

Walden PDCD Editorial Style Handbook

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INTRODUCTION

This handbook is designed to be a continuously evolving document. A small group of Walden PDCD stakeholders—with input coming from many other stakeholders—meets quarterly to discuss necessary updates or changes to this guide. Once changes are vetted and implemented, the latest information is disseminated to the wider Walden PDCD community. Much of the handbook is the same this time around, but there are some important updates (refer to What's New).

The *Publication Manual of the American Psychological Association* is the gold standard for referencing and presentation guidance. Please continue to use that resource as well as the [APA Style Blog](#). Additionally, if you have referencing or general editorial questions, reach out to the Editorial inbox . . . even if your current course isn't within its official editorial window.

The following resources were used in producing this handbook:

- ***Publication Manual of the American Psychological Association*, 7th edition**
- **APA Style Blog**
- **Merriam-Webster Dictionary, 11th edition**
- **[Walden University Diversity Style Guide](#)**

What's New

Following are the latest updates in this version of the PCDC Editorial Style Handbook:

- On pp. 7–8: A listing of OASIS units as well as new suggestions on correctly referencing OASIS webpages
- On pp. 8–9: Clarification on “alphabetizing” dates in references
- On p. 9 and p. 29: Guidelines on how to present library permalinks in course-based and CBE documents
- On this page and p. 25: A link to the Diversity Style Guide from Walden's Office of Inclusive Teaching & Learning

For Editorial Questions

For general Editorial questions or to propose updates to this document, please use the editorial@mail.waldenu.edu inbox.

GENERAL STYLE AND USAGE

Abbreviations

- The *Publication Manual* advises using abbreviations sparingly (p. 172).
- Examples of abbreviations that often occur in Walden courses:
 - vs. (**Note:** *Versus* is spelled out in running text and is capitalized and spelled out in headings and subheadings. The abbreviation is used only with text occurring within parentheses. The abbreviation “v.” is used in court case titles/names within in-text citations and references.)
 - i.e., (*that is*) (**Note:** A comma is always used after this abbreviation.)
 - e.g., (*for example*) (**Note:** A comma is always used after this abbreviation.)
 - a.m./p.m. (to designate time)
 - et al. (*and others*) (**Note:** Used in in-text citations)
 - U.S.
 - MBA
 - EdD
 - MA
 - CT (Central time)
 - PT (Pacific time)
 - EDT
 - PhD (See the *APA Publication Manual*, p. 154, about academic degrees.)
- Plurals
 - Eds.
 - Vols.
- It's acceptable to use company abbreviations in running text, but it's not preferred in references (*Publication Manual*, p. 268).

X AWS. (n.d.). *Launch a Linux virtual machine with Amazon Lightsail*.
<https://aws.amazon.com/getting-started/tutorials/launch-a-virtual-machine>

✓ Amazon Web Services. (n.d.). *Launch a Linux virtual machine with Amazon Lightsail*. <https://aws.amazon.com/getting-started-tutorials/launch-a-virtual-machine>

Assessments

Assessments are formatted as follows. Answers should be grammatically correct and align with the context of the statement.

Incomplete statements are followed by a colon; the answers are always initial capped and have no end punctuation:

The process by which managers monitor and regulate the behavior of their subordinates is called:

- Organizing
- Planning
- Controlling
- Leading

For **complete statements** (True/False), the answers are initial capped and have no end punctuation:

The most immediate form of behavior control available to managers is often a cattle prod.

- True
- False

For **questions**, the answers are initial capped and may or may not have end punctuation. **If the answer *is not* a complete sentence with a subject and verb, there should be no end punctuation. If the answer *is* a full sentence, it should have end punctuation.**

Example #1: (no end punctuation)

Divisional managers are primarily responsible for which type of planning?

- Business-level
- Corporate-level
- Functional-level
- None of these

Example #2: (has end punctuation . . . except for the last answer option, which is not a complete sentence)

Which of these research findings is true?

- Male and female managers do not differ significantly in the performance of leader behaviors.
- Male and female managers are equally effective as leaders.
- There is no solid research evidence for a "glass ceiling."
- All of the above

For **fill-in-the-blank questions**, the answers are initial lowercased unless a proper noun:

According to the text, _____ provides the opportunity for learning and _____ is a result of the learning.

- education; training
- development; training
- training; development
- education; development

Capitalization

In titles and headings, capitalize all words of four letters or more, including prepositions and conjunctions. Capitalize all verbs (including verbs of being), nouns, adjectives, adverbs, and pronouns. When a capitalized word is a hyphenated compound, capitalize both words. Also, capitalize the first word after a colon or dash in a title (*Publication Manual*, p. 167).

X Ultrasonic Vocalizations are Elicited From Rat Pups

X Ultrasonic Vocalizations Are Elicited from Rat Pups

✓ Ultrasonic Vocalizations Are Elicited From Rat Pups

X Climate Start-ups Shine in Tech Downturn

✓ Climate Start-Ups Shine in Tech Downturn

X Memory in Hearing-Impaired Children: implications for Vocabulary Development

✓ Memory in Hearing-Impaired Children: Implications for Vocabulary Development

Departments within a specific institution are capitalized, as are titles of courses and programs, but generic mentions of departments, courses, and academic degrees are not (*Publication Manual*, p. 165).

- The University of Arizona Department of Chemistry
- The St. Thomas Hospital Emergency Department
- the sociology department
- a chemistry department
- Introduction to Psychopharmacology 2115
- five history courses
- a master of business administration (MBA)
- a master's

Citations and References

- Walden's previous academic centers have merged into the Office of Academic Support and Instructional Services, or OASIS. In referencing OASIS resources, the basic format is:

OASIS. (date). *Title goes here*. Walden University. URL goes here.

Often with APA referencing, we would spell out an acronym in the author position. This is different. Please keep the author as “OASIS” (all caps).

With this change, many OASIS webpages have been and will continue to be updated. Here's an example of an updated page:

OASIS. (n.d.). *Paraphrase and summarize information: An interactive guide*. Walden University. <https://academics.waldenu.edu/writing/paraphrase-summarize>

Here's an example of a page that—at the time of this writing—had not yet been updated (along with its new reference):

OASIS. (n.d.). *Reference list: Overview*. Walden University. <https://academicguides.waldenu.edu/writingcenter/apa/references>

Not all Walden webpages fall under the OASIS umbrella, and the list below is not final. As time goes by, new sites likely will be added and this list will grow.

The OASIS sites currently are:

- <https://academicguides.waldenu.edu/academicskillscenterhome>
- <https://academicguides.waldenu.edu/library>
- <https://academicguides.waldenu.edu/writingcenter>
- <https://academicguides.waldenu.edu/doctorsal-writing-assessment>
- <https://academicguides.waldenu.edu/skills-courses>
- <https://academicguides.waldenu.edu/academic-skills>
- <https://academicguides.waldenu.edu/undergraduate-resources>
- <https://academicguides.waldenu.edu/masters>
- <https://academicguides.waldenu.edu/doctorsal>

Sometimes, the OASIS webpages are obvious. On other occasions, it can be a little murky. Most times, if it says either “OASIS” or “Office of Academic Support and Instructional Services” at the top, it’s an OASIS webpage and should be referenced using the format above. In addition, if there is a subpage of one of the main pages listed here, it will also be within OASIS, whether or not the page has that designation at the top. These sub-pages are being updated on an ongoing

basis, but it may take some time for them all to reflect that they are part of OASIS. If editors are in doubt, they should consult with their LXD; if LXDs are in doubt, they should reach out to their OASIS degree-level representative.

If a page is not OASIS, such as this one . . .

<https://academicguides.waldenu.edu/careerservicescenter/networking/home>

. . . simply use the usual APA formatting: Author. (Date). *Title goes here*. URL

In this case, it would be:

Walden University Career Planning and Development. (n.d.). *Networking*.

<https://academicguides.waldenu.edu/careerservicescenter/networking/home>

- In the Learning Resources, both Required Resources and Optional Resources get full APA references. The same is true in the Bibliography. **Required Resources and Optional Resources should be listed in the Bibliography.**
- In the case of same author/same year, reference dates are alphabetized (2024a, 2024b, n.d.-a, n.d.-b, and so on). In Walden courses, this APA convention applies only to the Bibliography and in-text citations. In the Learning Resources, references with the same author/same date should just contain the date (i.e., 2024, n.d.). Here's an example:

These two would be correct for the Bibliography:

American College of Healthcare Executives. (n.d.-a). *Ethics self-assessment*.

<http://www.ache.org/newclub/CAREER/ethself.cfm>

American College of Healthcare Executives. (n.d.-b). *Ethics toolkit*.

<https://www.ache.org/about-ache/our-story/our-commitments/ethics/ache-code-of-ethics/creating-an-ethical-culture-within-the-healthcare-organization/ethics-toolkit>

These two would be correct for the Learning Resources (whether they occur in the same week or in different weeks):

American College of Healthcare Executives. (n.d.). *Ethics self-assessment*.

<http://www.ache.org/newclub/CAREER/ethself.cfm>

American College of Healthcare Executives. (n.d.). *Ethics toolkit*.

<https://www.ache.org/about-ache/our-story/our-commitments/ethics/ache-code-of-ethics/creating-an-ethical-culture-within-the-healthcare-organization/ethics-toolkit>

These would be the parenthetical in-text citations in the course for these two articles:

(American College of Healthcare Executives, n.d.-a)

(American College of Healthcare Executives, n.d.-b)

Further guidance on APA referencing can be found in the *Publication Manual* (7th ed.), the APA Style Blog, the Walden Writing Center, or the Editorial inbox.

- References should **not** be included at the end of introductions (including weekly introductions, Discussion introductions, Assignment introductions, etc.) that contain in-text citations. If a course has a Bibliography, that's where all the references should reside. Editors: If you find a full reference connected to an in-text citation after an intro, please delete it from that page and ensure that it is listed in the course Biblio. If the Biblio was not sent to Editorial, please leave a note for the Learning Experience Designer saying that the reference should be in the Biblio.
- In the Learning Resources, titles within citations will be hyperlinked. This link will take students directly to the article (and may contain a permalink to a library article, for example). In many cases, either a DOI or URL is necessary after an article to align with APA formatting. That DOI or URL should not be linked if the title is already linked. Also, nothing should be linked in the Bibliography. As a general rule: For citations requiring a URL for completion, ideally, you should include the doi.org URL. Alternatively, you may use the journal homepage URL.
- All Walden Library articles should include a permalink provided as a Microsoft Word comment to the course builder. These permalinks should *not* be part of the student-facing citation in the classroom (i.e., those included in the Learning Resources or bibliography), as they typically are links that work only with a Walden login and point to one of the databases accessible via an individual login session. For open-source journals that have URLs accessible by anyone, the use of the permalink URL may be appropriate for use to complete the citation if no doi.org URL is available.
- References for *Harvard Business Review* articles should end with the generic <https://hbr.org>. (**Note:** These materials should be accessed only through a license with HBR and not through a weblink [as those most often include a paywall] or the Walden Library. If you note a web-based URL and not simply hbr.org at the end of a citation, please query this with the LXD.)

The link at the end of *HBR* articles should not be active. Here are a couple examples:

- Eccles, R. G., Strine, L. E., Jr., & Youmans, T. (2020, May 13). 3 ways to put your corporate purpose into action. *Harvard Business Review Digital Articles*, 2–5. <https://hbr.org>

- Groysberg, B., Lee, J., Price, J., & Cheng, J. Y.-J. (2018, January–February). The leader’s guide to corporate culture. *Harvard Business Review*, 96(1), 44–52. <https://hbr.org>

Although the URL should be the same, it’s still a good idea for editors to check the components of all references. By searching for the titles of these articles, you can quickly confirm that the spellings of the authors’ last names and initials, the dates, and the titles are all correct.

- For resources such as worksheets, handouts, assignment-related documents, and other items that students would not cite in a research paper, provide only hyperlinked titles, *not* full APA references. **In running text, these documents should be presented in title case, but without quotes or italics.**

Streaming Media

Because different learning management systems are used for course-based projects versus CBE projects, references for Walden-produced media will differ slightly.

Course-Based

Walden University, LLC. (2023). *Attaining wisdom* [Video]. Walden University Canvas. <https://waldenu.instructure.com>

Note: The URL at the end should not be hyperlinked.

CBE

Video: Attaining Wisdom (x:xx)

Walden University, LLC. (2023). *Attaining wisdom* [Video]. Walden University Brightspace. <https://mytempo.waldenu.edu>

Important Note About the School of Lifelong Learning: Streaming media pieces in Walden’s School of Lifelong Learning may have a slightly different presentation from either course-based or CBE; however, **please note that for any Walden-produced media being used in SLL, the citation should end with Walden University Brightspace and contain no dedicated URL at the end. For example:**

Walden University, LLC. (2023). *Attaining wisdom* [Video]. Walden University Brightspace.

Walden-Produced Interactive Media

Interactive media files (for course-based projects) are styled as follows:

Walden University, LLC. (2020). *Academic year in residence: Thompson family case study* [Interactive media]. Walden University Canvas. <https://waldenu.instructure.com>

Note: In the references above, you do not see (Producer), which has been included in the references for Walden-produced media for many years. However, in keeping with APA 7 guidelines, (Producer) is no longer necessary in these examples.

*

Also, please note that as of April 2021 there has been a decision to add LLC in the title element for Walden University resources.

For older Walden videos that have been updated for a new course, we use a date range in the reference. For instance, a Walden video that was originally produced in 2014 and was later updated in 2023 would look like this (note the en dash between dates):

Walden University, LLC. (2014–2023). *Attaining updated wisdom* [Video]. Walden University Canvas. <https://waldenu.instructure.com>

Non-Walden-Produced Media

Some Walden courses use Skillsoft videos and playlists (though this has been phased out for future use). For stand-alone media that are produced by outside sources but retrieved from the media player, please use these referencing examples to guide you:

In cases where Skillsoft is the publisher and the speaker is known:

Heimann, R. (2015). *Big data marketing* [Video]. Skillsoft. <https://waldenu.skillport.com>

In cases where Skillsoft is the only listed author:

Skillsoft. (2015). *Big data marketing* [Video]. <https://waldenu.skillport.com>

In cases where there is an author listed, a publisher other than Skillsoft, and the media is on Skillsoft's platform:

Levine, S. (2013). *Emotional intelligence* [Video]. Berrett-Koehler. <https://waldenu.skillport.com>

In cases where there is a Skillsoft playlist:

Heimann, R. (2015). *All about big data* [Video playlist]. <https://waldenu.skillport.com>

In cases where students only have to view one video from a Skillsoft playlist:

Heimann, R. (2015). *Big data marketing* [Video]. In *All about big data*. <https://waldenu.skillport.com>

Video Segments Accessed via the Internet

Video segments, or particular sections within a larger video series, can be presented in a couple different ways, depending on whether or not students will access certain videos from a link to a specific video or a link to the whole series. If the latter is the case, the video segments should be styled as follows:

Reading Rockets. (2019). *Reading 101: Fluency* [Video series].
<http://www.readingrockets.org/teaching/reading101/fluency/>

- “Perspectives on Fluency”
- “Developing Fluency”
- “Case Examples in Fluency”

In the bibliography, the standard APA reference for the series would be as follows:

Reading Rockets. (2019). *Reading 101: Fluency* [Video series].
<http://www.readingrockets.org/teaching/reading101/fluency/>

If the former is the case—when students access a video in a series from a link unique to that specific video—the reference in the weekly Learning Resources and Bibliography would be:

Reading Rockets. (n.d.). Perspectives on fluency [Video]. In *Reading 101: Fluency*. <https://readingrockets.org/videourlgoeshere>

Bracketed Descriptions

Many types of references in APA formatting include bracketed descriptions. Some examples are [Video], [Video series], [Interactive media], and [Computer software]. Additionally, a recent internal decision was made to use the description [Interactive module] for content such as learning modules from Rise Interactive.

Fonts

General Rules

Use the following standard fonts:

- For all Word documents, use the Arial 12 pt. font (or 10 pt., if there are large tables filled with text that would make a 12-point font unworkable). **Note:** All student-facing documents created by Walden must contain a footer, which

should be in 10 pt. Arial font and read: © [year of publication] Walden University, LLC (e.g., © 2023 Walden University, LLC).

- Emphasis should be added sparingly. When appropriate, however, italics *can* be used. Italics also can be used to highlight key phrases, often accompanied by a definition. Example from APA 7 (p. 170): *Mindfulness* is defined as “the act of noticing new things, a process that promotes flexible responding to the demands of the environment” (Pagnini et al., 2016, p. 91).
- APA 7, breaking from APA 6, now suggests using quotation marks rather than italics to denote a letter, word, or phrase that is used as a linguistic example or as itself.
Example from APA 7 (p. 135): For individuals who are 18 years of age or older, use “adult,” “woman,” “man,” “transgender man,” “trans man,” “transgender woman,” “trans woman,” “genderqueer adult,” “cisgender adult,” and so forth, as appropriate.

- For radio buttons, keys, menus, and clickable tasks, use **bold** only (e.g., click on **Start**, click on **Next**, select **Save As**, use the **View** drop-down menu, use **Ctrl + Alt**).

Additionally, Walden uses bold text in certain cases to highlight instructional letters, numbers, words, or phrases. For example: **Respond to two** or more of your colleagues’ postings.

End Punctuation Marks

When end punctuation directly follows words that are bold, italicized, or underlined for emphasis, the punctuation is formatted in the same font as the surrounding text unless it is an integral part of the emphasized text.

- Do you watch *The Big Bang Theory*? (Question mark is not italicized.)
- *What’s My Line?* was a popular television show in the 1960s. (Question mark is italicized.)
- Post your response to the Discussion by **Day 5**. (Period is not bold.)

Information Technology Courses

Courier font in running text is acceptable to denote computer commands and codes.

Create two classes, `Mammal` and `Bird`, each of which extends `Animal`. In the constructor for `Mammal`, set the variable `integument` to the string `“hair”`. Do not declare the variable again; it has already been declared in `Animal`. Similarly, in the constructor for `Bird`, set `integument` to the string `“feathers”`.

Lists

The *Publication Manual* recommends several approaches to punctuating lists:

Complete Sentences

If a complete sentence introduces a bulleted list, include a colon before the list. Items within the list should be parallel in structure, full sentences, and consistently punctuated (with initial capital letters and end punctuation for each).

Respond to two or more of your colleagues' postings in any of the following ways:

- Build on something your colleague said.
- Ask a probing or clarifying question.
- Share an insight from having read your colleague's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.

Sentence Fragments

Your Program Design and Evaluation Narrative must include the following components:

- A description of your community, including background and demographic information on the homeless population in your community
- A description of the currently available human services programs offered for the homeless population in your community
- A description of the needs assessment you would implement to understand the motivations and needs of the homeless population in your community

Lettered Lists

Separate lists that are run into text by using (a), (b), (c), and so on, along with commas and semicolons, as needed.

Examples:

- Research your topic by using (a) interviews, (b) questionnaires, and (c) surveys.
- Research your topic by using (a) books; (b) interviews, questionnaires, and surveys; and (c) websites.

Numbers

Follow the guidelines for numbers as numerals, numbers as words, ordinal numbers, decimals, roman numerals, commas in numbers, and plurals in numbers in the *Publication Manual* (Sections 6.32–6.39, pp. 178–181).

- Use numerals to express time or time periods, measurement, money, age, and page ranges in references (e.g., 10 years, 14 days, pp. 2–18).
- In running text, spell out numbers below 10 (e.g., four Cs of marketing) but use numerals for 10 and above (e.g., 250 words).
- Use words to express any number that begins a sentence, title, or text heading (e.g., *Forty-eight of the students were registered.*).
- Use words to express *approximate* days, months, and years (e.g., *about three months ago*).

Ages:

- between the ages of 5 and 7 years
- 3-year-olds, 5-year-olds
- 3 years old, 5 years old

Course sections:

- Week 1, Week 2, Weeks 5–9 (note en dash rather than hyphen)
- Module 1
- 12-week course
- Part 1, Step 2

Decimals:

- For numbers less than one, include a zero before the decimal point (0.29 and 0.01).

Fractions:

- Use hyphens when a fraction is considered an adjective (e.g., a two-thirds majority).
- Simple fractions are spelled out (e.g., a half hour, a quarter mile).

Measurements:

- The room is 20 feet wide.
- a 5-mg dose
- 12 cm wide
- a 50-km race
- a ratio of 16:1
- The woman is 5 feet 4 inches tall. (**Note:** no hyphens, no commas)

Pages, page ranges, and assignment lengths:

- a 7- to 10-page paper

- (p. 3) or (pp. 21–34)
- In running text, spell out “page.” (For example: Refer to all references on page 51.)

Ordinal numbers:

- third grade, Grade 3
- second graders
- first-grade students, 10th-grade students
- 14th century, 14th-century masterpiece
- The first item of the 75th trial
- The 5th percentile

Percentages:

- Use the symbol % when it is preceded by a numeral (e.g., found in 18% of the rats).
- Spell out percentages that begin a sentence (e.g., Forty percent of the students failed the first test.).
- For a percentage range, use the percent symbol with both values and separate the values with an en dash: 18%–25%.

Roman numerals:

- When they are part of established terminology, do not change to Arabic numerals (e.g., *Type II error*).

Time:

- Use numerals for time (e.g., 11:00 a.m., 10 years, 12 weeks).
- Use ordinal numbers for centuries and epochs (e.g., 20th century, but 21st-century technology).
- 1920s (no apostrophe) but '20s
- 11:30 a.m. to 4:00 p.m.
- 1 hr 34 min

Statistical material:

Table 6.5 in the *Publication Manual* (pp. 183–186) is a great resource when using statistical copy. A few things to keep in mind when using *t*, chi-square, *p*, and other symbols:

- Based on the *t* distribution; results of the *t* test (italicized and not hyphenated when used as a noun)
- *t*-square test; *t*-square results (takes a hyphen when used as an adjective)
- *t*-Square Analysis in This Lab (not capitalized when used in a heading)
- Sample Chi-Square Analysis Table (used in a heading)
- chi-square tests (used as an adjective)
- *p* value

- H_0 (null hypothesis takes an italicized and capitalized H , unitalicized zero, and subscripted zero)
- H_1 or H_a (alternative hypothesis is presented similarly, but please note that it is the “alternative” hypothesis and not the “alternate” hypothesis)

Note: In the case of beginning a sentence with t square, APA (p. 165) advises rewording the sentence to avoid starting with a lower-case letter.

Punctuation

Apostrophe

Use an apostrophe to form the plural of a lowercase letter. Do not add an apostrophe to form the plural of an uppercase letter, a number, or a date. Single letters used in this context are italicized for clarity.

x's and *y*'s
 1920s
 Xs
 9s
 DPDs
 CDs

Form the plural of an abbreviated academic degree or other abbreviation with both uppercase and lowercase letters with an “s.” Use an apostrophe “s” only to show possession.

PhDs
 EdDs
 Eds
 MAs
 BAs

Colon

Use a colon after an independent clause when the clause introduces a list of items or other text. If what follows the colon is an independent clause, capitalize the first letter after the colon. If it's not an independent clause, don't.

X There are three sections in each week of the course: the sections are an Introduction, a Discussion, and an Assignment.

✓ There are three sections in each week of the course: The sections are an Introduction, a Discussion, and an Assignment.

X There are three sections in each week of the course: An Introduction, a Discussion, and an Assignment.

✓ There are three sections in each week of the course: an Introduction, a Discussion, and an Assignment.

Comma

For guidance on using commas correctly, refer to:

<https://academicguides.waldenu.edu/writingcenter/punctuation/commas>

The serial comma is used for three or more items in running text. (Also refer to <https://academicguides.waldenu.edu/writingcenter/punctuation/semicolons>)

Use a comma with a nonrestrictive appositive.

This week's video, *Teaching Literacy in the Elementary School*, demonstrates the role of phonics in early reading. (With the commas, it is understood that there is only one video this week.)

This week's videos, *Teaching Literacy in the Elementary School* and *Teaching Literacy in Middle School*, offer examples of teachers working with students of various age groups. (There are only two videos this week.)

Do not use a comma with a restrictive appositive.

This week's video titled *Teaching Literacy in the Elementary School* demonstrates the role of phonics in early reading. (Without the commas, it is understood that there is more than one video this week.)

Do not use a comma if the second part of the sentence is not an independent clause (does not contain its own subject and verb).

X Information literacy is defined as the ability to know when there is a need for information, and being able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

✓ Information literacy is defined as the ability to know when there is a need for information and being able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

Dashes


Em dash. Use an em dash (—) to indicate an interruption in thought or to amplify a main clause. Do not insert a space before or after the em dash (*Publication Manual*, Section 6.6, p. 157).


Broken promises, petty rivalries, and false rumors—all obstacles he encountered during his tenure—forced him to leave the company.

En dash. Use an en dash (–) to express ranges used in parenthetical material or in text where there are space limitations (e.g., tables, graphs). The en dash replaces the words “to” or “through” when limited space is a consideration. Do not insert a space before or after the en dash. According to APA (Section 6.6, p. 157), use an en dash between words of equal weight in a compound adjective. For example, author–date citation.

- (Assignment length: 2–3 pages)
- John F. Kennedy (U.S. president, 1961–1963) was assassinated in Dallas, Texas.

Do not use an en dash with numbers that are used as adjectives.

 Write a 10–12 page paper

 Write a 10- to 12-page paper. (In this example, the numbers are adjectives modifying the word “page.”)

Hyphen

A hyphen is used in compound words and to separate numbers that are not inclusive, such as telephone numbers or ISBNs. Avoid overuse of hyphens by inserting them only when there is a possibility of confusion.

a fast-moving van (vs. a fast moving van)
the less experienced researcher (no hyphen needed)

Certain prefixes and suffixes require hyphens and others do not. Review the APA *Publication Manual*, Table 6.2 on p. 164, for guidance.

multiphase (not multi-phase)
metacognitive (not meta-cognitive)
But: meta-analysis (not metaanalysis)


Do not hyphenate a compound in which an adverb ending in *ly* is used.

 the widely-distributed medication

 the widely distributed medication

Period

Insert a single space after periods between consecutive sentences. Do not use periods in abbreviations of academic degrees. Additionally, do not use periods after learning objectives, learning outcomes, competency statements, or Professional Skills statements (including in the rubrics). These items should have no end punctuation.

 Ph.D., Ed.S., M.A., B.A.

 PhD, EdS, MA, BA

Semicolon

Use semicolons to separate a series of items already containing commas.

Propose mediation or negotiation strategies that lead to positive, ethical outcomes; overcome differences in values, beliefs, and cultures; and promote the divergence of goals.

Within California are the cities of Los Angeles, San Francisco, and San Diego; the counties of San Bernardino, Riverside, and Marin; and the ports of Long Beach, San Pedro, and Stockton.

Spelling

Consult the current *Merriam-Webster's Collegiate Dictionary*, 11th edition, and the *APA Dictionary of Psychology* as primary references for all preferred American spellings. (For words that do not appear in those resources, use an unabridged Webster's dictionary, which is more comprehensive.)

American Spellings and Conventions

- Academic Advising Team
- academic advisor
- African American
- APA manual (no italics), *Publication Manual* (italics)
Note: Either can be used as a secondary mention of the *Publication Manual of the American Psychological Association*, 7th edition, which is used in full on first mention.
- Application Assignment
- Assignment/assignment. "Assignment" with an initial cap refers to something that has been assigned for students to complete. For example: "Read the following Learning Resources before starting on this week's Assignment." Use "assignment" for generic references such as: "There are no assignments this week." Also, in Walden courses, "assignment" can refer to both "Discussions"

and “Assignments.” For example: “Your course assignments include Discussions, Assignments, a Quiz, and a Final Project.”

- benefited
- catalog (*n.*, *v.*)
- Chapter 3 (initial capped in bulleted list under Resources and in-text references)
- community-wide (but *schoolwide*)
- cont. (abbreviation for *continued*)
- Course Evaluation
- Course Instructor
- coursework
- database
- data (plural; use with plural verb *are*)
- decision-making (*adj.*), decision making (*n.*)
- Discussion/discussion. “Discussion” with an initial cap refers to something that has been assigned for students to complete. For example: “Read the following Learning Resources before starting on this week’s Discussion.” Use “discussion” for generic references such as: “In graduate-level courses, robust discussion with colleagues is very important.”
- distance-learning (*adj.*)
- drop-down
- Dropbox
- ebook
- ebrary
- e.g., (*for example*)
- email
- ePortfolio
- ET (Eastern Time; use abbreviation and do not spell out)
- Faculty Member
- fieldwork
- filename
- health care/healthcare (Consult your program’s preference. “Health care” generally is a noun, i.e., providing health care to an aging relative. “Healthcare” is typically an adjective, i.e., a healthcare provider, but may be used as a noun and refers to the system or organization through which health care is delivered. However, in APA Style, it is “health care” in all cases.)
- home page
- impact (*v.*)
- Instructor
- i.e., (*that is*)
- judgment
- internet
- life span (*n.*), life-span (*adj.*)
- Learning Resources
- LiveMeeting (software)
- micro-course

- module (lowercase for generic references; uppercase for specific references, such as Module 1, Module 2, etc.)
- myWalden
- online (*Merriam-Webster*)
- online discussion (general reference, not specific assignment)
- off-line (*Merriam-Webster*)
- Optional Activities
- Optional Resources
- Part 1, Part 2
- policy-making (*adj.*), policy making (*n.*), policy maker (*n.*)
- rubric (lowercase for generic references; uppercase for specific references, such as Week 1 Discussion Rubric, Assessment Rubric, etc.)
- schoolwide
- screenshot
- statewide
- superbill (standard form that health plans use to process claims)
- textbook
- text box
- time frame
- timeline
- toward (not towards)
- traveled
- U.S., U.K. (*adj.*; write out United States and United Kingdom when using as nouns)
- username
- voice mail (*Merriam-Webster*)
- vs. (**Note:** There are distinctions made in legal cases per APA: An in-text mention of a legal case includes *v.* in italics [e.g., *Brown v. Smith*]. A reference for a legal case on a bibliography or reference list includes *v.* in roman [e.g., Brown v. Smith].)
- Walden Library
- Walden University (the “university” on second mention and thereafter)
- web
- weblog, blog
- webpage
- website (Initial cap as one word only in headings, e.g., weekly Resource areas, etc. Otherwise, keep lowercased as one word in running text.)
- wiki
- .zip file

Tenses

General Rules

- Most courses use **present** tense, active voice, second person for all areas *except* the following, which use **future** tense:
 - The Course Introduction (under Course Home)
 - The weekly Introduction, Discussion introduction, and Assignment introduction areas
 - The weekly Learning Objectives
- Avoid **past** tense for the use of resource “blurbs” and instead use **present** tense (i.e., video descriptions such as “Dr. Rogers explains the difference between andragogy and pedagogy.”).
- Use **past** tense for all other references to comply with the *APA Publication Manual* (Section 4.13, p. 188, and Sections 8.11, pp. 262–263). APA Style prefers **past** tense when discussing the research findings of others or when quoting or paraphrasing material from other researchers (e.g., “Smith and Jones found,” “Harrison discovered,” “Johnson and Miles indicated”).

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GENERAL WRITING GUIDELINES

Bias-Free Language

- Avoid stereotypes related to age, gender, race, religion, ethnicity, and sexual preference.
 - The terms “straight” and “heterosexual” are acceptable to use to refer to individuals attracted to individuals of another gender. However, consider using “straight” to avoid the heterosexual/homosexual dichotomy.
 - Do not use the term “transsexual,” as it is outdated.
- Avoid classifying individuals with physical challenges, medical conditions, or psychological disorders as “victims,” “handicapped,” or “disordered.” Similarly, do not label people according to their illnesses or declare that they “suffer from” an illness. Use person-first language: Instead of “alcoholics,” say “individuals with alcoholism;” instead of “schizophrenics,” say “individuals who have schizophrenia.”

- Use currently preferred terms to identify sexual orientation (e.g., “lesbians,” “gay men,” “transgendered men,” and “bisexual women”). Avoid the word “homosexual.”
- Use language that is inclusive. Instead of “mankind,” choose “humankind” or “all people.”
- Avoid age-related bias by using the preferred term “older adults.” Do not use “elderly,” “old people,” or “seniors.” The field of gerontology currently distinguishes age groups for older adults (e.g., “young-old,” “oldest old,” “centenarians”).
- Avoid gender bias by consistently using the gender-neutral “he or she” rather than the masculine, singular “he.” Another option is to use the plural form (e.g., “they,” “people,” “individuals,” “physicians,” “patients,” “students,” “soldiers”). Some examples of bias-free sentences follow:
 - Everyone has his or her preferences.
 - The teachers escorted their students to the bus.
 - Each employee must turn in his or her time sheet Fridays by 4 p.m.
 - All should bring their laptops to class.
- Use singular “they” and related forms (“them,” “their,” etc.) when (a) referring to a person who uses “they” as their preferred pronoun or (b) when gender is unknown or irrelevant.
- Make sure to use age-specific terminology for gendered people.
 - For individuals 0–12 years of age, use the words “girl” and “boy.”
 - For individuals 13–17 years of age, use the terms “young woman,” “young man,” “female adolescent,” or “male adolescent.”
 - For individuals 18+ years of age, use the words “women” and “men.”
- Refer to race, ethnicity, and religion according to current acceptable terms outlined in the *Publication Manual*. Be sure to use such terms consistently throughout a course or document and use parallel terms within the same sentence or paragraph (e.g., “Black” and “White,” “African American” and “European American”).
 - Use “Native American” rather than “American Indian.”
 - Use “Asian American” rather than “Oriental.”
 - Use “African American” in formal writing (but APA Style suggests that “Black” also is acceptable).
 - Use “White” as well as “European American” rather than “Caucasian.”
 - Use “Latino” and “Latina,” “Chicano” and “Chicana,” “Latin American,” “Puerto Rican,” “Mexican American,” and “Hispanic” for people of Spanish-speaking descent, depending on their regional origin.
 - “Latinx” can be used to refer to all gender identities.

- For more information on bias-free language, refer to the [Diversity Style Guide](#) created by Walden University's Office of Inclusive Teaching & Learning.

Plagiarism

The *Publication Manual* recommends that when paraphrasing the words or ideas obtained from another source, you must provide the page number from a printed source or the paragraph number from an online source. These additional details help readers to locate specific passages that may be helpful to their research.

In general, remember to do the following:

- Represent direct quotations as they appeared in the original work, including spelling, grammar, syntax, and punctuation, even if there are errors in the text or punctuation. Check the original source to ensure that the passage you have quoted is identical. Point out any errors by using the term *sic*, italicized and in brackets, immediately following the error (e.g., "Their [*sic*] were two students...").
- Always provide the author, year of publication, and specific page number or page range for lengthy passages in which material is quoted verbatim from a particular source.
- Consult, per APA recommendations, the copyright owner or publisher of material that you will be citing in its entirety or modifying. Fair use guidelines differ from one publisher to the next. Therefore, plan ahead and determine whether print, electronic, or online works from outside sources require permission to reprint.
- Attribute graphic elements that are adapted, modified, or used in their entirety from other sources.

Walden University's Plagiarism Prevention Resource Kit can be found at the following URL: <https://academicguides.waldenu.edu/writingcenter/plagiarism>

Precision and Clarity

For greater clarity and simplicity, and for ease of reading, observe the following guidelines:

- Avoid intensifiers (e.g., “very,” “really”) and vague words that add no important details for readers (e.g., “things,” “stuff”).
- Always specify words such as “this,” “that,” “these,” and “those” (e.g., “this approach,” “that method,” “these options,” “those results”).
- Construct simple declarative or imperative sentences in the present tense and in active voice for more meaningful impact.
- Write concise, relevant headings and subheadings that do not include abbreviations or acronyms.
- Keep paragraphs short, particularly online text because reading occurs at a slower pace on-screen than on the printed page.

Grammar

- Collective nouns take singular or plural verbs depending on whether the noun is acting as a singular member or group (e.g., the group on the left “wear” a school uniform, management “has” its policies, the jury “decides” based on evidence).
- Collective ideas also take a singular verb (e.g., Peanut butter and jelly “is” her favorite treat.).
- “Each,” “one,” “anyone,” “either,” and “everybody” take a singular verb (e.g., each of these principles “is” correct, everybody “has” his or her own parking spot).
- “None of” constructions take a singular or plural verb depending on the noun (e.g., none of the sugar “is” on the table, none of the ideas “make” sense).

Syntax

Syntax is sentence structure or the placement of words and phrases within a sentence.

- Place an adverb as closely as possible to the verb it modifies.

✗ He ran through the alley hurriedly.

✓ He ran hurriedly through the alley.

- Avoid splitting infinitives.

✗ I decided to not go to the party.

✓ I decided not to go to the party.

- Avoid ending a sentence with a preposition whenever possible.

X In your post, discuss the inner workings of a company you are familiar **with**.

✓ In your post, discuss the inner workings of a company with which you are familiar.

Usage

Pairs and Trios

- Be aware of confusing pairs and trios, particularly the following:
 - *Affect* and *effect*—Most often, *affect* is used as a verb meaning to influence or, according to Merriam-Webster, to produce an effect upon someone or something. *Affect* the noun is used in psychology or psychiatry to indicate demeanor as related to emotion. *Effect*, most often used as a noun, is “something that inevitably follows an antecedent” (such as a cause or agent). *Effect* used as a verb means to bring about (e.g., His actions will effect a welcome change.).
 - *Although*, *while*, *whereas*—These three words should not be used interchangeably. *Although* is not temporal and can be interchanged with *despite* or *even though*. *While* is temporal and means *simultaneously occurring*. *Whereas* is used to show a contrast (e.g., Group A experienced three side effects, whereas Group B experienced none.).
 - *A number* and *the number*—*A number* takes a plural verb (e.g., a number of geese *fly* over our house each day), and *the number* takes a singular verb (e.g., the number of polar bears *decreases* each year).
 - *Comprise* and *compose*—*Comprise* and *compose* should not be used interchangeably. *Comprise* means to include; *compose* means to make up or to constitute. To avoid confusion and misuse, remember that the whole *comprises* (or includes) the parts (e.g., the research team *comprises* a physician, nurse, and technician), and the parts *compose* (or make up) the whole (e.g., a physician, nurse, and technician *compose* the research team).
 - *Ensure*, *insure*, and *assure*—*Ensure* means to make certain. *Insure* means to cover through insurance. *Assure* means to alleviate doubt.
 - *Every day* and *everyday*—As two words, *every day* is an adverb indicating that something occurs daily (e.g., The students choose an outfit to wear every day.). As one word, *everyday* is an adjective (e.g., The students selected everyday outfits.).

- *Fewer* and *less*—*Fewer* indicates countable items (e.g., fewer books, fewer tasks, fewer pages); *less* is used for uncountable items, quantities, and measures (e.g., less guidance, less trouble, less sugar).
- *Since* and *because*—*Since*, meaning *since that time*, indicates a temporal relationship. *Because* is preferred over *since* when causal relationships are implied.
- *Under way* and *underway*—As two words, *under way* is an adverb indicating that something is in progress (e.g., Plans are under way to begin renovations.). As one word, *underway* is an adjective (e.g., The representative explained underway fuel replenishment.).

Voice and Tone

Active Versus Passive Voice

Use active voice constructions for ease of reading. Active voice follows the subject-verb-object sentence pattern (e.g., Managers investigated the incident.).

Passive voice constructions often sound awkward and wordy. Passive voice follows the object-verb-subject pattern. The use of the word “by” readily identifies passive voice construction (e.g., The incident was investigated and recommendations were made by the management team).

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Appendix

Walden Classroom Formatting: Learning Resources in CBE Classrooms

For Tempo (CBE) classrooms, each resource should be formatted as follows:

For non-video resources:

[Resource Type]: [Resource Title in Title Case]

[APA reference]

Time Estimate: X min

Example:

Web Resource: Being a Team Player: Collaboration With Colleagues

McDonald, E. (2011). Being a team player: Collaboration with colleagues. *Education World*.

http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald014.shtml

Time Estimate: 5 min

For video (or interactive resources with a time code):

[Resource Type]: [Resource Title in Title Case] (#:##)

[APA reference]

Example:

Video: Why I Love Collaboration (4:43)

Barnett, C., & Hedges, S. (2020). *Why I love collaboration* [Video].

Collaboration Is Fun. <http://www.collaborationisfun.com>

Important Notes

- All Walden Library articles should include a permalink provided as a Microsoft Word Comment to the course builder. These permalinks should *not* be part of the student-facing citation in the classroom (i.e., those included in the Learning Resources or bibliography), as they typically are links that work only with a Walden login and point to one of the databases accessible via an individual login session. For open-source journals that have URLs accessible by anyone, the use of the permalink URL may be appropriate for use to complete the citation if no doi.org URL is available.

- The appropriate presentation for time estimates is **X min** (not minutes or mins), with no period. Example: **Time Estimate: 6 min**
- The Time Estimate line should always be in bold.
- When providing a length for videos, the exact minutes and seconds should be used and placed at the end of the title line in bold (see previous example).
- Credit lines should be included as needed in accordance with the style information presented elsewhere in this document.
- In most cases, the formatting of references in Quiz or Exam feedback should not be full citations. They will often be in sentence format and only include author, title, and page number—though that can vary. (Example: For more information, refer to “A Psychologist Explains 3 Ways Power Messes With Your Head,” pp. 1–3, by Gillett.)
- The following terms should be capitalized:
 - *Competency*
 - *Assessment*
 - *Getting Started*
 - *Learning Activity*
 - *Module* (when followed by a number or referred to specifically, e.g., Module 1; however, lowercase for generic references such as “In this module . . .”)
 - *Rubric* (when referring to a specific rubric, e.g., Week 1 Discussion Rubric; however, lowercase for generic references such as “Carefully review the rubric.”)
 - *Mastery Rubric*
 - *Professional Skills* (as well as the title of each Professional Skill)
 - *Performance Task*
 - *Written Response*
 - *Objective Assessment*
- In addition to learning objectives and outcomes, Competency Statements should not be modified because verbiage is approved before courses are handed off to Editorial. In these areas, query any proposed edits, even those that are minor.

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