, web sites or web pages, newsgroups, web- or e-mail-based discussion groups, and web- or e-mail-based newsletters.

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Author, A. A. (2000). *Title of work*. Retrieved month day, year, from source (URL).

Online document without an author:
If the author of a document is not identified, begin the reference with the title of the document

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121-129.

20. Tables

1. Not all research papers will require tables or charts

2. Tables are referred to in the text of the paper though listed after the references.

3. Note that APA style tables do not contain any vertical lines, so do not draw them in or use MS Word to generate them.

4. Type the table number and then (on the next double spaced line) type the table title flush left and italicized. Note that there are no periods used after the table number or title.

5. There are different ways to format tables. Your best bet is to set the tabs for the table or to use MS Word's table generating ability.

6. When using columns with decimal numbers, make the decimal points line up.

21. **Appendix and Glossary**

All appendices and glossaries must be placed at the end of the document after the reference page

F. APA Manual Appendix

1. Title Page Example

Running head (short title)   # (page)

Title of Your Paper

Your full name

Class Research was assigned

Date written out

2. Reference Page Example

Running head (short title) # (page)

References

Breslau, N., Kilbey, M., & Andreski, P. (1993). Nicotine dependence and major

depression: New evidence from a prospective investigation. *Archives of General*

Psychiatry, 50, 31-35.

Dorus, W., & Senay, E. C. (1980). Depression, demographic dimensions, and drug

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depression: An empirical study. American Journal of Drug and Alcohol Abuse, 18,

121-129.

G. Glossary

APA-- a universally accepted publishing style guide for research papers with prescribed guidelines set by the American Psychological Association

Call number—a cataloguing number used by library to organize their media.

Citations—the credit given to an author and source for using his/her ideas or quoted words

Citing—the act of giving credit to an author and source for using his/her ideas or quoted words

Common knowledge—information found during the research process not in need of citations since the knowledge is considered common and found in at least three other sources

Documenting—see citing

Endnoting—a term no longer used with APA style. It was a way of citing a source by placing the citation at the end of the paper

Footnoting-- a term no longer used with APA style. It was a way of citing a source by placing the citation at the bottom of page

Giving credit—see citing

Hanging indent—a formatting term describing entries (as on this page) where the first line is to the margin and all consequent lines within the entry are a half inch in. Do not use the enter key within the entry or the computer's formatting will be wrong.

Header—any text at the very top of the page above the preset margin. In APA style the shortened form of the title plus the page number are in the header aligned right on every page of the paper including the title page and the reference page. The computer will number each page properly if the "#" button is pressed while setting up the header.

In-text citations—Citations located within the text in parentheses giving credit for ideas or exact quoted words.

Journal—like a magazine though more academic and specific to one topic. Journals are usually preferred reference materials over magazines since the information in them tends to be more specific and research based.

Long quotations—Any quote in a research paper longer than 40 words. The quote is set off with an additional one-inch margin on the right side. The text is not in quotes but it is double spaced, as the rest of your paper. Use long quotes sparingly as shorter quotes can make the same impact in less space.

MLA—another universally accepted publishing guide for research papers with prescribed guidelines

n.d.—the abbreviation for "no date" used in parenthetical citations and the reference page when no copyright date is available.

Note cards—cards used by researchers

Online document—a document located on the web used in research. Watch the validity and accuracy of any online document. Check out the author's or corporation's credentials responsible for the site. What is the motivation behind its publication? Evaluate the site.

Outline—a way of organizing information before writing a paper. Use the outline to see any areas lacking in the research or to see which areas too much information has been collected.

Paraphrase—the process of reading research material and putting all the important facts and details entirely in your own words.

Parenthetical citations—see in-text citations

Parenthetical documentation

Plagiarism—the act of stealing, taking, or borrowing information or intellectual property without permission. To avoid the charge, cite all information not considered common knowledge.

Proofreading—the act of reading the text of your paper or having someone else reading the text of your paper evaluating it for spelling, grammar, word choice, clarity, and use of transitions. Do not depend upon the "expertise" of your word processor. English grammar is too complex for a computer to grasp. Computers make mistakes.

Quotations—information from a source taken word for word.

Reference Card—the cards used during the research process to keep the source information clear and organized. It is especially helpful while citing information during the writing process.

References—see sources

Rubric—a system used highlighting the expectations for an assignment along with the grade or level of proficiency for each level attained.

Running head—see header

Short paper title—often it is the same title as the long paper title or full title of the paper. In cases where the full title is long shorten the title for the header to two or three key words.

Short quotations—any quote fewer than 40 words. The quote is set off from the rest of the text with quotation marks and it is incorporated in the text. Quotes should read smoothly in the text. Skilled writers should explain the quote and connect it with the information before and after the quote.

Source—research material listed on the reference page and referred to on the parenthetical citations.

Source number—the arbitrary number assigned to each of the sources on the reference cards. Numbers should be sequential and never reused by more than one source. The numbers help organize the research and citations during the writing process.

Thesis—the main point of the paper. By definition it is an opinion statement or an argument that the researcher must prove by the end of the paper.

URL—the website address located in the