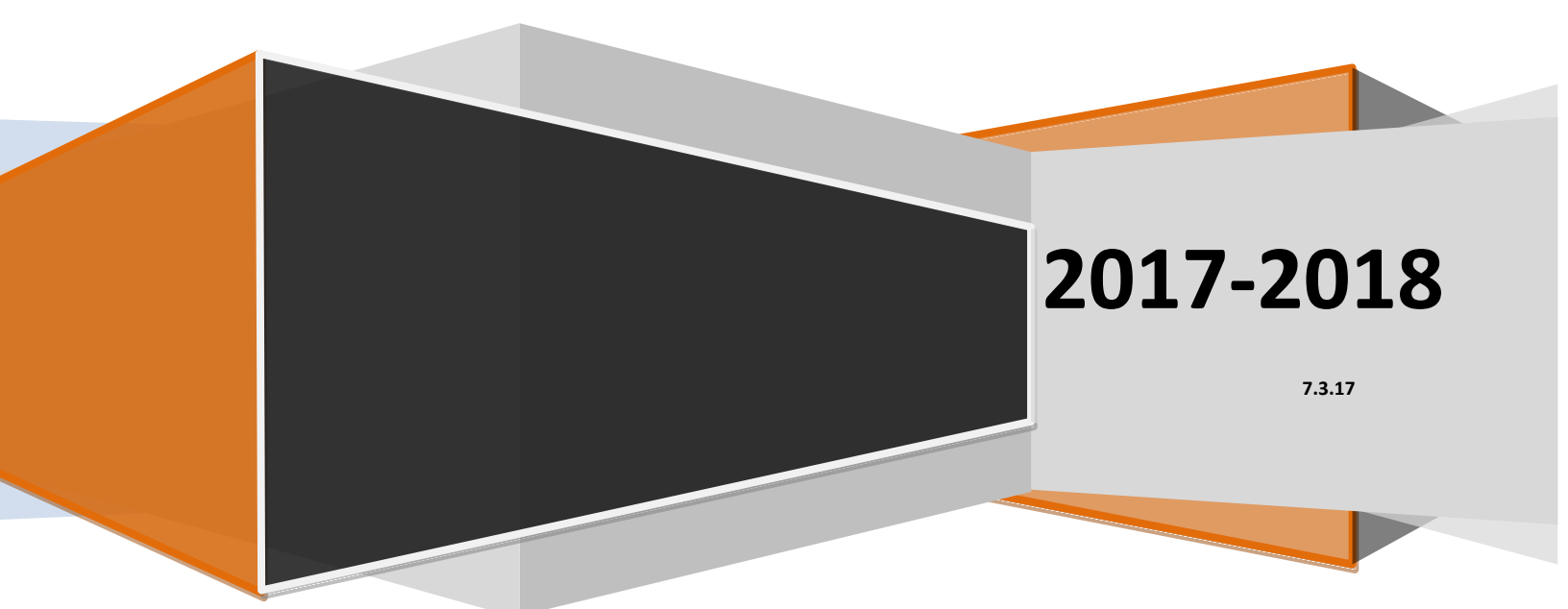**Georgia Baptist College of Nursing**
Mercer University

APA Style and Grammar Guide

2017-2018

7.3.17

Georgia Baptist College of Nursing of Mercer University

Prepared
by
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APA Style & Grammar Review

2017-2018

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American Psychological Association. (2010). *Publication manual of the American*

Psychological Association (6th ed.) [3rd printing: October 2009]. Washington, DC:

Author.

<u>Points of Emphasis and Requirements</u>

The *Publication Manual of the American Psychological Association* (6th ed.) [2010, 3rd printing] is the style and standards manual for all aspects of the preparation of assignments within Georgia Baptist College of Nursing of Mercer University.

The following sections and quotes from the above mentioned *APA Manual* should be carefully reviewed before <u>and</u> during the writing process:

- **FROM: Section 1.10 and Sections 6.01 – 6.02 Plagiarism and Self-Plagiarism and Sections 6.03 through 6.08 Quoting and Paraphrasing**

  - "Quotation marks should be used to indicate the **exact words of another**. *Each time* **you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text**" (*APA Manual*, 2010. p. 15).

  - ". . . authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words" (*APA Manual*, 2010, p. 16).

  - "Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self plagiarism)" (*APA Manual*, 2010, p. 16).

- o "When quoting, **always** provide the author, year, and specific page citation or paragraph number for nonpaginated material in the text and include a complete reference in the reference list" (*APA Manual*, 2010, p. 170).

- o Quotations of **fewer than 40 words** should be incorporated into the text and use double quotation marks. Quotations appearing in mid-sentence are ended with quotation marks followed by a citation of the source in parentheses immediately following the quotation marks, and continue with sentence (*APA Manual*, 2010, pp. 170-171).

  - • EXAMPLE: Addressing the ethos of caring science, Eriksson (2003) noted "that it has its own language" (p. 23), and true knowledge becomes visible through ethos.

- • **Use of Block Quotation**:

  - o If a quotation comprises more than 40 words, display it in a freestanding block of text (i.e., a *block quotation*)
    - ▪ Omit the quotation marks.
    - ▪ Start this block quotation on a new line.
    - ▪ Indent the block about a half an inch {5 spaces} from the left margin in the same position as a new paragraph.
    - ▪ If there are additional paragraphs within the quotation, indent the first line of each an additional half inch {5 spaces}.
    - ▪ At the end of a block quotation, cite the quoted sources and the page or paragraph number in parenthesis **after the final punctuation mark**.

- • **Writing Style, Grammar, and Usage** (*APA Manual*, 2010, pp. 65-86)

- ✓ **Grammar and usage** (pp. 65-86)
  - o IMPORTANT: Select the tense of the verb carefully.
    - ▪ "Use the **past tense** to express an action or condition that occurred at a specific, definite time in the past, as when discussing another researcher's work and when reporting your results" (p. 78).
    - ▪ "Use the **present perfect tense** to express a past action or condition that did not occur at a specific, definite time or to describe an action beginning in the past and continuing to the present" (p. 78).
    - ▪ Either **past tense** (e.g., "Jones showed") or **present perfect tense** (e.g., "researchers have shown") is appropriate for the review of the literature section of the dissertation or paper and for the description of the

procedure <u>if</u> the discussion is of past events**. <u>Stay within the chosen</u>
<u>tense</u>** (pp. 65-66).

- Use **past tense** (e.g., "anxiety decreased significantly") to describe the results (p. 66).
- Use the **present tense** (e.g., "the results of Experiment 2 indicate") to discuss implications of the results <u>and</u> to present the conclusions. "By reporting conclusions in the present tense, you allow readers to join you in deliberating the matter at hand" (p. 66).

o The words ***data***, ***phenomena,*** and ***curricula*** are plural.
- See the APA Style website (<u>www.apastyle.org</u>) for examples of agreement of subject and verb with collective nouns.

o A pronoun must agree in gender with the noun it replaces (pp. 79-80):
- Use ***who*** for human beings;
- Use ***that*** or ***which*** for nonhuman animals or for things.
  o Refer to pp. 65-86 and the APA Style website for more information on grammar and usage.

- **Mechanics of Style** (*APA Manual,* 2010, pp. 87-124)
  o **Punctuation**
    - <u>IMPORTANT</u>: Spacing after punctuation marks:

      - **<u>One space</u> after**:
        o Commas;
        o Colons;
        o Semicolons;
        o Periods that separate parts of a reference citation; and
        o Periods of the initials in personal names.
        o *EXCEPTION:* Do not insert a space after internal periods in abbreviations (including identity-concealing labels for study participates) or around colons in ratios.

      - **<u>Two spaces</u> after:**
        o Punctuation marks at the end of a sentence.

  o **Comma [Serial comma, Oxford comma, or Harvard comma]**
    - Use a comma between elements (including before ***and*** and ***or***) in a series of three or more items. (see p. 88 of *APA Manual*)

- o **Do Not Use a Comma:**
  - Before an essential or restrictive clause, that is, a clause that limits or defines the material it modifies. Removal of such a clause from the sentence would alter the intended meaning.
    - Example: The switch that stops the recording device also controls the light.
  - Between two parts of a compound predicate.
    - Example: The results contradicted Smith's hypothesis and indicated the effect was nonsignificant.
  - To separate parts of measurement.
    - Examples: 8 years 2 months or 3 minutes 40 seconds

- o **Use brackets**:
  - To enclose the values that are limits of a confidence interval.
    - Example: 95% CIs [-7.2, 4.3], [9.2, 12.4], and [-1.2, -0.5]
  - To enclose parenthetical material that is already within parentheses.
    - Example: (The results for the control group [*n*=8] are also presented in Figure 2.]

- o An exception has been added in the *APA Manual,* 6th edition, so that **numbers expressing approximate lengths of time can be written as words** -- example: "about three months ago" (see sections 4.31-4.32).

- o Refer to the pertinent *APA Manual* sections for additional information about the following:
  - When to use a zero before a decimal fraction (see Section 4.35),
  - Report *p* values to two or three decimal places (see Section 4.35),
  - Including effect sizes and confidence internals in statistics (see 4.44.), and

- o Format for reporting confidence levels (see section 4.10).

- o **See page 67 for information about** *Economy of Expression***.**
  - One common error is overuse of the word "**that**."

    - Read, and then read again, all sentences which contain the word "that." Many times "that" can be omitted, or the word "which" can be substituted. Sometimes, however, "that" is necessary and must remain in the sentence.
    - "That" not needed: I am certain that you understand everything I am trying to say.

- Better way: I am certain you understand everything I am trying to say.

  - Another common error is the improper use of the word "**its**."

    - It's is NOT possessive.
      - It's means: It is. (A contraction)
      - Never, never is an apostrophe used in its to show possession.
    - Correct: Its paw. Its nose. Its leg. Its house.
    - Incorrect: It's paw. It's nose. It's leg. It's house.
      - [When used this way, you are saying: It is paw. It is nose. It is leg. It is house.]

  - **Capitalization**
    - In titles and headings, capitalize **all** words of **four letters or more**. (pp. 101-102)

✓ **Levels of Heading**
  - The *APA Manual* does **not** "count" the title of a paper (as listed on the first page of the actual document or the introduction section) as Level 1 headings.
    - Therefore, the title of a paper should be: Centered, Non-bolded, Uppercase and Lowercase Heading.

  - The next Level of Heading used in the body of a paper will be a Level 1 Heading.
    - Therefore, a Level 1 heading will be: Centered, **Boldface**, Uppercase and Lowercase Heading.
      -

  - The next level of heading will be a Level 2 heading.
    - This will be: Flush left, **Boldface**, Uppercase and Lowercase Heading.
      - See the same pages listed above for examples/info on Levels of Headings

  - See the below information (from in the *APA Manual*) for information related to the other heading levels.

APA Style Headings: 6th Edition

Level	Format
1	**Centered, Boldface, Uppercase and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
2	**Flush Left, Boldface, Uppercase, and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
3	**Indented, boldface, lowercase paragraph heading ending with a period.** Your paragraph begins right here, in line with the heading.[a]
4	***Indented, boldface, italicized, lowercase paragraph heading ending with a period.*** Your paragraph begins right here, in line with the heading.
5	*Indented, italicized, lowercase paragraph heading ending with a period.* Your paragraph begins right here, in line with the heading.

[a] For headings at Levels 3–5, the first letter of the first word in the heading is uppercase, and the remaining words are lowercase (except for proper nouns and the first word to follow a colon).

***NOTE: According to APA policies, use of the above material (or any material from the *APA Manual*) is limited to classroom or teaching purposes. Do not reproduce or publish this material without permission from the Permissions Office of the American Psychological Association.

✓ **Running Head**
   o The full length "running head" is positioned flush left on **ALL** pages of the document -- on the same line with the page number.
      ▪ However, the phrase "Running head" - followed by a colon - is ONLY used on the title page.
      ▪ ALL pages following the title page have the "running head" in ALL UPPERCASE LETTERS and placed IN FULL LENGTH in the FLUSH LEFT position.

   o <u>In summary</u>: **The "running head" is in ALL UPPERCASE LETTERS AND placed IN FULL LENGTH** in the **FLUSH LEFT** position **on ALL pages** of the document. The running head is an abbreviated title that identifies the article for readers. The running head should be a maximum of 50 characters (counting letters, punctuation, and spaces between words.)
      ▪ See examples on pp. 41-59 <u>and</u> see the description of this running head on p. 229.

✓ **Fonts**
   o The document must be typed in any standard typeface. Recommended typefaces include: Arial, Calibri, or Times New Roman.

- o Use 12 point font.

- o **Entire** document (including running head, figure and table captions, and page numbers) **must** be typed in the same typeface and font size.

✓ **Title Page Elements**

    (1) Title of the paper.
- It is recommended the title be no more than 12 words and <u>all words of four letters or more must be capitalized</u>.
- Title should be positioned in the upper half of the page.
- Identify the title page with the page number 1.
  - a. See p. 101 for more info.

    (2) Running head.
- See running head info in the above section.

    (3) Author byline/name.
- However, <u>no titles or degrees are listed</u>.

    (4) Institutional affiliation.
- Georgia Baptist College of Nursing of Mercer University

    (5) Author note. ***** Note** the 6th edition of the *APA Manual* indicates students should be aware they do <u>not</u> have to include an Author Note on the Title page for theses and dissertations (See p. 229)

✓ **E-mail Communications From Individuals**
- o Should be cited as <u>personal communications</u>. Because they do not provide recoverable data, personal communications are not included in the reference list.
- o **Cite personal communications in text only**. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.

    Examples:
- T. K. Lutes (personal communication, April 18, 2001)
- (V. G. Nguyen, personal communication, September 28, 1998)

It is possible to send an e-mail note disguised as someone else. Authors—not journal editors or copy editors—are responsible for the accuracy of all references, which includes verifying the source of e-mail communications before citing them as personal communications in manuscripts. (adapted from the sixth edition of the *APA Manual*)

- ✓ **Citation of website material with no author, no year, and no page numbers**
  - o Because the material does not include page numbers, include any of the following in the text to cite the quotation (from pp. 170-171 of *APA Manual*):
    - • A paragraph number, if provided. Alternatively, count paragraphs down from the beginning of the document.
    - • An overarching heading plus a paragraph number within that section.
    - • A short title in quotation marks, in cases in which the heading is too unwieldy to cite in full. Because there is no date and no author, the text citation would include the title (or shorten title) in quotation marks, n.d. for no date {note there is no space after the period between the "n" and "d}, and paragraph number (e.g., "Heuristic," n.d., para. 1). The entry in the reference list might look like this:

      Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http: www.m-w.com/dictionary/heuristic

- ✓ **Use of Digital Object Identifiers (DOI)**
  - o The DOI is a permanent digital identifier given to an object. Its most common application is identifying electronic documents.
  - o Through the use of international concordats and computer programming, a DOI will locate the online version of an article even if the publisher has changed Web addresses.
  - o Type or use the copy-paste function of word processor to capture the article DOI and place it at the end of the reference.
  - o Do not put a period at the end of the DOI string
  - o If there is no DOI, cite the home page URL.
  - o When an online resource citation includes a DOI, no further retrieval information (such as an http address) is needed.
  - o When a DOI is not available, and a URL is included, **do NOT include a retrieval date unless** the source material may change over time (such as in wikis).
  - o **If there is a DOI, use the DOI (for both print and electronic sources)** (*APA Manual, p. 189)*
  - o See *APA Manual* (pp. 187-192), APA's *FAQ on DOIs* online, or refer to http://www.doi.org
  - o The DOI string can be placed in a search engine (such as Google) to find an article.
    - ▪ Or, the DOI string can be appended to http://dx.doi.org/ and copied into a search engine or browser's address bar.
      - o Example: http://dx.doi.org/10.1177/0894318410371842
  - o CrossRef is a DOI resolver (see CrossRef.org); free use

- The following information is from the CrossRef website:
  - CrossRef is an independent membership association, founded and directed by publishers.
  - CrossRef is the official DOI link registration agency for scholarly and professional publications.
  - CrossRef started CrossCheck (powered by iThenticate) for the purpose of engaging in efforts to prevent scholarly and professional plagiarism. The iThenticate document checking software is central to CrossCheck.
    - For further information, refer to: http://www.crossref.org/crosscheck.html

- ✓ **Additional Important Sections of the *APA Manual* Include:**
  - Quoting and paraphrasing (see pp. 170-173)
  - Citing references in text (see pp. 174-179)
    - Refer to Table 6.1 (p. 117) for an excellent summary of the basic citation styles.
  - Construction and components of a reference list (pp. 180-192)

- ✓ **Additional Helpful Information Related to APA Style**

  - The word Internet is used with a capital "I"

  - Collective nouns (e.g., *series, set, faculty,* or *pair*) can refer to either to several individuals to a single unit. If the action of the verb is on the group as a whole, treat the noun as a singular noun. If the action of the verb is on members of the group as individuals, treat the noun as a plural noun. [refer to Section 3.19 of *APA Manual* & information on the APA website]

    - **In summary:** The context (i.e., your emphasis) determines whether the action is on the group or on individuals.

  - The pronoun *none* can be singular or plural: When the noun following it is singular, use a singular verb; when the noun is plural, use a plural verb. If you mean "not one," use *not one* instead of *none* and use a plural verb. [refer to Section 3.19 of *APA Manual* & information on the APA website]

  - See pp. 172-173 {Section 6.08} of the *APA Manual* for information on the proper use of ellipsis points.

    - See p. 32+ in this document for additional information on the use of ellipsis points.

- Double-Date Issues for both the reference list and the text:

  - When citing something that has been republished or reprinted (either in print or online or a combination of these two), the reference list entry should be the date of the version you read. At the end of the reference entry, append the date of the original work or the source of the reprint. (See examples 21 & 26 in the *APA Manual*, pp. 203-204)

  - In the text, cite both dates: the original date and the date of the version you read. Separate the dates with a slash. Example: (Freud, 1900/1953)

Information Regarding Reference Citations:

- Do not split citation of a reference between pages. Force entry to go to next page even though it may leave a larger margin at the bottom of the previous page.

- One space is used following all punctuation in the reference citations with a few exceptions such as the use of **n.d. to represent "no date"** or in the initials used by some individuals (such as the musician k.d. lang who uses all lower caps and no spaces in the initials comprising her first name).

- **Use hanging indent format for all references**.

- **NOTE**: For space considerations, single spacing is used for the references listed below. Additionally, **in formatting PhD dissertations reference lists, you will be utilizing single spacing for reference lists.**

- The word "References" should appear in uppercase and lowercase letters, centered.

- Refer to *APA Manual* or the APA website for detailed guidance on citing sources and preparing the reference list.

  - See below for examples of references containing important points frequently misunderstood by writers.

- IMPORTANT statements from the *APA Manual* (p. 193): There may be occasions when the *APA Manual* does not provide specific guidance in referencing a source. "In such a case, choose the example that is most like your source and follow that format. When in doubt, provide more information rather than less."

See the below references and the comments describing the details of the citations:

References

Abdellah, F. G. (1969). The nature of nursing science. *Nursing Research, 18*, 390-393.

- ✓ For journals, newsletters, and magazines, the primary locator element is the volume number. It goes after the periodical's title, in italics, and is followed by the page range.

- ✓ **If (and only if)** the journal restarts the page numbering on page 1 for each issue, include the issue number in parentheses after the volume number.

    - o In this example, no issue number is used because page numbering for each volume does NOT begin on page 1.

- ✓ volume number is in italics (see *APA Manual,* p. 198 & examples on pp. 49-51)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.) [3rd printing: October 2009]. Washington, DC: Author.

- ✓ Use when the author and publisher are the same (see *APA Manual,* p. 203)

- ✓ Note single spacing in reference citation

- ✓ **Important change from previous APA manuals**: The "well-known city rule" is no longer in effect: **Use name of city and abbreviation for the state** (or if outside the United States, use city and country) where the publisher is located. One exception: If the publisher is a university whose name includes the name of the state, do not repeat the state in the publisher location (see *APA Manual,* pp. 186-187)

- ✓ When author and publisher are the same, use the word *Author* as the name of the publisher (see *APA Manual,* p. 203)

- ✓ Info about editions, volume numbers, and page numbers in parentheses following the title, with a period after the parentheses (see *APA Manual,* p. 203)

- ✓ When referencing books and periodicals, any nonroutine information important for identification and retrieval should be placed in brackets following the title - for example: [Brochure] (see *APA Manual,* p. 203). There are fourteen common kinds of "nonroutine information" that can be included in brackets. Some of these include: [Letter to the editor]; [Special issue]; [Monograph]; [Abstract]; [Audio podcast]; [Lecture notes]; [CD]; [Supplemental material]. Note the first letter of the notation is capitalized. (see *APA Manual,* p. 186)

o In this APA Manual citation for a reference list, the use of the 2009 publication date that accompanies the 3rd printing citation is important to distinguish this revision from the 1st and 2nd printings <u>and</u> to distinguish it from the 2010 publication date listed in the manual.

Cody, W. K., & Mitchell, G. J. (2002). Theoretical concerns. Nursing knowledge and human science revisited: Practical and political considerations. *Nursing Science Quarterly, 15*, 4-13.

✓ **<u>Important point and a common error made by writers</u>**: No issue number is used because page numbering for each volume did **NOT** begin on page 1

✓ Note the comma after the last initial in the first author's name that precedes the ampersand

✓ Note the 3 parts to the article's title: The first part ends in a period. Second part is followed by a colon, thus, this sets up the requirement for the third part which necessitates that the "P" in "Practical" be a capital letter

✓ One space follows the colon

Ferrell, B. (2010). Palliative care research: Nursing response to emergent society needs. *Nursing Science Quarterly, 23*, 221-225. doi:10.1177/0894318410371842

✓ Journal article with a digital object identifier (DOI) (p. 198 of *APA Manual*)

✓ Use lower case for doi in the citation

✓ No period is used at the end of the DOI string

✓ APA Manual recommends the use of DOIs when available for both print and electronic sources (p. 189 of *APA Manual*)

✓ Refer to material on the use of a DOI located elsewhere in this document

Heinrich, K. T. (2001). Doctoral women as passionate scholars: An exploratory inquiry of passionate dissertation scholarship. *Advances in Nursing Science, 23*(3), 88-103. Retrieved from http://journals.lww.com/advancesinnursingscience/pages/default.aspx

✓ Issue number is used because page numbering for each volume **(in 2001)** <u>did begin</u> on page 1

- ✓ Issue numbers are in roman (not italic) type, as is the comma that follows it; roman type is one of the three main kinds of historical type; the other two are blackletter and italic). This <u>does not</u> mean you use Times Roman or Times New Roman typeface -- it simply means you do not use italic!!

- ✓ **NO retrieval date is needed** (this is a major change from the previous edition of the *APA Manual*)

- ✓ Home page database / URL is cited because there was no DOI

- ✓ No period is used at end of database/URL

- ✓ See *APA Manual* (see *APA Manual,* pp. 198-199, 202-203) for more info about DOI/URL use

Newman, M. A. (1992). Prevailing paradigms in nursing. *Nursing Outlook, 40*, 10-13, 32.

- ✓ Note the discontinuous page numbers are separated with a comma (see *APA Manual,* p. 200)

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood (J. Bliss & H. Furth, Trans.). *Human Development, 15*, 1-120. (Original work published 1970) http://doi.doi.org/10.1159/000271225

- ✓ This is a journal article with DOI, reprinted from another source, and translated.

- ✓ In text, cite the original publication date and the date of the translation (Piaget, 1970/1972).

- ✓ Note the ordering of the names of the translators.

Psychology. (n.d.). In *Wikipedia*. Retrieved May 17, 2011 from http://en.wikipedia.org/wiki/Psychology

- ✓ The following information is from the *APA Guide to Electronic References*, 2012, p. 19:

  - o "In general, academic papers and articles should rely on peer-reviewed and other scholarly work vetted by experts in the field; authors should carefully evaluate crowd-sourced articles such as those in Wikipedia."

  - o Note *Wikipedia* is italicized because it is the name of a reference work.

- Important point: "The **retrieval date is needed because, as with any wiki, the source material changes over time**."

- In the text, use the following citation: ("Psychology," n.d.).

Rodgers, B. L. (2005). *Developing nursing knowledge: Philosophical traditions and influences*. Philadelphia, PA: Lippincott Williams & Wilkins.

✓ Print version book that is considered "one work by one author" (refer to *APA Manual* (pp. 174-175) for information on citations within the text)

✓ See *APA Manual,* p. 203, for information on citing this reference on the References page

✓ Publishing company uses an ampersand in its title, but does not have a comma after Lippincott or Williams.

✓ Name of the publisher is given in a brief form.

- **Eliminate words such as *Publishers*, *Co.*, and *Inc*.** However, do use *Books* and *Press*.

- **Use only the surname** for publishing houses named after persons (for instance: use Wiley instead of John Wiley).

- Names of universities, associations, etc. are given in full. (see *APA Manual,* pp. 186-187 and the APAStyle Blog)

Schlotfeldt, R. M. (2006). Structuring nursing knowledge: A priority for creating nursing's future. In W. K. Cody (Ed.), *Philosophical and theoretical perspectives for advanced nursing practice* (4th ed., pp. 13-17). Sudbury, MA: Jones and Bartlett.

✓ Chapter in an edited book

✓ Note the comma after the (Ed.)

✓ Note the order of the initials of the author <u>versus</u> the initials of the editor

✓ Note the capital "A" after the colon in the title of the article

✓ In 2006, this publishing company did not use an ampersand in its title

✓ Abbreviation of the state follows the name of the city

- ✓ Edition number and page numbers are included in the same parentheses and followed by a period (see *APA Manual,* p. 201 under section 7.02)

Schwartz, S. J., Weisskirch, R. S., Hurley, E. A., Zamboanga, B. L., Park, I. J. K., Kim, S. Y., . . .
   Greene, A. D. (2010). Communalism, familism, and filial piety: Are they birds of a
   collectivist feather? *Cultural Diversity and Ethnic Minority Psychology, 16*, 548-560.
   http://dx.doi.org/10.1037/a0021370

- ✓ This is a journal article with DOI and has <u>more than seven</u> authors.

- ✓ When a reference has **up to seven** authors, spell out all authors' names when listing them in the reference list. [Refer to *APA Manual*, pp. 198-199]

   - o Include an ampersand (&) before the last author.

- ✓ **However**, when a reference has **eight or more** authors, list the first six, insert three ellipsis points, and then provide the name of the final author. [Refer to *APA Manual*, p. 184, section 6.27 and p. 198, example 2]

   - o No ampersand (&) is used in the citation of eight or more authors (see p. 198, example #2)

   - o NOTE: Authors are generally listed in order of contribution to the research, <u>however</u>, the last author can also be a contributor of distinction, often the principal investigator.

   - o Also, see *APA Style Guide to Electronic References, 2012, p. 12; also, refer to p. 184, APA Manual.*

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IMPORTANT!

NEW INTERPRETATION BY APA "STYLE EXPERTS"!

- ⊙ Refer to p. 204 / example 26 of *APA Manual*
- ⊙ Format for citing (in references section) book chapters <u>reprinted from another source</u>

   Carper, B. A. (2012). Fundamental patterns of knowing in nursing. In P. G. Reed & N. B. Crawford
      Shearer (Eds.), *Perspectives on nursing theory* (6th ed., pp. 200-206). Philadelphia, PA:
      Wolters Kluwer| Lippincott Williams & Wilkins. (Reprinted from *Advances in nursing science,*
      1(1), pp. 13-23, 1978)

- In the text, you will cite the article/chapter as: Carper (1978/2012)

- IMPORTANT caveat for the above citation: If the chapter in an edited book is <u>NOT</u> <u>reprinted from another source</u>, it is cited in this manner:

  Gunby, S. S. (2008). Legal issues in teaching nursing. In B. K. Penn (Ed.), *Mastering the teaching role: A guide for nurse educators* (pp. 411-421). Philadelphia, PA: Davis.

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<u>The following material was excerpted from the APA Style website and APAStyle blog:</u>

Reference for a book when there is no author or editor:

Example (<u>print</u> version):
Merriam-Webster's collegiate dictionary (11th ed.). (2005). Springfield, MA: Merriam-Webster.

- Place the title in the author position.
- Alphabetize books with no author or editor by the first significant word in the title (*Merriam* in this case).
- **In text**, use a few words of the title, or the whole title if it is short, in place of an author name in the citation: (*Merriam-Webster's Collegiate Dictionary*, 2005).

Example (<u>electronic</u> version):

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.m-w.com/dictionary/heuristic

- If the online version refers to an edition number, include the edition number after the title; if there is not edition number, use n.d. (note: No space after the period before the "d")

  (adapted from the sixth edition of the APA *Publication Manual*, 2010)

++

When do you include a retrieval date in a citation?

- When a citation includes a digital object identifier (DOI), no further retrieval information is needed.

o When a DOI is not available, and a URL is included, do <u>not</u> include retrieval dates unless the source material may change over time (e.g., wikis).

+++

In referencing periodicals, what is the difference between using p. or pp. for page numbers?

o If a periodical includes a volume number, italicize it and then change to regular type and give the page range without *pp.*
o If the periodical does not use volume numbers, include *pp.* before the page numbers so the reader will understand that the numbers refer to pagination.
o Precede page numbers for newspaper articles with *p.* or *pp* (see page 200, *APA Manual*).

+++

How do you cite a source that you found in another source?

o <u>Use secondary sources sparingly</u>, for instance, when the original work is out of print, unavailable through usual sources, or not available in English. Give the secondary source in the reference list; in text, name the original work and give a citation for the secondary source.
    o For example, if Allport's work is cited in Nicholson and you did not read Allport's work, list the Nicholson reference in the reference list. **In the text**, use the following citation → Allport's diary (as cited in Nicholson, 2003).

+++

Use a colon:

Between a grammatically complete introductory clause (one that could stand as a sentence) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter.

• Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness.
• They have agreed on the outcome: Informed participants perform better than do uninformed participants.

In references between place of publication and publisher

• New York, NY: Wiley

Use brackets:

To enclose the values that are the limits of a confidence interval.

- **Example:**
  95% CIs [-7.2, 4.3], [9.2, 12.4], and [-1.2, -0.5]

To enclose parenthetical material that is already within parentheses.

- **Example:**
  (The results for the control group [$n = 8$] are also presented in Figure 2.)

To enclose material inserted in a quotation by some person other than the original writer.

- **Example:**
  "when [his own and others'] behaviors were studied" (Hanisch, 1992, p. 24)

Exceptions

Exception 1: Do not use brackets if the material can be set off easily with commas without confounding meaning:

- **Correct:** (as Imai, 1990, later concluded)
- **Incorrect:** (as Imai [1990] later concluded)

Exception 2: In mathematical material, the placement of brackets and parentheses is reversed; that is, parentheses appear within brackets.

_____

Use double quotation marks:

- o *Observe the following guidelines for uses of double quotation marks other than in material quoted directly from a source.*

Use to introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression. Use quotation marks the <u>first time the word or phrase is used</u>; thereafter, do not use quotation marks.

Examples:

- considered "normal" behavior
- the "good-outcome" variable . . . the good-outcome variable [no quotation marks after the initial usage]

but

- Subjects in the *small* group [*Small* is italicized to prevent misreading—here it means a group designation, not the size of the group]

To set off the title of an article or chapter in a periodical or book when the title is mentioned in text.

Example:

- Riger's (1992) article, "Epistemological Debates, Feminist Voices: Science, Social Values, and the Study of Women"

To reproduce material from a test item or verbatim instructions to participants.

Example:

- The first fill-in item was "could be expected to _____."

Agreement of subjects and verbs:

A verb must agree in number (i.e., singular or plural) with its subject, regardless of intervening phrases that begin with such words as *together, with, including, plus*, and *as well as*.

- **Incorrect:**
  The percentage of correct responses as well as the speed of the responses increase with practice.
- **Correct:**
  The percentage of correct responses as well as the speed of the responses increases with practice.

Consult a dictionary (APA prefers *Merriam-Webster's Collegiate Dictionary*, 2005) when in doubt about the plural form of nouns of foreign origin.

Avoid dangling modifiers:

Dangling modifiers have no referent in the sentence. Because of their placement in a sentence, misplaced modifiers ambiguously or illogically modify a word. You can eliminate misplaced modifiers by placing an adjective or an adverb as close as possible to the word it modifies.

- **Correct:** Based on this assumption, the model . . .
  Incorrect: Based on this assumption, I developed a model . . .
  Comment: [The model, not I, was based on this assumption.]

Many dangling modifiers also result from the use of the passive voice. By writing in the active voice, you can avoid many dangling modifiers.

- **Correct:** After separating the participants into groups, I tested Group A.
  Incorrect: After separating the participants into groups, Group A was tested.
  Comment: [I, not Group A, separated the participants into groups.]

- **Correct:** Using this procedure, I tested the participants.
  Incorrect: The participants were tested using this procedure.
  Comment: [I, not the participants, used the procedure.]

- **Correct:** To test this hypothesis, we divided the participants into two groups.
  Incorrect: To test this hypothesis, the participants were divided into two groups.
  Comment: [We, not the participants, tested the hypothesis.]

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

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June 14, 2013

Block Quotations in APA Style

by Timothy McAdoo

Like so many aspects of writing, when formatting block quotations, the devil is in the details! Here's everything you need to know about block quotations:
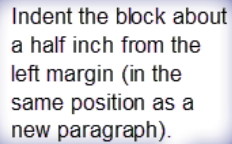
> If the quotation comprises 40 or more words, display it in a freestanding block of text and omit the quotation marks.

- **When do you use block formatting?** According to the *Publication Manual* (p. 171), "If the quotation comprises 40 or more words, display it in a freestanding block of text and omit the quotation marks."

- **Do you still use quotations marks around the block?** No (see the previous bullet).

- **How far should you indent?** Indent "about a half inch from the left margin (in the same position as a new paragraph)" (p. 171).
- **Does the citation go before or after the period?** The citation should include the page(s) or paragraph number and should appear after the end punctuation.

> At the end of a block quotation, cite the quoted source and the page or paragraph number in parentheses after the final punctuation mark.

- **I've already cited the author in the paragraph. Do I still need to include the author name and year?** Yes. All quotations, both in-line and block quotations, must include the complete citation (see earlier blog posts). The author name(s) may appear in your introductory sentence or in the parentheses.

- **Should the quotation begin or end with ellipses?** No. Ellipses should not be used at the beginning or the end of the block quote.

-
- **Does the first letter have to be capitalized?** Sorry, no short answer here: This is a matter of opinion, debate, and editorial judgment.

Indent the block about a half inch from the left margin (in the same position as a new paragraph).

The *Manual* says, "The first letter of the first word in a quotation may be changed to an uppercase or a lowercase letter." Note the word *may*. If the block quote begins with a full sentence, keep the uppercase first letter. However, if the quote begins midsentence, you may or may not want to change the first letter to uppercase. If your introduction to the block quote leads directly into the quote, a lowercase first letter may be fine **If I'm quoting multiple paragraphs, how should I format the second and subsequent paragraphs?** The second and subsequent paragraphs within the block quote should be indented within the block (see Example 5 in this PDF).

- **My quote includes a list. Do I need to include the citation after each item?** No. Just include the citation, including page or paragraph number, at the end of the quoted material.

- **What about my own text that follows the block quote: Should it be indented or flush left?** Your text following the block quote should be either (a) indented, if it is a new paragraph, or (b) flush left, if it is a continuation of your paragraph (see Examples 4 and 5 in this PDF).

Block Quotation Examples
Example 1

This example demonstrates a block quote. Because some introductory phrases will lead

naturally into the block quote,

> you might choose to begin the block quote with a lowercase letter. In this and the later
>
> examples we use "Lorem ipsum" text to ensure that each block quotation contains 40
>
> words or more. Lorem ipsum dolor sit amet, consectetur adipiscing elit. (Organa, 2013,
>
> p. 234)

Example 2

This example also demonstrates a block quote. Some introductory sentences end abruptly in a

colon or a period:

> In those cases, you are more likely to capitalize the beginning word of the block
>
> quotation. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed nisi mi,
>
> pharetra sit amet mi vitae, commodo accumsan dui. Donec non scelerisque quam.
>
> Pellentesque ut est sed neque. (Calrissian, 2013, para. 3)

Example 3

This is another example of a block quotation. Sometimes, the author(s) being cited will be

included in the introduction. In that case, according to Skywalker and Solo,

> because the author names are in the introduction of this quote, the parentheses that
>
> follow it will include only the year and the page number. Lorem ipsum dolor sit amet,
>
> consectetur adipiscing elit. Sed nisi mi, pharetra sit amet mi vitae, commodo accumsan
>
> dui. Donec non scelerisque quam. Pellentesque ut est sed neque. (2013, p. 103)

April 4, 2013

When to Include the Year in Citations Appearing More Than Once in a Paragraph
by Tyler Krupa

You may already know that references in APA Style are cited in text with an author–date system (e.g., Smith, 2012). But do you know when to include the year of publication when one of your

citations appears more than once in a paragraph? Getting it right is simple as long as you remember the following two guidelines:

1. *All* parenthetical citations (i.e., citations in which both the author name and publication date are enclosed within parentheses) should include the year, regardless of how often they appear in a paragraph.

2. When the name of the author is part of the narrative and appears *outside of parentheses*, after the first citation in each paragraph you need not include the year in subsequent nonparenthetical citations as long as the study cannot be confused with other studies in the article (see p. 174 in the sixth edition of the *Publication Manual*).

To help illustrate these guidelines, let's look at a few examples that correctly show when to include the year in citations appearing more than once in a paragraph:

> **Morin (1988)** described two separate but linked epidemics. . . . **Morin** distinguished the HIV (viral) epidemic from the subsequent AIDS (disease) epidemic, foreseeing the ultimate convergence of preventing the spread of the virus and managing the disease it causes. . . . **Morin** also discussed a third epidemic . . . . This third epidemic is as much a part of the pathology of AIDS as the virus itself **(Morin, 1988)**.
>
> Socioeconomic status (SES) and chronic diseases rather consistently fall on a gradient, where those of relatively lower SES have poorer health and are more often afflicted by multiple diseases than those above them on the SES ladder **(Adler & Stewart, 2010)**. . . . **Adler and Stewart (2010)** offered a framework to explain the major pathways by which SES can influence health outcomes. . . . The model is developmental, illustrating individual, social, and structural influences on disease over the lifespan **(Adler & Stewart, 2010)**.

Two additional comments by Tyler Krupa:

- **If you cite the source at the beginning of the paragraph, you do not have to keep repeating the citation after every sentence in the paragraph if it is clear that the source is the same**.

- You should provide a citation for every direct quotation even when your entire essay is based on one source. Remember that when quoting material, the citation should include the author, year, and the page number where the quote can be retrieved (see pages 170–174 in the sixth edition of the *Publication Manual* for more information on quoting sources). Therefore, even though your essay is based on the same source,

providing a citation with a page number for each quotation is very helpful to the reader if he or she wants to go back to the source to find the material that you have quoted.

June 03, 2011

How Do You Cite an E-Book (e.g., Kindle Book)?
by Chelsea Lee

E-books come in a variety of formats (e.g., Kindle, Adobe Digital Editions, EPub, HTML, and more) and can be read on a variety of devices (e.g., e-readers like the Kindle, Nook, and Sony Reader, as well as on personal computers and mobile devices through online portals such as NetLibrary, ebrary, and Google Books). This post shows how to cite any e-book in APA Style.

Reference List Entries

The reference list entry for a whole e-book should include elements of author, date, title (with e-reader book type in square brackets if applicable; italicize the title but not the bracketed material), and source (URL or DOI):

> Author, A. A. (Year). *Title of book* [E-reader version, if applicable]. Retrieved from http://xxxxx
>
> Author, A. A. (Year). *Title of boo*k [E-reader version, if applicable]. doi:xxxxx

- If the book was read or acquired through an online library (e.g., Google Books, ebrary, NetLibrary) and not on an e-reader device, omit the bracketed information from the reference.

The reference list entry for a chapter in an edited e-book should be written as follows:

> Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* [E-reader version, if applicable] (pp. xxx–xxx). Retrieved from http://xxxxx
>
> Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* [E-reader version, if applicable] (pp. xxx–xxx). doi:xxxxx

- If the e-book chapter does not have page numbers, omit that part of the reference.
- To determine whether you need to cite the whole book or just a chapter, please refer to the Feb. 24, 2011 Blog entry posted below.

In-Text Citations

For in-text citations of paraphrased material, provide the author and date, as for any APA Style reference. To cite a direct quotation, also provide page numbers if the e-book has page numbers. If there are no page numbers, you can include any of the following in the text to cite the quotation (see section 6.05 of the *Publication Manual*, pp. 171–172):

- a paragraph number, if provided; alternatively, you can count paragraphs down from the beginning of the document;
- an overarching heading plus a paragraph number within that section; or
- an abbreviated heading (or the first few words of the heading) in quotation marks, in cases in which the heading is too unwieldy to cite in full.

_____

February 24, 2011

Books and Book Chapters: What to Cite
 by Chelsea Lee

After slogging through a 500-page tome, you may find but one or two shiny little facts relevant to your research. It might seem like going overboard to cite the entire book when you used just a paragraph or a chapter . . . so what to cite, then, the chapter or the book?

The type of reference needed depends on who wrote what. Essentially, you should cite the largest entity that the author in question is responsible for.

Book References

If the author wrote the entire book, then provide a reference for the whole book. Here are templates for print books, electronic books, and books with DOIs (print or electronic), respectively:

> Author, A. A. (Year). *Title of work*. Location: Publisher.

> Author, A. A. (Year). *Title of work* [E-reader version, if applicable]. Retrieved from http://xxxxx

> Author, A. A. (Year). *Title of work* [E-reader version, if applicable]. doi:xxxxx

Book Chapter References

On the other hand, if the chapter comes from a book where each chapter is written by different authors (and the whole thing is put together by an editor), then provide a separate reference for each chapter that you used. The templates for chapters in edited books are shown below, for print books, electronic books, and books with DOIs (either print or electronic), respectively:

> Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* (pp. xxx–xxx). Location: Publisher.
>
> Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* [E-reader version, if applicable] (pp. xxx–xxx). Retrieved from http://xxxxx
>
> Author, A. A. (Year). Title of chapter. In B. B. Editor (Ed.), *Title of book* [E-reader version, if applicable] (pp. xxx–xxx). doi:xxxxx

Here information on both the whole book and the chapter is provided. This allows the reader to retrieve the book and to know who is responsible for both the whole book and the chapter in question. If there are no page numbers in the electronic book, omit that portion of the reference.

Other Notes

If you read an e-book on an e-reader, such as a Kindle, Sony Reader, or Nook, provide the version that you read (e.g., Kindle DX version) in square brackets following the title, not italicized, as shown in the examples above.

To help your reader find the cited material, you can provide additional detail (page numbers, chapter numbers, etc.) in the text reference. Always give specific location information (generally, page numbers; <u>see below for what to do when there are no page numbers</u>) for direct quotations; it is optional for paraphrasing and other mentions.

More information and real-life examples are provided in the sixth edition *APA Publication Manual,* section 7.02 (pp. 202–205).

How do you cite website material that has no author, no year, and no page numbers?

Because the material does not include page numbers, you can include any of the following in the text to cite the quotation (from pp. 170–171 of the *Publication Manual*):

- A paragraph number, if provided; alternatively, you could count paragraphs down from the beginning of the document.
- An overarching heading plus a paragraph number within that section.
- A short title in quotation marks, in cases in which the heading is too unwieldy to cite in full.

Because there is no date and no author, your text citation would include the title (or short title) "n.d." for no date, and paragraph number (e.g., "Heuristic," n.d., para. 1). The entry in the reference list might look something like this:

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from
http://www.m-w.com/dictionary/heuristic

***(adapted from the sixth edition of the APA *Publication Manual*, 2010)

May 12, 2011

Since Versus Because
by Tyler Krupa

This week, we address another item on the list of frequent APA Style points that writers find most challenging (on the basis of the recent article by Onwuegbuzie, Combs, Slate, & Frels, 2010; also see their recent guest post to our blog): the use of *since* instead of *because*.

According to the 6th edition of the *APA Publication Manual* (p. 84), the use of *since* is more precise when it is used to refer only to time (to mean "after"). You should replace it with *because* when that is what is really meant. Examples of both terms being used correctly are listed below:

- *Since* Smith's (2000) research was conducted, many additional researchers have achieved similar results.
- The participants were excluded from the experiment *because* they did not meet the inclusion criteria.
- *Because* the data were not complete, the results were excluded from the study.
- No additional testing has been performed *since* the last experiment.

_____

April 22, 2011

Ellipses—When and How?
by Paige Jackson

Ellipses —those little dots in the middle of a sentence—can be mystifying. Their purpose is to let the reader know that some part of a quotation has been left out.

Sometimes, text is omitted from the middle of a sentence. The missing text is indicated with three ellipses:

Original: He came home, with dogs and parakeet in tow, just in time for supper.

With text omitted: He came home . . . just in time for supper.

Sometimes, the missing text occurs within two or more sentences. In that case, four dots are used—a period and three ellipses—to signal that the gap in text includes the end of one sentence and the beginning of another:

Original: He arrived just in time for dinner. Unbeknownst to the rest of the family, he had brought his roommates along.

With text omitted: He arrived just in time for dinner. . . . he had brought his roommates along.

Note that because the first dot is a period, there should be no space between the last word of the first sentence and the first dot. Some prefer to capitalize the first letter after the ellipses if what follows is an independent clause. So the example above would read as follows:

He arrived just in time for dinner. . . . He had brought his roommates along.

And what about punctuation other than a period? Other forms of punctuation can be included when doing so helps the reader understand the sentence. Whether it goes before or after the ellipses depends on whether it comes before or after the omitted text in the original quotation.

Here's an example where a semicolon is kept:

Original: He arrived just in time for a sumptuous dinner of broccoli and peanuts; his roommates didn't find the meal quite so appealing.

With text omitted and semicolon retained: He arrived just in time for a sumptuous dinner; . . . his roommates didn't find the meal quite so appealing.

If instead, we insert ellipses for the missing text and don't retain the punctuation, we would be left with two independent clauses but no conjunction or punctuation to guide the reader.

Here's an example where a comma is retained—this time after the ellipses:

Original: He arrived in time to help out with dinner, but his sister had already assembled the casserole.

With text omitted and comma retained: He arrived in time . . . , but his sister had already assembled the casserole.

Sometimes, punctuation is retained so that the author's meaning isn't compromised:

Original: She found a cockroach in the stew!—much to her horror and hardly the impression she wanted to leave of her culinary skills.

With text omitted and exclamation point and em-dash retained: She found a cockroach in the stew!—hardly the impression she wanted to leave of her culinary skills.

It's usually clear on first reading whether retaining the punctuation makes sense.

Typically, ellipses are used only within a quotation, not at the beginning or at the end of a quotation. A rare exception would be an instance where the sentence could otherwise be misinterpreted.

Finally, **in the sixth edition of the *Publication Manual* a new rule was introduced that calls for using ellipses in references with more than seven authors**.

Ellipses are discussed in section 6.08 of the *Publication Manual*.

_____

April 14, 2011

How to Use Five Levels of Heading in an APA Style Paper
by Chelsea Lee

Headings give structure to your writing. They not only tell the reader what content to expect but also speak to its relative position within a hierarchy. The *APA Publication Manual* (section 3.03, pp. 62–63; see also the sample papers) gives guidelines for up to five levels of heading in a paper, although most papers will need only two, three, or four.

The example below shows font and indentation formatting for when all five levels are used, including what to do when headings follow one another with no text in between. We have previously explained in detail how to format each level of heading {See blog entry below for this information.}

Anxiety Made Visible: Multiple Reports of Anxiety and Rejection Sensitivity

Our study investigated anxiety and rejection sensitivity. In particular, we examined how participant self-ratings of state and trait anxiety and rejection sensitivity would differ from the ratings of others, namely, the close friends of participants.

Literature Overview

Anxiety and rejection sensitivity are two important facets of psychological functioning that have received much attention in the literature. For example, Ronen and Baldwin (2010) demonstrated. . . .

Method

Participants

Participants were 80 university students (35 men, 45 women) whose mean age was 20.25 years (*SD* = 1.68). Approximately 70% of participants were European American, 15% were African American, 9% were Hispanic American, and 6% were Asian American. They received course credit for their participation.

Procedure

Recruitment. We placed flyers about the study on bulletin boards around campus, and the study was included on the list of open studies on the Psychology Department website. To reduce bias in the sample, we described the study as a "personality study" rather than specifically mentioning our target traits of anxiety and rejection sensitivity.

Session 1: Psychiatric diagnoses. During the initial interview session, doctoral level psychology students assessed participants for psychiatric diagnoses. Eighteen percent of the sample met the criteria for generalized anxiety disorder according to the Structured Clinical Interview for *DSM–IV* Axis I Disorders (First, Gibbon, Spitzer, & Williams, 1996).

Session 2: Assessments. All participants attended a follow-up session to complete assessments. Participants were instructed to bring a friend with them who would complete the other-report measures.

Self-report measures. We first administered several self-report measures, as follows.

State and trait anxiety. Participants took the State–Trait Anxiety Inventory for Adults (STAI–A; Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983), a 40-item self-report measure to assess anxiety.

Rejection sensitivity. Participants took the Rejection Sensitivity Questionnaire (RSQ; Downey & Feldman, 1996), an 18-item self-report measure that assesses rejection sensitivity.

> *Other-report measures.* We also included other-report measures to obtain independent sources of information about participants' levels of anxiety and rejection sensitivity.

> *State and trait anxiety.* We adapted the STAI–A so that questions referred to the target participant rather than the self.

> *Rejection sensitivity.* We adapted the RSQ so that questions referred to the target participant rather than the self.

> ## Results

> ### State and Trait Anxiety

> #### State anxiety.

> *Self-report data.* For state anxiety, participant self-report data indicated that participants were significantly less likely. . . .

> *Other-report data.* For state anxiety, other-report data indicated that friends of participants were significantly more likely. . . .

> #### Trait anxiety.

> *Self-report data.* For trait anxiety, participant self-report data indicated that participants were significantly less likely. . . .

> *Other-report data.* For trait anxiety, other-report data indicated that friends of participants were significantly more likely. . . .

> ### Rejection Sensitivity

> The results for rejection sensitivity paralleled those for anxiety, demonstrating that. . . .

> ## Discussion

> ### Strengths and Limitations

> Some of the strengths of our research were. . . .

> ### Directions for Future Research

> In the future, we hope that researchers will consider multiple sources of information when making assessments of anxiety. We also recommended . . .

Important notes on formatting your headings:

- **IMPORTANT**: **The title of the paper is not in bold**. Only the headings at Levels 1–4 use bold.

- Every paper begins with an introduction. However, **in APA Style, the heading "Introduction" is not used, because what comes at the beginning of the paper is assumed to be the introduction.**

- The first heading comes at Level 1. In this paper, the first heading is "Literature Overview," so it goes at Level 1. Your writing style and subject matter will determine what your first heading will be.

- Subsequent headings of equal importance to the first heading also go at Level 1 (here, Method, Results, and Discussion).

- For subsections, we recommend that if you are going to have them at all, you should aim for at least two (e.g., the Literature Overview section has no subsections, whereas the Method section has two Level 2 subsections, and one of those Level 2 sections is further divided into three sections, etc.). Again, the number of subsections you will need will depend on your topic and writing style.

- Level 3, 4, and 5 headings are indented, followed by a period, and run in with the text that follows. If there is no intervening text between a Level 3, 4, or 5 heading and another lower level heading following it, keep the period after the first heading and start the next heading on a new line (e.g., see "State anxiety" and "Trait anxiety" at Level 3 in the Results section, which are immediately followed by lower level headings and text). Begin each heading on a new line; do not run headings together on the same line.

_____

July 09, 2009

Five Essential Tips for APA Style Headings
by Chelsea Lee

The 6th edition of the *Publication Manual* brings an important and exciting change: a new way of doing headings. The updated headings style should make headings easier to understand, implement, and see in your finished paper. Here are five essential things you need to know:

1. APA has designed a five-level heading structure (we numbered them to talk about them, but you won't actually number your headings in your paper). Click the image to get a

close-up view of the new heading

APA Style Headings: 6th Edition

Level	Format
1	**Centered, Boldface, Uppercase and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
2	**Flush Left, Boldface, Uppercase, and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
3	**Indented, boldface, lowercase paragraph heading ending with a period.** Your paragraph begins right here, in line with the heading.[a]
4	***Indented, boldface, italicized, lowercase paragraph heading ending with a period.*** Your paragraph begins right here, in line with the heading.
5	*Indented, italicized, lowercase paragraph heading ending with a period.* Your paragraph begins right here, in line with the heading.

[a] For headings at Levels 3–5, the first letter of the first word in the heading is uppercase, and the remaining words are lowercase (except for proper nouns and the first word to follow a colon).

style.

2. Proceed through the levels numerically, starting with Level 1, without skipping over levels (this is in contrast to the 5th edition heading style, which involved skipping levels depending on the total number of levels you had—how complicated!).

3. That first heading won't be called "Introduction" or be the title of your paper; these are common mistakes. Actually, the first heading will likely be somewhere in the body of your paper. In an experimental study, for example, often the first real heading is the Method section, and it would thus go at Level 1.

4. Use as many levels as necessary to convey your meaning. Many student papers and published articles utilize two or three levels. Longer works like dissertations may demand four or five.

5. Need more guidance? Consult the *Publication Manual* (Chapter 3, Section 3.03) for more examples and explanation. Also look at published APA articles to see how it's done—APA plans to fully implement the new heading style in its journals by January 2010.

_____

June 24, 2010

Headings and the Use of Boldface Type
by Chelsea Lee

APA has gotten a lot of questions and feedback from users who are confused about when to use boldface type and when not to, particularly in headings. Here are the short and sweet answers about font formatting style:

Regular Formatting

Use regular font formatting (no boldface, no italics) for all *section titles*, such as

- Abstract,
- Author Note,
- Title of Your Paper (on the title page and on the page where the text begins),
- References,
- Appendix/Appendices, and
- Footnotes.

Section titles should also be centered, on their own line, and in title case (that means capitalize all major words—for more information what words are considered major, see the first bullet in Section 4.15 on p. 101 of the *Publication Manual*). A section also generally begins on a new page. (The only exception is for the author note section, which goes on the title page.)

Boldface Formatting

Use boldface only for headings within the body of your paper, that is, within the text itself— these headings we refer to by levels (Levels 1–3 use boldface; Level 4 uses boldface and italic; Level 5 uses italics only). This blog on headings describes the levels in more detail (see also Section 3.03 on pp. 62–63). Common headings within the body of the paper are Method, Results, and Discussion, but your headings will differ depending on what you are writing about. Additionally, if you have an appendix with lots of text, you can use the levels of heading within that body of text as well (but the section title "Appendix" would still use regular nonboldface formatting).

November 18, 2010

How to Cite Something You Found on a Website in APA Style
by Chelsea Lee

Perhaps the most common question we get about APA Style is "How do I cite a website?" or "How do I cite something I found on a website?"

First, to cite a website in general, but not a specific document on that website.

Once you're at the level of citing a particular page or document, the key to writing the reference list entry is to determine what kind of content the page has. The *Publication Manual* reference examples in Chapter 7 are sorted by the type of content (e.g., journal article, e-book, newspaper story, blog post), not by the location of that content in a library or on the Internet. The *Manual* shows both print- and web-based references for the different types of content.

What seems to flummox our readers is what to do when the content doesn't fall into an easily defined area. Sometimes the most you can say is that you're looking at information on a page—some kind of article, but not a journal article. To explore this idea, imagine the Internet as a fried egg. The yolk contains easier to categorize content like journal articles and e-books. In that runny, nebulous white you'll find the harder to define content, like blog posts, lecture notes, or maps. To wit, the egg:

Content in that egg white area may seem confusing to cite, but the template for references from this area is actually very simple, with only four pieces (author, date, title, and source):

> Author, A. (date). Title of document [Format description]. Retrieved from
>   http://URL

That format description in brackets is used only when the format is something out of the ordinary, such as a blog post or lecture notes; otherwise, it's not necessary. Some other example format descriptions are listed on page 186 of the *Publication Manual*.

Examples of Online References

Here's an example (a blog post) in which we have all four necessary pieces of information (also see *Manual* example #76):

> Freakonomics. (2010, October 29). E-ZPass is a life-saver (literally) [Blog
>   post]. Retrieved from
>   http://freakonomics.blogs.nytimes.com/2010/10/29/e-zpass-is-a-life-
>   saver-literally/

Sometimes, however, one or more of these four pieces is missing, such as when there is no identifiable author or no date. You can download a pdf chart here that lists all the permutations of information that might occur with an online reference and shows how to adapt the reference.

Here's an example where **no author** is identified in this online news article:

> All 33 Chile miners freed in flawless rescue. (2010, October 13). Retrieved from http://www.msnbc.msn.com/id/39625809/ns/world_news-americas/

And here's an example for a webpage where **no date** is identified:

> College of William and Mary. (n.d.). College mission statement. Retrieved from
> http://www.wm.edu/about/administration/provost/mission/index.php

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April 07, 2011

Using Serial Commas
by David Becker

This week we address the **serial comma**, seventh in the list of the Top 10 most common APA Style errors as identified by Onwuegbuzie, Combs, Slate, and Frels (2010).

Also known as the **Oxford comma**, the serial comma is the final comma in a list of three items or more, and it is used immediately before *and*, *or*, and occasionally *nor*. For example, if Simon & Garfunkel had recorded their classic album *Parsley, Sage, Rosemary and Thyme* under APA Records, which doesn't actually exist, then that album would have been titled *Parsley, Sage, Rosemary, and Thyme* with the serial comma included. This rule also applies to parenthetical citations, in which ampersands are used in place of the full word *and*. For instance, one would say (Lennon, McCartney, Harrison, & Starr, 1964) instead of (Lennon, McCartney, Harrison & Starr, 1964).

There are various aesthetic and technical arguments for why serial commas should or should not be used. Although they aren't required in journalistic writing, a distinct advantage of using serial commas is clear, unambiguous language, which is a necessity in scientific writing.

As an example of how omitting a serial comma can create ambiguity, if I were to say, "I had lunch with my parents, Barack Obama and the Prime Minister of Australia," it might seem like Barack Obama and the Australian Prime Minister were my parents, which I can personally assure you is not true. On the other hand, if I were to say, "I had lunch with my parents, Barack Obama, and the Prime Minister of Australia," then each of those items is clearly distinct from one another, and Barack Obama and the Australian Prime Minister are no longer my parents, all thanks to the addition of a serial comma.

For more information about commas and their proper usage in APA Style, see pages 88 and 89 of the *Publication Manual, Sixth Edition* (4.03 Comma). Also, pages 63–65 go into greater detail about creating lists (3.04 Seriation). You may also find it helpful to read two previous APA Style blog entries about creating lists: one on parallelism and another on commas and semicolons.

What do you want to do with your series of items?	Lettered	Numbered	Bulleted
Clarify the elements without drawing overmuch attention to the list itself	√		
Visually separate the list from the surrounding text		√	√
Show procedural steps	√	√	
Show a chronology (first, second, third)	√	√	
Show how items have relative importance (e.g., increasing or decreasing in importance)	√	√	
Show a general list, with no implied chronology, procedure, order, or differences in importance	√		√

February 18, 2010

Lists: Commas and Semicolons
by Timothy McAdoo

This is the second in a six-part series about lists in APA Style. Today I'll provide examples of serial commas and semicolons.

Commas

The most basic type of list appears in the running text of a sentence, with each item separated by a comma. All lists in APA Style should include a serial comma—the final comma before the conjunction.

For example,

> Each child was given a plush toy, a building block, and a rubber ball.

Semicolons

This gets more complex when an item or multiple items in your list already have commas. In these cases, separate the items with semicolons:

> Each child was seated at a separate station and given the following plush toy or toys: an elephant, which all children saw in the previous experiment; a kangaroo, which only half of the children saw in the previous experiment; or both the elephant and the kangaroo.

In the next example the same principle is applied to a series that includes statistics. Proper and consistent use of commas and semicolons clarifies the grouping of each set of statistics:

> The results of Experiment 1 showed a similarity across groups: Group A, $t(177) = 3.01$, $p < .001$; Group B, $t(173) = 2.31$, $p < .001$; and Group C, $t(155) = 3.11$, $p < .001$.

More examples of commas and semicolons within lists can be found in the *Publication Manual of the American Psychological Association* on pages 63–65 (3.04 Seriation), on page 88 (4.03 Comma), and on pages 89–90 (4.04 Semicolon).

February 23, 2010

Lists, Part 3: Lowercase Letters
by Timothy McAdoo

In Part 2, I discussed how to create a simple list with serial commas and when to use semicolons in a list of items with internal commas. Today, I show how lowercase letters may be used as well.

Lowercase Letters

As the *Publication Manual of the American Psychological Association* states on page 64 (3.04 Seriation), elements in a series may be identified by the use of lowercase letters. Lowercase

letters are also useful when you need to clarify a complex list for which the individual elements might otherwise be difficult for a reader to discern.

> Each child was seated at a separate station and given one of the following: (a) an elephant, which all children could see but not touch in Experiment 1; (b) a kangaroo, which half of the children could see but not touch and half of the children could both see and touch in Experiment 1; or (c) both the elephant and the kangaroo.

Note that the rule for serial commas or semicolons is still applicable. The lowercase letters simply add an additional visual cue for the reader.

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February 25, 2010

Lists: Numbered Lists
by Timothy McAdoo

This is the fourth in a six-part series. Today we'll look at numbered lists.

Numbered Lists

Numbered lists (as noted on p. 64 of the *Publication Manual of the American Psychological Association*) can be used to denote items in a series, such as conclusions or procedural steps. By virtue of their formatting, numbered lists stand out from the regular text and are more likely to catch a reader's attention. So, be sure to use the numbered list format only when the list format will add clarity to the text.

Numbered lists can be useful to show the relationship between items: a chronology of events, each item's relative importance, and so on.

The items can be single sentences or full paragraphs. In either case, the first words of the sentences are capitalized and appropriate end punctuation should be included.

> Each task increased in difficulty.
> 1. The instructor read the rules, which began on page 2 of the booklet. The wording of these rules differed significantly for each group (see Appendix A).
> 2. The instructor asked if there were any questions.
> 3. After any questions had been answered, the instructor started the timer and told the participants to begin.

If the items on the list are not complex and the list itself does not warrant special attention, consider running the items into regular text. See Parts 2 and 3 of this series for more detail on the use of serial commas, semicolons, and lowercase letters

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March 02, 2010

Bulleted Lists
by Timothy McAdoo

This is the fifth in a six-part series about lists. Today I'll discuss bulleted lists, which are new to APA Style!
Bulleted Lists

As the *Publication Manual of the American Psychological Association* notes (p. 63), creating a list sometimes "helps the reader understand the organization of key points." And although numbered lists are useful, in some cases the numbers may imply a chronology or ranking of importance that you don't intend. Thus, I'm happy to share that bulleted lists are now an official part of APA Style (pp. 64–65)!

Bulleted lists allow a writer to create a list that stands out from the text without the implied chronology or order of importance that a numbered list might convey. Any symbol may be used for the bullets, although small circles or squares are typical software defaults. Here again, when full sentences are used, the first words should be capitalized and appropriate end punctuation should be included.

- Each child received one plush toy.
- Some toys were familiar to the children from their experiences in Experiment
    1. In Experiment 1, all children could see but not touch the plush elephant. Also in Experiment 1, half of the children could see but not touch the plush kangaroo, whereas the other half of the children could both see and touch the plush kangaroo.
- One toy, a plush giraffe, was unique to Experiment 2.

(Note that although we single-space examples in the blog, you should double-space lists in an APA Style manuscript just as you would regular text.)

Bulleted Lists Within Sentences

In the example above, I used full sentences. But, you can also use bulleted lists within a sentence. When you do so, capitalize and punctuate throughout the list just as you would in any sentence. For example, in the following list, note the commas following the first two items, the conjunction "and" included with the second-to-last item, the lowercase used for each item in the list, and the end punctuation with the last item.

> Each child was seated at a separate station and given
> - an elephant,
> - a kangaroo, and
> - a giraffe.

And remember that the rule for semicolons when items have internal commas is still applicable:

> Each child was seated at a separate station and given
> - an elephant, which all children could see but not touch in Experiment 1;
> - a kangaroo, which half of the children could see but not touch and half of the
>   children could both see and touch in Experiment 1; and
> - a giraffe, which was new to all children in this experiment.

A Caveat

Bulleted lists can be effective, but be sure to use them judiciously. Just as with numbered lists, by virtue of their formatting, bulleted lists are likely to draw a reader's attention away from the running text. Too many bulleted lists in your paper may be visually distracting for a reader. You don't want each page of your paper to look like a PowerPoint presentation!

Abbreviation	Meaning	Example use	Notes for APA Style
		Used inside of parentheses only	
cf.	"compare" or "consult" (used to provide contrasting or opposing information)	Abbott (2010) found supportive results in her memory experiment, unlike those of previous work (cf. Zeller & Williams, 2007). She expands on the working memory literature (see also Evans & Potter, 2005).	Never put a comma after. Do not put a period between the c and the f. Use "cf." to contrast; to compare like things, use "see" or "see also."
e.g.,	"for example,"	Some studies (e.g., Jenkins &	Always put a comma

	(abbreviation for *exempli gratia*)	Morgan, 2010; Macmillan, 2009) have supported this conclusion. Others—for example, Chang (2004)—disagreed.	after.
etc.	"and so on" or "and so forth" (abbreviation for *et cetera*)	Students ranked their school subjects (chemistry, math, etc.) in order of preference, first, second, third, and so on, until they had ranked the entire list. A majority ranked science-related subjects (biology etc.) as their second favorite.	Put a comma before if used to end a list of at least two other items, as shown in the example.
i.e.,	"that is," (abbreviation for *id est*; used to give specific clarification)	The experimenters manipulated the order of presentation (i.e., first, second, or third) of the three images as well their size, that is, whether they were small or large.	Always put a comma after.
viz.,	"namely,"	We first replicated our earlier study (viz., Black & Avery, 2008) and then extended it.	Always put a comma after.
vs.	"versus"	The 2 (low vs. high) × 2 (blue vs. green) analysis of variance revealed that the low versus high distinction was not significant.	Exception: With legal citations use *v.* instead (with italics; see also Appendix 7.1, section A7.03, Examples 1–8).
Used inside and outside of parentheses			
et al.	"and others"	Thomas, Greengrass, and Hopkirk (2010) made several excellent points about goal-seeking behavior. Thomas et al. began with how goals are selected.	Must refer to at least two people because it is a plural phrase. See section 6.12 (p. 175) for more on how to use.
Never used in APA Style			
ibid.	abbreviation for *ibidem*, used in citations to refer again to the last source previously referenced	———	**Not used in APA Style**; instead give each citation using author names as usual.

Note. All abbreviations in the first section should be used inside of parentheses only, that is, when you are making a parenthetical statement. Outside of parentheses, spell these expressions out using the definitions given in the Meaning column. The abbreviation "et al." is used both inside and outside of parentheses. Directions on comma use always apply, whether

you are abbreviating or not. Although the abbreviation "ibid." is not used in APA Style, it is included here because it occurs in non-APA scholarly writing and readers may be otherwise unfamiliar with it. Unless otherwise noted, none of these abbreviations should be italicized.

March 27, 2014

<u>Over the Hedge</u>
by Stefanie Lazer

I am as guilty of hedging as anyone here, if not more so. I am not, by nature, a decisive person. Couple that with work for almost two decades in scientific (Strike 1) writing (Strike 2), and I can tell you that the "facts" known today do not necessarily match those of yesterday.

Oh, oh, look what I did there! My first hedge! Using quotation marks to soften or make ironic something that does not need such treatment should be avoided.

And there, I just did it again! The words *should be* take the sting out of *avoided*, don't they? But being to the point is helpful here. Avoid using quotation marks to hedge. There, that is much clearer. Also avoid using words like *should, could, sometimes, may*, and others to hedge on a point that does not need hedging.

Does not need hedging? Is that another hedge? No. The thing about scientific and scholarly writing is that hypotheses are always being tested. Theories are pushed to their limits with different experiments, be they physical or thought experiments, which are then reported in articles and books. I have yet to see an article or book end with the words "no more research is needed on this topic." Sometimes experimental results are inconclusive. Sometimes their meaning is not clear under current paradigms. Sometimes the results are as clear as the nose on your face. When you are writing about your research, state confidently what you are confident about and qualify what you are not as certain of (or what you are certain is not certain; see my use of the word *sometimes* in the three previous sentences). Take time to think about what elements of your article fall into each category and present them accordingly.

<u>When talking about other authors' work, take your linguistic cues from them if you are equally convinced of the accuracy of their claims and conclusions.</u> For example, let's say I'm (a) in a fictional world and (b) writing about the Ark of the Covenant. As part of the research for my paper, I read an article in *Archeology Today* in which some guy named Henry Jones, Jr., says unequivocally that he found the Ark of the Covenant in the Well of Souls in Jerusalem. Maybe I've met Dr. Jones at a conference and I feel confident that he's a stand-up guy, or maybe I've read his other work and that has all seemed legitimate, or maybe his article contains so many facts and credible sources that I'm convinced he's telling the truth. When I am mentioning Dr. Jones's claim, which I believe, in my paper, I am not going to say, "Jones (1963) suggests that the Ark of the Covenant was found in 1936" but "In an article published decades ago, Jones (1963) announced that in 1936, he found the Ark of the Covenant in the Well of Souls in

Jerusalem." In fact, the second example works even if I do not believe Dr. Jones's claim: He did make that announcement in his 1963 article (he did in my fictional world, anyway). The point is, in this situation, there is no reason to hedge. "Jones (1963) found and lost the Ark of the Convenant in 1936" would be a way to uncritically report this key point from Jones's article. If I take a more skeptical approach to Dr. Jones's article, I can express that, too: "Jones (1963) claimed to have found and lost the Ark of the Convenant in 1936, but no other evidence supports this assertion and, in fact, the U.S. Government vehemently denied its alleged involvement." I have clearly stated Jones's claim, and I have countered that claim with some big grains of salt, to painfully strain a metaphor.

If the authors of your source articles are not committing to definite conclusions, though, follow their lead. If Henry Jones, Sr., writes, "I have reason to believe that Alexandretta is the starting point for the path to the Holy Grail, but I have yet to find conclusive proof," it is misleading to report, "Jones (1937) reported Alexandretta is the city in which the Holy Grail journey starts." It is not up to you to clean up someone else's hedging. In fact, it's best if you report the uncertainty. To put it in perspective, the difference between "I think the parachute is packed correctly" and "the parachute is packed correctly" is huge. Which parachute will you choose to strap on?

Hedge only if you must. Otherwise, be as decisive in your writing as your sources and circumstances allow.

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January 30, 2014

How to Cite References Containing Lead Authors With the Same Surname and Publication Date
by Tyler Krupa

In a previous post, I provided guidelines on how to properly cite different groups of authors with the same lead author and publication date. As shown in that post, when you have two or more references of more than three surnames with the same year and they shorten to the same form (e.g., both Smith, Jones, Young, Brown, & Stanley, 2001, and Smith, Jones, Ward, Lee, & Stanley, 2001, shorten to Smith et al., 2001), you need to clarify which one you are citing each time. To do this, on the second and all subsequent citations, you should cite the surnames of the first two authors and of as many of the next authors as necessary to distinguish the two references, followed by a comma and *et al.* (see the sixth edition of the *Publication Manual*, p. 175).

> Smith, Jones, Young, et al., 2001

> Smith, Jones, Ward, et al., 2001

Now let's add a twist and use references that contain different lead authors with the same surname and year of publication. Do you know what you should do differently? Let's find out by looking at the following references:

> Jones, B. T., Corbin, W., & Fromme, K. (2001). A review of expectancy theory and alcohol consumption. *Addiction, 96,* 57–72. http://dx.doi.org/10.1046/j.1360-0443.2001.961575.x
>
> Jones, S. E., Oeltmann, J., Wilson, T. W., Brener, N. D., & Hill, C. V. (2001). Binge drinking among undergraduate college students in the United States: Implications for other substance use. *Journal of American College Health, 50,* 33–38. http://dx.doi.org/10.1080/07448480109595709

On the second and all subsequent citations, are you tempted to add the names of the additional authors to distinguish the two references? Although this seems like a logical way to proceed, because the lead authors are not the same person, you should instead include the lead author's initials in all the text citations (for more information about when to use author initials for text citations, see my recent post). Therefore, the text cites for these two references would be as follows:

> **Correct:**
>
> *First citation:* Previous studies (e.g., B. T. Jones, Corbin, & Fromme, 2001; S. E. Jones, Oeltmann, Wilson, Brener, & Hill, 2001) have shown that . . .
>
> *Subsequent citations:* Both B. T. Jones et al. (2001) and S. E. Jones et al. (2001) produced similar results . . .
>
> **Incorrect:**
>
> *First citation:* Previous studies (e.g., Jones, Corbin, & Fromme, 2001; Jones, Oeltmann, Wilson, Brener, & Hill, 2001) have shown that . . .
>
> *Subsequent citations:* Both Jones, Corbin, and Fromme (2001) and Jones,

> Oeltmann, et al. (2001) produced similar results . . .
>
> or
>
> *Subsequent citations:* Both B. T. Jones, Corbin, and Fromme (2001) and S. E. Jones, Oeltmann, et al. (2001) produced similar results . . .

In these citations, because the lead authors are different, the lead author's initials should be included in all text citations, regardless of how often they appear. In addition, there is no need to add the names of the additional authors to distinguish the two references on the second and subsequent citations because the initials before the surnames of the lead authors already accomplish that.

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January 23, 2014

When to Use Author Initials for Text Citations
by Tyler Krupa

You probably already know that references in APA Style are cited in text with an author–date system (e.g., Adams, 2012). But do you know how to proceed when a reference list includes publications by two or more different primary authors with the same surname? When this occurs, include the lead author's initials in all text citations, even if the year of publication differs (see the sixth edition of the *Publication Manual*, p. 176). Including the initials helps the reader avoid confusion within the text and locate the entry in the reference list. For example, let's look at the following two references and their corresponding text citations.

> References
>
> Campbell, A., Muncer, M., & Gorman, B. (1993). Sex and social representations of aggression: A communal-agentic analysis. *Aggressive Behavior, 19,* 125–135. http://dx.doi.org/10.1002/1098-2337(1993)19:2<125::AID-AB2480190205>3.0.CO;2-1
>
> Campbell, W. K., Bush, C. P., & Brunell, A. B. (2005). Understanding the social costs of narcissism: The case of the tragedy of the commons. *Personality and Social Psychology Bulletin, 31,* 1358–1368. http://dx.doi.org/10.1177/0146167205274855
>
> Text Citations

> *First citation:* Many studies (A. Campbell, Muncer, & Gorman, 1993;
> W. K. Campbell, Bush, & Brunell, 2005) have shown . . . .
>
> *Subsequent citations:* Both A. Campbell et al. (1993) and W. K.
> Campbell et al. (2005) provided participants with . . . .

As you can see from the examples above, even though the year of publication differs in the two Campbell references, the lead author's initials should be included in all text citations, regardless of how often they appear.

Although this rule seems straightforward, one thing that trips up some writers is how to proceed when different lead authors with the same surname are also listed in other references in which they are not the lead author. To help illustrate what should you do, let's look at the earlier Campbell examples again, but now let's add some additional references.

> **References**
>
> Brown, Y., & Campbell, W. K. (2004).
>
> Campbell, A., Muncer, M., & Gorman, B. (1993).
>
> Campbell, W. K., Bush, C. P., & Brunell, A. B. (2005).
>
> Smith, L. N., Campbell, A., & Adams, K. (1992).

Although you may be tempted to include the initials every time the surname Campbell appears in the text citations, note that per APA Style, the initials should be included only when Campbell is the lead author. Therefore, initials should be used for only two of the above four references in the text citations.

> **Text Citations**
>
> *First citation:* Many studies (Brown & Campbell, 2004; A. Campbell,
> Muncer, & Gorman, 1993; W. K. Campbell, Bush, & Brunell, 2005;
> Smith, Campbell, & Adams, 1992) have shown that . . .
>
> *Subsequent citations:* . . . as was done in previous studies (Brown &
> Campbell, 2004; A. Campbell et al., 1993; W. K. Campbell et al.,
> 2005; Smith et al., 1992).

Another related item to note is that if the reference list includes different lead authors who share the same surname and first initial, you should provide the authors' full first names in brackets (see the *Publication Manual*, p. 184).

References

Janet, P. [Paul]. (1876).

Janet, P. [Pierre]. (1906).

Text Citations

(Paul Janet, 1876; Pierre Janet, 1906)

January 17, 2014

Timestamps for Audiovisual Materials in APA Style
by Chelsea Lee

Audiovisual materials like videos, podcasts, movies, and television shows can make excellent sources for academic papers. To point the reader of a paper to a specific spot in an audiovisual source—such as when you cite a direct quotation—include a timestamp in the APA Style in-text citation, just as you would include a page number under analogous circumstances for a print source like a book or journal article. This post will show you how.

Use a Timestamp to Cite a Direct Quotation

To cite a direct quotation from an audiovisual source, include a timestamp in the in-text citation alongside the author and date indicating the point at which the quotation begins.

Here are two examples from a YouTube video about cognitive behavioral therapy that features interviews with both practitioners and clients. The first citation is for a block quotation, and the second is for a shorter quotation (<40 words).

The treatments of cognitive behavioral therapy may seem extreme to a person who does not experience the difficulties associated with a diagnosis of obsessive-compulsive disorder. Professor Paul Salkovskis addresses this concern:

That's rather like saying, if someone's got a broken leg . . . "Why should

> you have a plaster cast on? That's extremely unnatural. No one else has a plaster cast." And the idea is you often have to do things in a very different way in order to put them right. (OCD-UK, 2009, 4:03)

> One patient who experienced the effectiveness of cognitive behavioral therapy stated that it was so remarkable for her that "I began to think impossible things, like I could even invite people home" (OCD-UK, 2009, 4:50).

The timestamp reflects the format shown on the source—here, the video is counted in minutes and seconds. To cite a quotation appearing before the 1-minute mark, or from a video less than 1 minute long, include a zero in the minutes column (e.g., 0:32).

This example also demonstrates how to incorporate details into the narrative to provide context. Neither of the individuals quoted above are the author of the video (which for retrieval in the reference is the name of the user who posted the video to YouTube, OCD-UK). Thus the quoted individuals' names or descriptions appear in the narrative, and the citation appears parenthetically.

Reference list entry:

> OCD-UK. (2009, February 26). *A guide to cognitive behavioural therapy (CBT)* [Video file]. Retrieved from http://www.youtube.com/watch?v=ds3wHkwiuCo

Use a Timestamp to Help the Reader Locate Paraphrased Information

You can also include a timestamp for a citation of paraphrased information if you decide the timestamp would help the reader find the information—for example, if you've used information from only a part of a long video. Again, this same principle governs when you should include page numbers (or section names, or any other part of a source [link to post]) in paraphrased citations to print materials.

Here is an example from a video interview with Aaron Beck, a pioneer of cognitive behavioral therapy. The video is more than 2 hours long, so the timestamp will help the reader find the part we've referenced, even though the information is only paraphrased.

> Beck has stated that the future of cognitive behavioral therapy should be founded in evidence-based treatment (Beck Institute for Cognitive Behavior Therapy, 2012, 1:30:40). He hypothesized that scientists may even be able to learn which therapies (such as cognitive behavioral therapy, pharmacotherapy, or even gene therapy or psychogenomics) will be most effective for a given individual, allowing therapists to personalize treatment for best results.

Reference list entry:

> Beck Institute for Cognitive Behavior Therapy. (2012, March 30). *Aaron T. Beck, M.D. interviewed by Judith S. Beck, Ph.D.* [Video file]. Retrieved from http://www.youtube.com/watch?v=7BZp7ZiAE3c

Timestamp Ranges

Although it's sufficient as far as APA Style is concerned to provide the timestamp at which the cited information begins, you can also include a timestamp range if you think it would help the reader. To refer to a range of time in an audiovisual source, use an en dash between the two timestamps, just as you would use an en dash in a page range. Present both timestamps in full, just as you would present two page numbers in a range in full (e.g., pp. 219–227, not pp. 219–27).

Here is an example:

> Beck provided several examples of how evidence-based treatments should form the foundation of cognitive behavioral therapy (Beck Institute for Cognitive Behavior Therapy, 2012, 1:30:40–1:33:35).

July 01, 2015

Punctuation Junction: Punctuation Before Quotation Marks
by Chelsea Lee

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

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

1. **To identify the speaker of a quotation before the quotation appears, put a comma after the speaking-related verb (*said, replied, stated, wrote,* etc.).**

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

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

   o Correct: Although some people believe tasks are easier for individuals with high self-control, the research has indicated as follows: "Participants actually working on the task found it equally difficult and draining, regardless of their own self-control" (Koval et al., 2015, p. 763).
   o Incorrect: Although some people believe tasks are easier for individuals with high self-control, the research has indicated as follows, "Participants actually working on the task found it equally difficult and draining, regardless of their own self-control" (Koval et al., 2015, p. 763).

3. **For other scenarios, punctuate according to the grammar of the sentence, as though the quotation marks were not there. This means sometimes no punctuation is required before quotation marks.**

   o Correct: Koval et al. (2015) found that "individuals with high self-control may feel tired, annoyed, and perhaps even resentful of the fact that others ask and expect more of them" (p. 763).
   o Incorrect: Koval et al. (2015) found that, "individuals with high self-control may feel tired, annoyed, and perhaps even resentful of the fact that others ask and expect more of them" (p. 763).

7.15.16 NOTE: The below comments and feedback about the blog posting on p. 55 (of this Guide) were posted on August 11, 2015:

Hi, Chelsea

I'm curious about your first example in this blog post.

My understanding from the example at the top of page 171 of the 6th edition is that the comma you have placed before the quotation marks should be replaced with "that" (so that the quote flows with the structure of the sentence) and the "a" of "although" should not be capitalized.

Koval, vanDellen, Fitzsimons, and Ranby (2015) stated that "although many..."

Is there a rule that I have missed somewhere?

Thanks.

August 11, 2015 at 11:34 AM

Chelsea Lee
You didn't miss any rule, but you have pointed out another way of using punctuation before quotation marks, so thank you! Your solution of using "that" and
omitting the comma is also correct. Two more examples illustrating this principle are as follows:

Correct: Smith (2015) explained that "many participants find matching tasks easy."

Incorrect: Smith (2015) explained that, "many participants find matching tasks easy."

November 21, 2013

Pluralize Numbers and Abbreviations Without Apostrophes
by David Becker

A common mistake people make is to include apostrophes when pluralizing a number or an abbreviation. Apostrophes are generally used in contractions and to indicate the possessive case, but they are not used to form plurals of numbers and abbreviations in APA Style.

For instance, writing "the 1960's" when referring to that entire decade is incorrect; instead, one should write "the 1960s." The same rule applies to the plural form of any other type of number, such as describing someone's age (e.g. "clients in their 80s"), and is discussed further in section 4.38 on page 114 of the *Publication Manual*.

A similar rule in section 4.29 on page 110 applies to abbreviations. Just as with numbers, don't include an apostrophe when pluralizing abbreviations. For example, when pluralizing an acronym, such as "CV" for "curriculum vitae," all you need to do is add an *s* to the end, as in "CVs." This rule also applies to standalone letters, as in "The students all received As." For abbreviations that end with a period, such as "Ed." to indicate an editor in a reference list entry, add an *s* before the period, as in "Eds." When pluralizing an italicized abbreviation, remember not to italicize the *s*, as in "*p*s." Just don't add an apostrophe.

Punctuation is covered in more detail on pages 87–96 of the *Publication Manual*.

September 08, 2011

Group Authors
by Timothy McAdoo

In 2010, the estimated number of websites was 255 million. That translates to a staggering number of individual webpages. Who's writing all those pages? And, how should you cite them in APA Style?

In this post, I'll focus on just one possibility: group authors. Although the "who" element for many references is an individual author or authors, "who" can also be a group author. This is often the case for white papers, press releases, and information pages (e.g., "About Us") on company websites.

For example, the "about" page on the American Psychological Association site (http://www.apa.org/about/) was surely written by one or more real people. But, because no individual byline is listed and because this resides on the organization's webpage, you would reference it as a group author. That is, the "who" in your reference is a group author.

American Psychological Association. (n.d.). About APA. Retrieved from
  http://www.apa.org/about/

Notice that the author portion still ends with a period.

References
In the reference, spell out the full group author name. Though you may choose to abbreviate the author name in text, spell it out in the reference list.

Citations
In your text, use the author–date format for citations. In this example, the author is "American Psychological Association" and the date is "n.d."

According to the American Psychological Association (n.d.), "psychology is a diverse discipline, grounded in science, but with nearly boundless applications in everyday life" (Definition of "Psychology," para. 1).

Abbreviations

If you include the citation many times in your paper, you might want to abbreviate the group author name. If so, this introduction should be included with the first use in text:

According to the American Psychological Association (APA, n.d., Definition of "Psychology," para. 1), "psychology is a diverse discipline, grounded in science, but with nearly boundless applications in everyday life."

If you decide to abbreviate, do so consistently throughout the paper. Spelling out the name in some sections and abbreviating in others can confuse the reader.

Note that you are not *required* to abbreviate, even if the group author name appears frequently in your text. The *Publication Manual* (p. 176) recommends writing out the name of group authors, even if used many times in your text, if the group author name is short or "if the abbreviation would not be readily understandable."

June 22, 2016

Navigating Copyright: How to Cite Sources in a Table
by David Becker

Dear Style Experts,

I am creating a table that presents information from multiple sources, and I can't figure out how to cite these sources within the table. What should I do? —*Vera K.*

Dear Vera,

How you cite your sources depends on the context. If you are reproducing or adapting an existing table, you will need to seek permission and cite the source in a credit line beneath the table. Note that this credit line can identify particular sets of data in your table (e.g., "The data in column 1 are from…"). Thus, if you are adapting material from multiple sources—that is, extracting rows or columns from previously published tables and integrating them into a single table—you might need to include multiple permission statements, one for each source.

If you are simply pulling data from multiple sources, rather than repurposing columns or rows from preexisting tables (the data are not subject to copyright, but their presentation is), then it may be appropriate to just include standard author–date text citations within the table. This

type of table is often used to summarize the results of multiple studies, which makes it easier for readers to digest the information, and is commonly used in meta-analyses. Below is a sample table in which each row represents a different study:

Table 1

Summary of Studies Included in Meta-Analysis on the Effectiveness of Rocking Out Like No One's Watching (ROLNOW)

Study	*N*	Cohen's *d*	*SD*
Atashin (2013)	384	0.86	0.63
Dumile & Jackson (2015)	176	1.21	0.95
Garcia, Homme, Oliveri, & Bjork (2014)	231	0.72	0.64
Iyer, Lehman, & Sorey (2014)	406	1.14	0.97
Onuki, Agata, & Hamamoto (2014)	127	0.63	0.41

Although studies are usually cited in the first column of a summary table, I've come across tables that list the citations in one of the middle columns or across the first row. Some tables might include multiple citations in a single column or row if these studies share similar features. How you choose to organize the contents of your table will depend on context and how you want readers to process the information.

It's worth noting that the order of the rows in Table 1 reflects the alphabetical order of the citations as they would appear in the reference list. Even though APA Style does not address this directly, organizing the rows or columns of a table in this manner is a standard convention for summary tables. It also follows the general APA Style guideline about alphabetizing multiple sources within the same parenthetical citation to match how they are ordered in the reference list (see pp. 177—178 in the *Publication Manual*). If it makes more sense to organize the rows and columns in your table using a different standard—again, depending on the context—feel free to do so. Just make sure that readers can easily follow the flow of information!

In some cases, you may not want to devote an entire row or column to citing resources. Or, perhaps your citations apply to just a few cells or particular pieces of data. If so, it may be appropriate to cite your sources, using the author–date format, in one of two ways. First, you could include parenthetical citations within the table itself next to the relevant information, just as you would do with a standard text citation. Another approach would be to cite your sources below the table in a general note—as demonstrated in the Table 1 note from Sample Paper 1 on page 52 of the *Publication Manual*—or in multiple specific notes that connect your citations to particular cells via superscript, lowercase letters (see pp. 138–139 in the *Publication Manual* for more details). This latter method can be handy if one source applies to more than one cell

and is used in the example table below, but parenthetical citations within the cells would be equally acceptable.

Table 2

Sample Responses to the ROLNOW Survey

Variable	Question	Sample responses
Coolness	How cool did you feel?	"Cool as a cucumber in a bowl of hot sauce."[a] "Not at all cool. I actually felt kind of dorky."[b]
Motivation/energy	How motivated and energized did you feel?	"I felt ready to take on the world!"[c] "Not very. I almost fell asleep!"[b]
Happiness	How happy were you?	"I was completely elated and filled with positive thoughts!"[d] "I was pretty happy, but I don't think rocking out had anything to do with it."[a]
Attractiveness	How physically attractive did you feel?	"I felt pretty, oh so pretty!"[e] "I was a gyrating mess of flailing limbs, so I probably didn't look all that attractive."[c]

[a]Dumile and Jackson (2015, p. 31). [b]Iyer, Lehman, and Sorey (2014, p. 79). [c]Onuki, Agata, and Hamamoto (2014, p. 101). [d]Garcia, Homme, Oliveri, and Bjork (2014, p. 47). [e]Atashin (2013, p. 56).

You may have noticed a few differences between the citations in Tables 1 and 2. One is that the Table 2 notes—unlike the rows in Table 1—are not alphabetized. Specific notes are organized according to where the superscripts appear in the table, following the left-to-right and top-to-bottom order described on page 138 in the *Publication Manual*. Another difference is that Table 1 includes ampersands, whereas Table 2 spells out *and*. Although *and* is usually written instead of *&* when the authors are listed before the parenthetical citation, page 175 in the *Publication Manual* states that ampersands should be used within the body of the table (*and* should still be used outside of parentheses in table notes, as shown in the Table 1 note from Sample Paper 1). This helps save space because two fewer characters can sometimes make all the difference in such tight quarters. Finally, direct quotations are presented in Table 2, so the

citations in the table note include <u>page numbers</u>. However, you do not need to include page numbers when citing numerical data, as in Table 1.

The example tables in this post offer a very limited scope when considering the many different types of tables that can be found in the wilds of academic publishing—and they are admittedly a tad sillier than is typical. However, the general citation guidelines they present can be easily adapted to just about any kind of table you might need to create. To find example tables that are more relevant to your needs, I recommend combing through journals that follow APA Style.

May 12, 2016

<u>Principles of Good Writing: Avoiding Plagiarism</u>
by Harris Cooper, PhD

Harris Cooper, PhD, is a Distinguished Professor of Psychology and Neuroscience at Duke University. He is the author of Reporting Research in Psychology *and editor of the* APA Handbook of Research Methods in Psychology. *He was the chair of the APA Journal Article Reporting Standards Working Group and served on the Publication Manual Revision Task Force for the sixth edition. In 2009, Dr. Cooper became the chief editorial advisor for APA's journal publishing program. In this role he served as a resource for the editors of APA journals as well as the mediator of disputes between editors and authors and between authors and authors.*

"Typically, an incorrect citation will not be viewed as plagiarism as long as the error is minor and it is clearly just a copy editing oversight, not intentional." Committing plagiarism can have devastating effects on your education or career. Perhaps most distressing is that it is so easily avoided.

Plagiarism involves the copying of text into a new work without crediting it to the original source. The main reasons why people plagiarize are simple. First, they want credit for someone else's ideas. This motivation can come from a desire to impress others and to foster career advancement. Second, it can occur because people are just plain lazy. They have found a passage written by another that fits their paper well and is expressed clearly. They think it would be too much effort to rephrase and credit the source.

Instances of plagiarism can range from stealing an entire work, by simply changing the name of the author, to paraphrasing someone's work and not attributing the ideas to the original written document (Turnitin, 2012). Also, motivation can be used to distinguish among acts of plagiarism (Barnett & Campbell, 2012). Plagiarism can be intentional or conscious. It can also be unintentional or inadvertent; for example, when you read something and then later forget that it had a source other than yourself. Regardless of the motivation, plagiarism is plagiarism, and

the possibility of unintentional plagiarism means the steps you take to avoid it ought not be based on your memory alone.

Students often ask "how many words in a row constitute plagiarism?" There is no black-and-white answer to this question. Different people will answer differently. Also, context might matter. For example, it is not unusual to find descriptions of research apparatus and psychological measures that share short strings of words without attribution to the original source, and without engendering charges of plagiarism.

"If the idea has been around for a while, you can cite the original source, the most representative source, or the most recent source." The first key to avoiding plagiarism is to avoid stealing ideas. This is called "intellectual theft" and it can occur without the material in question having ever been committed to print. When you mention another person's idea in your paper, say who said it first. If the idea has been around for a while, you can cite the original source, the most representative source, or the most recent source. In most cases, which source is most appropriate will be evident from the context in which it is being cited.

But plagiarism is more than intellectual theft, though passing off others' ideas as your own is just as serious. Plagiarism involves copying words. Your first line of defense against an accusation of plagiarism is using quotation marks. A citation and a quote will protect you from charges of plagiarism. Long quotes, the type that require offset from the regular text by indenting them, are also legitimate but they should be used sparingly and may require the permission of the publisher of the original work. Different publishers have different standards for when their permission is needed. You will have to visit their websites to find this out. Remember however, if your paper contains too many quotes it will look like a mash-up, lazy, and not very original.

Be sure as well to check your citations for mistakes. First, read the referenced material carefully to make certain the ideas you are attributing to it are in there and you have portrayed them accurately. Second, carefully check the spellings and date in the reference. Copy editing can be tedious work, but it is important so that credit is given where it is due. Typically, an incorrect citation will not be viewed as plagiarism as long as the error is minor and it is clearly just a copy editing oversight, not intentional.

Your second line of defense is citing and rephrasing. If you have rephrased someone else's work, be sure to cite the original source. Sometimes, rephrasing can be difficult because the original authors did such a good job of conveying their ideas. That is no excuse for copying without quotes. It is also where laziness creeps in. When you rephrase, think about your "voice" and how it might express the idea differently. Also, in many instances, you will want to shorten or summarize what the original authors said.

Finally, your last line of defense is using a plagiarism-detection services (e.g., iThenticate, at http://www.ithenticate.com; HelioBLAST, at http://helioblast.heliotext.com). Some charge fees, some don't. These software programs will compare your paper with millions of other documents found online and in scholarly reference databases. They produce (a) a report that lists the documents that share the most material and (b) copies of those documents with the shared material highlighted. When you submit your paper to a detection service, you will be asked to decide how many shared words in a row should lead to getting flagged.

"You can avoid allegations of plagiarism through awareness and honest effort." Although this may seem like overkill at first, it is a worthwhile step if your paper is long and complex and builds on the work of others as well as your own. Theses, dissertations, and any work being submitted to a professional journal fit this definition. If you are submitting to a scientific journal, the first thing that will happen to your paper is that the manuscript coordinator will submit it to a check. By doing it yourself, you will see what they will see. Also, remember that plagiarism sometimes can be unintentional. This is a great way to check yourself against the unconscious copying of words.

Computerization has made it easy to cut-and-paste the words of others. It has also made it easy to detect when plagiarism has occurred. You can avoid allegations of plagiarism through awareness and honest effort.

Note

Here are two excellent sources of addition advice on avoiding plagiarism:

Roig, M. (2003). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices*. Retrieved from http://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing

Stern, L. (2009). *What every student should know about plagiarism.* New York, NY: Pearson.

You can also read about plagiarism here:

Cooper, H. (2016). *Ethical choices in research: Managing data, writing reports, and publishing results in the social sciences.* Washington, DC: American Psychological Association. Retrieved from http://www.apa.org/pubs/books/4312023.aspx

References

Barnett, J. E., & Campbell, L. F. (2012). Ethical issues in scholarship. In S. J. Knapp (Ed.), *APA handbook of ethical issues in psychology: Vol. 2. Practice, teaching and research.* Washington, DC: American Psychological Association. http://dx.doi.org/10.1037/13272-015

Turnitin. (2012). *The plagiarism spectrum: Tagging 10 types of unoriginal work* [Infographic]. Retrieved from http://turnitin.com/assets/en_us/media/plagiarism_spectrum.php

April 05, 2016

<u>**How to Cite a Blog Post in APA Style**</u>
by Timothy McAdoo

Citing an Entire Blog

First, if you want to mention the blog as a whole, just include a mention of it in parentheses in your text, just as you would for <u>mentioning an entire website</u>.

Example Sentences

I really enjoy reading the new APA Books Blog (http://blog.apabooks.org).

I have learned a lot by reading the Psych Learning Curve blog (http://psychlearningcurve.org).

Note: In the first case, the word *Blog* is capitalized because *Blog* is part of the name (APA Books Blog). In the second example, *blog* is not part of the name (Psych Learning Curve).

Citing a Blog Post

However, if you are quoting or paraphrasing part of a blog post, you should create a reference to that specific post.

The elements of the reference are as follows:

"<u>who</u>": This is usually one or two people but can also be a company name or other type of group author. In the first example below, the post was credited to just "Freakonomics" (a screen name for the author or authors of the blog by the same name). If a byline is not evident, look at the beginning or end of the post for wording like "posted by."

"<u>when</u>": Blog posts generally provide the year, month, and date. Include these within the parentheses in your reference. If the blog doesn't give that level of detail, just include the year

or year and month, if that's all you can find. (Note that your in-text citation will include only the year; see the examples below).

"<u>what</u>": This it the title of the blog post followed by a notation of "[Blog post]."

"<u>where</u>": Use "Retrieved from" and the URL of the blog post.

Example References

Freakonomics. (2010, October 29). E-ZPass is a life-saver (literally) [Blog post]. Retrieved from http://freakonomics.blogs.nytimes.com/2010/10/29/e-zpass-is-a-life-saver-literally/

Heasman, B., & Corti, K. (2015, August 18). How to build an echoborg: PhD researcher Kevin Corti featured on the BBC [Blog post]. Retrieved from http://blogs.lse.ac.uk/psychologylse/2015/08/18/how-to-build-an-echoborg-phd-researcher-kevin-corti-featured-on-the-bbc/

Mathis, T. (2015, August 12). What is human systems integration? [Blog post]. Retrieved from http://blog.apabooks.org/2015/08/12/what-is-human-systems-integration/

rjlipton. (2015). A fast graph isomorphism algorithm [Blog post]. Retrieved from https://rjlipton.wordpress.com/2015/11/11/a-fast-graph-isomorphism-algorithm/

The name of the blog itself is not part of the reference, although it's often evident from the URL.

In-Text Citations

As with other APA Style references, the in-text citations will match the author name(s) and the year.

May 09, 2013

Punctuation Junction: Hyphens, En Dashes, and Slashes
by Chelsea Lee

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

The hyphen (-), en dash (–), and forward slash (/) are three punctuation marks used to indicate a relationship between words or phrases. Respectively, each mark indicates an increasing level of connection between words. The guidelines below illustrate ways to use these marks effectively, both alone and in combination.

1. Use a hyphen to indicate a temporary, unidirectional relationship between words that without the hyphen might be misread.

- Correct: The low-anxiety group outperformed the high-anxiety group in the number of items they recalled from the to-be-remembered list.
- Incorrect: The low anxiety group outperformed the high anxiety group in number of items they recalled from the to be remembered list.

2. Use an en dash to indicate an equal or bidirectional relationship between words or phrases.

- Correct: The researcher examined the measure's test–retest reliability.
- Incorrect: The researcher examined the measure's test/retest reliability.
- Incorrect: The researcher examined the measure's test-retest reliability.

3. Use a slash to clarify a relationship in which a hyphenated compound is used. Otherwise, use a hyphen, en dash, or phrase to show the relationship.

- Correct: The hits/false-alarms comparison did not yield significant results, indicating the presence of a methodological error, a ceiling effect, or both.
- Incorrect: The hits-false-alarms comparison did not yield significant results, indicating a methodological error and/or a ceiling effect.

For more on how these punctuation marks are used, see *Publication Manual* §4.11 and §4.13.

March 01, 2012

How to Capitalize and Format Reference Titles in APA Style

 by Chelsea Lee

APA Style has special formatting rules for the titles of the sources you use in your paper, such as the titles of books, articles, book chapters, reports, and webpages. The different formats that might be applied are capitalization (see *Publication Manual*, section 4.15), italics (see section 4.21), and quotation marks (see section 4.07), and they are used in different combinations for different kinds of sources in different contexts.

The formatting of the titles of sources you use in your paper depends on two factors: (a) the independence of the source (stands alone vs. part of a greater whole) and (b) the location of the title (in the text of the paper vs. in the reference list entry). The table below provides formatting directions and examples:

Independence of source	Text		Reference list	
	Treatment	**Example**	**Treatment**	**Example**
Stands alone (e.g., book, e-book, report [technical, government, etc.], dissertation, thesis, film, video, television series, podcast, YouTube video, artwork, map, music album, unpublished manuscript)	Italic, title case	*Gone With the Wind*	Italic, sentence case	*Gone with the wind*
Part of a greater whole (e.g., journal article, book chapter, e-book chapter, newspaper article, magazine article, blog post, television episode, webisode, webpage, tweet, Facebook update, encyclopedia	Inside double quotation marks, title case	"Longitudinal Impact of Parental and Adolescent Personality on Parenting"	Not inside any quotation marks, sentence case	Longitudinal impact of parental and adolescent personality on parenting

entry, Wikipedia entry, dictionary entry, song)				

More on Italics Versus Nonitalics

As you can see in the table above, the titles of works that stand alone (such as a book or a report) are italicized in both the text and the reference list. In contrast, the titles of works that are part of a greater whole (such as an article, which is part of a journal, or a book chapter, which is part of a book) are not italicized in either place, and only in the text are they put inside quotation marks. If you are having difficulty determining whether something stands alone (such as a webpage that may or may not be part of a greater website), choose not to italicize.

More on Capitalization: Title Case Versus Sentence Case

APA Style uses two kinds of capitalization to format reference titles, which are also mentioned in the table above: title case and sentence case. APA's title case refers to a capitalization style in which most words are capitalized, and sentence case refers to a capitalization style in which most words are lowercased. In both cases, <u>proper nouns and certain other types of words are always capitalized</u>. Here are more detailed <u>directions for implementing title case and sentence case</u>.

Text Examples

As shown in the table above, title case is used for the titles of references when they appear in the text of an APA Style paper. Here are some examples of titles written in title case (of an article and a book, respectively), as they might appear in a sentence in the text of a paper:

The article "Psychological Distress, Acculturation, and Mental Health-Seeking Attitudes Among People of African Descent in the United States: A Preliminary Investigation" (Obasi & Leong, 2009) makes an important contribution to the mental health and acculturation literature.

Students read stories of visual agnosia in *The Man Who Mistook His Wife for a Hat and Other Clinical Tales* (Sacks, 1985).

Reference List Entry Examples

In contrast, sentence case is used for titles of references when they appear in reference list entries. See how the book and article titles look when capitalized in sentence case in these example reference list entries:

Obasi, E. M., & Leong, F. T. L. (2009). Psychological distress, acculturation, and mental health-seeking attitudes among people of African descent in the United States: A preliminary investigation. *Journal of Counseling Psychology, 56,* 227–238. doi:10.1037/a0014865

Sacks, O. (1985). *The man who mistook his wife for a hat and other clinical tales.* New York, NY: Harper & Row.