Outline of 6th Edition

Chapter 1 -- Writing for the Behavioral and Social Sciences
Chapter 2 -- Manuscript Structure and Content
Chapter 3 -- Writing Clearly and Concisely
Chapter 4 -- The Mechanics of Style
Chapter 5 -- Displaying Results
Chapter 6 -- Crediting Sources
Chapter 7 -- References Examples
Chapter 8 -- The Publication Process
WHAT’S NEW?

New section on SELF-PLAGAIRISM (section 1.10)

Revision of manuscript structure (section 2.01)

New expanded information on electronic sources and locator information, with an emphasis on the DOI (sections 6.31 and 6.32)
PLAGIARISM

• Plagiarism (section 1.10)
• Self-Plagiarism (section 1.10)

Proper citation of your sources in APA style can help you avoid plagiarism, which is a serious offense. It may result in anything from failure of the assignment to expulsion from school. A legal liability may also be incurred.
APA Style Format

• Times New Roman is the preferred font.
• 12-point font size
• Standard size paper – 8.5” X 11”
• Double-spaced lines
• 1-inch top, sides, and bottom margins
• Flush-left with a ragged right margin alignment
• 5 to 7 spaces or ½ inch indentation

(section 8.03)
<table>
<thead>
<tr>
<th>Level of heading</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered, Boldface, Uppercase, and Lowercase Headings *</td>
</tr>
<tr>
<td>2</td>
<td>Flush left, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>3</td>
<td>Indented, boldface, lowercase paragraph heading ending with a period. **</td>
</tr>
<tr>
<td>4</td>
<td>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</td>
</tr>
<tr>
<td>5</td>
<td>Indented, italicized, lowercase paragraph heading ending with a period.</td>
</tr>
</tbody>
</table>

* This type of capitalization is also referred to as the title case.
** In a lowercase paragraph heading, the first letter of the first word is uppercase and the remaining words are lowercase.
Levels of Heading

• Heading structure for all sections follow the same top-down progression
• Do not label headings with numbers or letters
• The number of levels of heading needed will depend on its length and complexity
• If only one level is needed, then use Level 1
• If two levels are needed, then use Levels 1 and 2
• Introduction to a manuscript does not carry a heading that labels it as the introduction

(section 3.03)
Order of Manuscript Pages

• Title page (page 1)
• Abstract (page 2 - start on a separate page)
• Text (page 3 - start on a separate page)
• References (start on a separate page)
• Appendixes (start on a separate page)

(section 8.03)
Page Numbers &
Manuscript Page Headers

After the manuscript pages are arranged in the correct order, number them consecutively, beginning with the title page. Based on examples in the current APA manual, the location of the page header and number has not changed. Based on the 5th edition, the page number appears at least 1 inch (2.54 cm) from the right-hand edge of the page, in the space between the top edge of the paper and the first line of the text.

(Section 8.03)
Title Page

The title page has 4 elements:

1. Running head for publication (section 8.03)

2. Title (section 2.01)

3. Author byline (section 2.01)

4. Institutional affiliation (section 2.01)
Title Page

1. Running head for publication

- Use an abbreviated title.
- Place flush left at the top of all pages.
- Use all uppercase letters.
- Do not exceed 50 characters, including punctuation and spaces.

(Section 8.03)
2. Title

- Typed in upper and lowercase letters and centered between the left and right margins.
- Positioned in the upper half of the page.
- Should not include words such as method and results, nor redundancies such as “A Study of” or “An Experimental Investigation of”
- Length for a title should not exceed 12 words.
- Double spacing should be used in all cases.
3. Author byline

- Preferred form is author’s first name, middle initial(s), and last name.
- Omit all titles and degrees.  

(section 2.02)

4. Institutional affiliation

- Usually an institution.
- No more than 2 affiliations per author.
- When there is no affiliation, use city and state of residence. 

(section 2.02)
Running head: SCIENTIFIC RESEARCH DESIGNS UTILIZED

Scientific Research Designs Utilized in the Research Arena
John Q. Student
Delta State University
Scientific Research Designs Utilized in the Research Arena

John Q. Student

Delta State University
Step 1
Double-click on top 1/4 of page

Step 2
Click on “DIFFERENT FIRST PAGE”
Step 3: Click on "PAGE NUMBER"

Step 4: Click on "TOP OF PAGE"

Step 5: Click on "PLAIN NUMBER 1"
Step 6
Type “Running head”

Step 7
Space until number is flush right

Step 8
“CLOSE HEADER AND FOOTER”
For 2nd page, follow steps 1 through 8. The subsequent pages will be formatted corrected.
SCIENTIFIC RESEARCH DESIGN
Abstract

An abstract is a brief, comprehensive summary of the contents of the manuscript; it allows readers to survey the contents of an article quickly and, like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases. (section 2.04)

Abstracts should not exceed 150 - 250 words. The length depends upon journal requirements.

Abstracts should be accurate, nonevaluative, coherent and readable, and concise. Use more verbs than nouns, and use past tense. (section 2.04)
Text
(page 3 - start on a separate page)

First page of text includes running head and title.

Title of the paper should be centered between margins at the top of the page using double spacing.
Do not justify lines.

Use the flush-left style, and leave the right margin uneven, or ragged.

Do not divide words at the end of a line, and do not use the hyphenation function to break words at the ends of lines. Let a line run short rather than break a word at the end of a line.

The length of each typed line is a maximum of 6 ½ inches. Type no more than 27 lines of text (not counting the manuscript page header and the page number) per 8 1/2 X 11 inch page.

(section 8.03)
Scientific Research Designs Utilized in the Research Arena

To many people, the term science conjures up images of one in a white-coat working with complex equipment in impressive laboratories. Based on such images, people conclude that the word science applies only to fields such as chemistry, physics, or biology. Actually, this term simply refers to a special approach for acquiring knowledge — an approach involving several key values or standards. Viewed in this light, scientific research lends itself to study virtually any topic and any aspect of the world around them. As individuals, people are part of the natural world; and scientific research can certainly be applied to the study of human behavior and cognition. Scientific research (commonly referred to as scientific method) is what makes education a science, and what makes the information it acquires so valuable (King & Keohane, 1998).

In simplicity, the foundation for science is based on evaluation of theories (beliefs) through observations. Science is merely an attempt to describe and explain objects and events in the real world. People observe some things, propose theories to explain them, and then test their theories. The basic test of any scientific proposition is very straightforward — observation. Observation is to examine whether things occurred as the theories alleged (King & Keohane, 1998). The world is complicated, and sometimes it is difficult to understand exactly what people are seeing. They tend to grow attached to their ideas, a tendency that colors their observations. To make observations easier to interpret and less susceptible to bias, educators have developed formal research methods. The concept of the scientific method gives depth and breadth to knowledge-based research (King & Keohane).

Scientific research is an organized way of using experience and testing ideas in order to expand and refine knowledge. Researchers do not necessarily follow the steps of the scientific
SCIENTIFIC RESEARCH DESIGNS

Scientific Research Designs Utilized in the Research Arena

To many people, the term science conjures up images of one in a white-coat working with complex equipment in impressive laboratories. Based on such images, people conclude that the word science applies only to fields such as chemistry, physics, or biology. Actually, this term simply refers to a special approach for acquiring knowledge — an approach involving several key values or standards. Viewed in this light, scientific research lends itself to study virtually any topic and any aspect of the world around them. As individuals, people are part of the natural world; and scientific research can certainly be applied to the study of human behavior and cognition. Scientific research (commonly referred to as scientific method) is what makes education a science, and what makes the information it acquires so valuable (King & Keohane, 1998).

In simplicity, the foundation for science is based on evaluation of theories (beliefs) through observations. Science is merely an attempt to describe and explain objects and events in the real world. People observe some things, propose theories to explain them, and then test their theories. The basic test of any scientific proposition is very straightforward — observation. Observation is to examine whether things occurred as the theories alleged (King & Keohane, 1998). The world is complicated, and sometimes it is difficult to understand exactly what people are seeing. They tend to grow attached to their ideas, a tendency that colors their observations. To make observations easier to interpret and less susceptible to bias, educators have developed formal research methods. The concept of the scientific method gives depth and breadth to knowledge-based research (King & Keohane, 1998).

Scientific research is an organized way of using experience and testing ideas in order to expand and refine knowledge. Researchers do not necessarily follow the steps of the scientific
WHEN PREPARING AN APA MANUSCRIPT

TWO MAJOR PROBLEM AREAS FOR WRITERS:

★ CITATIONS

★ REFERENCES
In-text Citations
Quotations

Material directly quoted from another author’s work or from one’s own previously published work, material duplicated from a test item, and verbatim instructions to participants should be reproduced word for word. Incorporate a short quotation (fewer than 40 words) into text, and enclose with double quotation marks.

(section 6.03)
In-text Citations

Quotations

Direct quotations must be ACCURATE. The quotation must follow the wording, spelling, and interior punctuation of the original source, even if the source is incorrect.

(section 6.08)
CITATIONS: TEXT & PARENTHETICAL

Example of a text citation:

Kessler (2003) found that early onset social anxiety disorder results in a more potent and severe course.

Example of a parenthetical citation:

A recent study showed that there was a relationship between alcohol abuse and major depression (Kessler, 2003).
<table>
<thead>
<tr>
<th>Type of Citation</th>
<th>First Citation In Text</th>
<th>Subsequent Citations In Text</th>
<th>Parenthetical Format, first Citation in text</th>
<th>Parenthetical Format, subsequent citations in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>One work by three authors</td>
<td>Bradley, Ramirez, and Soo (1999)</td>
<td>Bradley et al. (1999)</td>
<td>(Bradley, Ramirez, &amp; Soo, 1999)</td>
<td>(Bradley et al., 1999)</td>
</tr>
<tr>
<td>Type of Citation</td>
<td>First Citation In Text</td>
<td>Subsequent Citations In Text</td>
<td>Parenthetical Format, first Citation in text</td>
<td>Parenthetical Format, subsequent citations in text</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>One work by six or more authors</td>
<td>Wasserstein et al. (2005)</td>
<td>Wasserstein et al. (2005)</td>
<td>(Wasserstein et al., 2005)</td>
<td>(Wasserstein et al., 2005)</td>
</tr>
<tr>
<td>Type of Citation</td>
<td>First Citation In Text</td>
<td>Subsequent Citations In Text</td>
<td>Parenthetical Format, first Citation in text</td>
<td>Parenthetical Format, subsequent citations in text</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
<td>------------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
</tbody>
</table>
In-text Citations

Quotations

Examples:

The author stated, “The ‘placebo effect’...disappeared when behaviors were studied in this manner” (Mills, 1993, p. 215), but he did not clarify which behaviors were studied.

Confusing this issue is the overlapping nature of roles in palliative care, whereby “medical needs are met...nonmedical needs may be addressed by anyone on the team” (Carl & Chain, 2006, p. 112).
Block Quotations
(40 words or more)

• Free-standing and on new line
• Indent ½ inch from left margin

Miele (1993) found that others have contradicted this view:
Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event. In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly. (pp. 111-112)
In-text Citations

Quotations

Example:
The author stated, “The ‘placebo effect’...disappeared when

It is an *ELLIPYSIS mark*. Use three spaced periods within a sentence to indicate that you have omitted material from the original source.

Use four spaced periods to indicate any omission between two sentences.

Do not use an ellipsis mark at the beginning or end of any quotation.

(sections 6.08)
Subsequent Citations Within Same Paragraph

Incorrect:

Sails (2009) stated the composition of the moon originates from planets other than earth. The moon, according to Sails (2009), is less than half the distance form earth that it was ten thousand years ago.

Correct:

Sails (2009) stated the composition of the moon originates from planets other than earth. The moon, according to Sails, is less than half the distance form earth that it was ten thousand years ago.

(section 6.11)
Incorrect:

The composition of the moon originates from planets other than earth (Sails, 2009). The moon is less than half the distance form earth that it was ten thousand years ago (Sails).

Correct:

The composition of the moon originates from planets other than earth (Sails, 2009). The moon is less than half the distance form earth that it was ten thousand years ago (Sails, 2009).
Subsequent Citations Within a Paragraph
Multiple Authors

Incorrect:

Jones, May, and Smith (2009) stated the composition of the moon originates from another galaxy other than the Milky Way Galaxy. The moon, according to Jones, May, and Smith (2009), was most likely moved to this galaxy by a giant race of beings.

Correct:

Jones, May, and Smith (2009) stated the composition of the moon originates from another galaxy other than the Milky Way Galaxy. The moon, according to Jones et al., was most likely moved to this galaxy by a giant race of beings.

[section 6.12]
Subsequent Citations Within a Paragraph
Multiple Authors

Incorrect:

The composition of the moon originates from a galaxy other than the Milky Way Galaxy (Jones, May, & Smith, 2009).... The moon was most likely moved to this galaxy by a giant race of beings (Jones, May, and Smith, 2009).

Correct:

The composition of the moon originates from a galaxy other than the Milky Way Galaxy (Jones, May, & Smith, 2009).... The moon was most likely moved to this galaxy by a giant race of beings (Jones et al., 2009) .
Multiple Citations Within Parentheses

Several studies (Derryberry & Reed, 2005a, 2005b; Gogel, Jones, Mays, & Miller, 1999; Rothbart, 2003)...
Secondary Sources

(Use sparingly)

Example

Lacey and Walter’s study (as cited in Booth, Cuthbert, Atkins, & Halley, 2005)...

Reference list entry:


(section 6.17)
General Information about References

• Is double spaced
• Uses a hanging indent
• Does not include personal communications—letters, memoranda, informal electronic communications
• MUST have the following elements:
  • Author
  • Year of publication
  • Title
  • Publishing data

[section 6.21-6.22]
Order of References

1. Alphabetize by letter.
   “nothing precedes something”
   Greg, J. D. precedes Gregory, A. G.

   Disregard apostrophes.
   MacArthur comes before McAllister.
   MacNeil comes before M’Carthy.

3. Alphabetize surnames that contain articles and prepositions (de, la, du, von, etc.).
   DeVase precedes De Vries

4. Alphabetize entries with numerals as if the numerals were spelled out.

   (Section 6.25)
Reference Citations

General Forms – Periodicals

Periodicals (journals, magazines, scholarly newsletters--items published on a regular basis)


(section 7.01)
Reference Citations
General Forms- Periodicals

Multiple Authors/ Continuous Pagination:

Multiple Authors/ Journal begins with page 1 every issue:

(Section 7.01)
DOI

Digital Object Identifiers

• Unique alphanumeric string assigned by a registration agency to identify the manuscript.

• Use for identification and management of information on the digital networks.

• Assigned by the publisher when the manuscript is published and made available electronically.

• Typically located on the first page of the manuscript.

(Section 6.31)
   Database: Academic Search Premier

   Notes: This library DOES NOT CURRENTLY SUBSCRIBE to this source. For complete information, consult the DSU Serial Holdings binder or Merlin.

2. Distractor interference in focused attention tasks is not mediated by attention capture.
   By: Gronau, Nurit; Cohen, Asher; Ben-Shahar, Gershon. Quarterly *Journal of Experimental Psychology*, Sep 2009, Vol. 62 Issue 9, p1695-1695, 11 p; DOI: 10.1080/17470210902811223; (AN 43430483)
   Database: Academic Search Premier

   Notes: This library DOES NOT CURRENTLY SUBSCRIBE to this source. For complete information, consult the DSU Serial Holdings binder or Merlin.

3. Is verbal-spatial binding in working memory impaired by a concurrent memory load?
   Database: Academic Search Premier

   Notes: This library DOES NOT CURRENTLY SUBSCRIBE to this source. For complete information, consult the DSU Serial Holdings binder or Merlin.

4. Is morphological decomposition limited to low-frequency words?
   By: McCormick, Samantha F.; Brysbaert, Marc; Rastle, Kathleen. Quarterly *Journal of Experimental Psychology*, Sep 2009, Vol. 62 Issue 9, p1706-1715, 10 p; DOI: 10.1080/17470210902849991; (AN 43430481)

To find an article with a DOI listed, go to http://www.crossref.org
Relationship between Anxiety Sensitivity subscales and social fears

JESSICA BELCHER & LORNA PETERS

Department of Psychology, Division of Linguistics and Psychology, Macquarie University, Sydney, New South Wales, Australia

Abstract
This study examined the relationship between social fears and the three subscales of the Anxiety Sensitivity Index (ASI) in a non-clinical, student sample. In particular, the unique variance that the three ASI scores accounted for in social anxiety fears, social interaction fears, and fear during a social challenge was investigated. Anxiety Sensitivity-Social Concern (AS-Social Concern) was hypothesised to account for a significant proportion of the variance in social fears compared to the other two subscales. Seventy-one university students completed a series of psychological-based questionnaires and participated in a social challenge (video-taped speech task). Contrary to prediction, AS-Social Concern did not account for a unique proportion of the variance in social fears, but AS-Physical Concern and AS-Mental Concern did account for unique variance in social fears. Results are interpreted in light of recent findings on the structure of ASI.

Keywords: Psychological disorders, psychological testing and measurement, individual differences, social behavior, social fear

Anxiety sensitivity (AS) is a cognitive risk factor posited by expectancy theory to underlie anxiety disorders and phobias (Reiss & McNally, 1985). AS refers to the fear of anxiety symptoms because of the belief that these symptoms will lead to harmful physical, emotional or social consequences (McNally, 1995). That is, it is suggested that people who fear the symptoms produced by a particular stimulus will respond to that stimulus with fear. Currently, the most popular measure of AS is the Anxiety Sensitivity Index (ASI; Reiss, Peterson, Gurisky, & McNally, 1986), although there have been several studies that have used the ASI-Revised (Deacon & Abramowitz, 2006; Taylor & Cox, 1998; Zvolensky et al., 2003); and a new scale (ASI-3) has recently been created by Taylor et al. (2007). Using the ASI, some studies have found AS to consist of one unified factor (Reis et al., 1986; Taylor, Korch, McNally, & Crocker, 1992) while others have found AS to consist of two, three or four factors (Lilienfeld, Turner, & Jacob, 1993; McWilliams, Stewart, & MacPherson, 2006; Rodriguez, Bruce, Pagnino, Spencer, & Keller, 2004; Schmidt & Joiner, 2002; Stewart, Taylor, & Baker, 1997; Taylor, Korch, Woody, & McLean, 1996; Vujanovic, Arrindell, Bernstein, Norton, & Zvolensky, 2007; Zimbarg, Barlow, & Brown, 1997). The majority of studies, however, have found AS to be a form of a hierarchical structure in which three lower order factors (AS-Physical Concern, AS-Mental Concern and AS-Social Concern) load onto a higher order factor called AS or fear proneness (Lilienfeld et al., 1993; McWilliams, Becker, Magrabi, Ciara, & Vitondo, 2003; McWilliams et al., 2000; Rodriguez et al., 2004; Stewart et al., 1997; Taylor et al., 1996; Zimbarg et al., 1997). Research in the AS field has also begun to focus on whether AS is toxic in nature (Bernstein et al., 2006; Bernstein et al., 2007; Zvolensky, Forsyth, Bernstein, & Lean-Feldener, 2007). This research suggests that rather than AS being an individual difference variable that resides in all people to a certain extent, with higher AS meaning higher psychopathology, AS may exist in two forms (Bernstein et al., 2006). Taxometric analyses suggest that there is both a pathological taxon and a normative form, with pathological forms membership predicting incidence of spontaneous panic attacks and frequent occurrence of panic attacks over and above continuous measures of AS.
**Online Retrieval – No DOI**

<table>
<thead>
<tr>
<th>Title</th>
<th>A realistic approach to a developmental reading curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authors</td>
<td>Johnson, Denise</td>
</tr>
<tr>
<td>Source</td>
<td>Journal of Adolescent &amp; Adult Literacy; Feb 97, Vol. 40 Issue 5, p.990, 3p, 1 chart</td>
</tr>
<tr>
<td>Document Type</td>
<td>Article</td>
</tr>
<tr>
<td>Subject Terms</td>
<td>READING (Higher education)</td>
</tr>
<tr>
<td>Abstract</td>
<td>Focuses on the evolution of a developmental reading program's curriculum to encourage students apply reading and study strategies needed for success. Traditional focus of college-level reading programs; Sample student vocabulary list; Background to the development of the curriculum.</td>
</tr>
<tr>
<td>Full Text Word Count</td>
<td>1498</td>
</tr>
<tr>
<td>ISSN</td>
<td>1081-3004</td>
</tr>
<tr>
<td>Accession Number</td>
<td>97021115284</td>
</tr>
<tr>
<td>Persistent link</td>
<td><a href="http://search.ebscohost.com/login.aspx?direct=true&amp;db=th&amp;AN=97021115284&amp;site=ehost-il">http://search.ebscohost.com/login.aspx?direct=true&amp;db=th&amp;AN=97021115284&amp;site=ehost-il</a></td>
</tr>
<tr>
<td>Database</td>
<td>Professional Development Collection</td>
</tr>
<tr>
<td>Notes</td>
<td>This library DOES NOT CURRENTLY SUBSCRIBE to this source. For complete information, consult the DSU Serial Holdings binder or Merlin.</td>
</tr>
</tbody>
</table>
Reference Citations

General Forms – Nonperiodicals

Nonperiodicals (books, reports, brochures, certain monographs, manuals, and audiovisual media -- items published separately)


With one author:

With an edition:

(Section 7.02)
Reference Citations

General Forms – Nonperiodicals

Nonperiodicals (books, reports, brochures, certain monographs, manuals, and audiovisual media -- items published separately)

With an editor:

Chapter within a book:

(Section 7.02)
Reference Citations
Meetings and Symposia

Symposium contribution:
Mauller, J. H. (2008, February). Effects of groups and individuals on national decision making. In S. C. Ludwig (Chair), *Reading behaviors*. Symposium conducted at the meeting of the International Reading Association, Santa Fe, NM.

Paper presentation:

(Section 7.04)
References

5th edition

References


References

6th edition

References


WHEN DO WE GET A BREAK?
The Mechanics of APA Writing
Economy of Expression

• Avoid redundancy, wordiness, useless jargon, evasiveness, colloquialisms, passive voice.

• Short words and short sentences are easier to comprehend than are long ones.

(section 3.08)
Redundancy

Writers often become redundant in an effort to be emphatic.

*Change* - They were both alike *to* They were alike
*Change* - Five different groups *to* Five groups
*Change* - small in size *to* small

(section 3.08)
ANTHROPOMORPHISM

[Giving human characteristics to animals or inanimate sources.]

The community program was persuaded to allow five of the observers to become tutors.

The staff for the community program was persuaded to allow five of the observers to become tutors.

(section 3.09)
Sensitive Writing

Gender
Gender refers to role and is cultural.

(Section 3.12)

Sexual Orientation
Sexual orientation is the preferred term. Lesbians, gay men, bisexual men, and bisexual women are preferable to homosexual when referring to specific groups.

(Section 3.12)
Disabilities
Avoid language that equates persons with their conditions; that has superfluous, negative overtones; or that is regarded as a slur. For example, use person with paraplegia, youth with autism, and people with intellectual disabilities, not a paraplegic, autistic, or retarded.

Racial Bias
Racial and ethnic groups are designated by proper nouns and are capitalized. If using minority, make sure that you use ethnic or racial minority.

Black     White     Native American
Asian American  Cuban
Central American  American Indian
Grammar

Incorrect grammar and careless construction of sentences distract the reader, introduce ambiguity, and generally obstruct communication.

(sections 3.18-3.23)
Agreement of Subject & Verbs

The percentage of correct responses as well as the speed of the responses increases with practice.

The number of freshmen is growing.
A number of freshmen are enrolled in physics courses.

None of the information was correct.
None of the children were finished in the time allotted.

Neither the administrator nor the participants were in the room.

(sections 3.18 & 3.19)
Pronoun Use

Use third person (*she, he, they, her, him, them*) when writing scholarly papers.

Pronouns must agree in number:

**NOT:** Neither the highest scorer nor the lowest scorer in the group had any doubt about their competence.

Neither the highest scorer nor the lowest scorer in the group had any doubt about his or her competence.

(section 3.20)
Pronoun Use

Who v. That

Use *who* for human beings; use *that* or *which* for animals and for things.

**DO:** The teachers *who* participated were pleased with their training.

**DO NOT:** The teachers *that* participated were pleased with their training.

**DO:** The rats that were chasing their tales were classified as neurotics.

**DO NOT:** The rats who were chasing their tales were classified as neurotics.
Pronoun Use

That v. Which

Use *that* when the clause is essential to the meaning of the sentence.

The animals that performed well in the first experiment were used in the second experiment.

Use *which* when the clause merely adds further information.

The animals, which performed well in the first experiment, were not proficient in the second experiment.

(section 3.22)
Parallel Structure

**DO NOT:** In the years between the games, competitors were taught wrestling, javelin throwing, and how to box.

**DO:** In the years between the games, competitors were taught wrestling, javelin throwing, and boxing.

**DO NOT:** Three reasons why steel companies kept losing money were that their plants were inefficient, high labor costs, and foreign competition was increasing.

**DO:** Three reasons why steel companies kept losing money were inefficient plants, high labor costs, and increasing foreign competition.

(sections 3.23)
Spacing and Punctuation

Space *once* after all punctuation as follows:

- after commas, colons, and semicolons;

- after periods that separate parts of a reference citation;

- after the periods of the initials in personal names (e.g., J. R. Zhang).

*(section 4.01)*

**USE 2 SPACES AFTER THE END PUNCTUATION OF A SENTENCE!!!!**
Comma

Use a comma

Between elements (including before *and* and *or*) in a series of three or more items.

the height, width, or depth
in a study by Stacy, Newcomb, and Bentler (1991)

To set off nonessential or nonrestrictive clause.
Switch A, which was on a panel, controlled the recording device.

To set off two independent clauses separated by a coordinating conjunction.
Cedar shavings covered the floor, and the walls were covered with
Comma

Use a comma

To set off a year in an exact date.
   August 25, 2005, was the correct date.

To set off a year in parenthetical reference citations.
   (Jones, 2001)

To separate groups of three digits in most numbers of 1,000 or more.

(section 4.03)
Semicolon

Use a semicolon

to separate two independent clauses that are not joined by a conjunction.

The participants in the first study were paid; those in the second were unpaid.

to separate elements in a series that already contain commas.

The color order of the boxes was red, yellow, blue; blue, yellow, red; or yellow, blue, red.

(section 4.07)
Colon

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.

For example, 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 ratios and proportions.

7:1

In references between city and publisher.

New York: Wiley

(section 4.05)
Seriation

Use seriation when:

Paragraphs in a series – conclusions or steps- in a procedure. Use Arabic numbers followed by a period, then begin with a capital letter.

1. Individuals who...[continue paragraph]
2. Nondepressed persons who... [continue paragraph]
3. Depressed persons exposed ... [continue paragraph]

Numbered lists may denote unwanted/unwarranted ordinal position. In order to prevent this, use bullets. Use small squares or circles.

• Individuals who...[continue paragraph]
• Nondepressed persons who...[continue paragraph]
• Depressed persons exposed ...[continue paragraph]
Seriation

Use seriation when:

When items in a series are located within a paragraph or sentence, use lowercase letters in parentheses. Use commas to separate three or more elements that do not have internal commas.

The participants’ three choices were (a) working with other participants, (b) working with a team, and (c) working alone.

Use semicolons to separate three or more elements that have internal commas.

The researchers tested three groups: (a) low scorers, who scored fewer than 20 points; (b) moderate scorers, who scored between 20 and 50 points; and (c) high scorers, who scored more than 50 points.

Use a bulleted lists within a sentence to separate three or more elements. Capitalize and punctuated the list as if it were a complete sentence.
Seriation

Use seriation when:

Use a bulleted lists within a sentence to separate three or more elements. Capitalize and punctuated the list as if it were a complete sentence. In accordance with this theory, these relations should be marked by

- equity, social justice, and equal opportunity;
- sensitivity to individual differences and promotion of goodness-of-fit between individuality different people and contexts; and
- affirmative actions to correct ontogenetic or historical inequities in person-context fit.

(section 3.04)
Numbers

Use numerals to express:

numbers 10 and above except when numbers are used to express back-to-back modifiers.

15 cm wide     BUT     2 two-way interactions

numbers in abstract or in graphical display within paper.

numbers that immediately precede unit of measurement.

within 10 days of one another

numbers that represent statistical or mathematical functions, fractional, or decimal quantities, percentages, ratios, and percentiles and quartiles.

divided by 5

9 times as many
Numbers

Use numerals to express:

numbers that represent time, dates, ages, scores, and points on a scale, exact sums of money and numerals as numerals.

1 hour 34 min  12:30 a.m.  6 on a 9-point scale

(Exception: Use words for approximations of numbers of days, months, and years.

about three months ago.

numbers that denote specific place in a numbered series, parts of books and tables, and each number in a list of four or more numbers.

Grade 12  Table 3  row 5
Numbers

Use words to express:

any number that begins a sentence.

Fifty-five percent of students passed the test.

common fractions.

four-fifths of the class

universally accepted usage.

The Twelve Apostles

If readability might suffer, spell out both numbers.

first two items

(sections 4.31-4.33)
Italics

Use italics for

titles, periodicals, and microfilm publications
  *The Elements of Style*

genera, species, and varieties
  *Macaca mulatta*

introduction of a new, technical, or key term or label
  The term *backward masking*
  box labeled *empty*

letter, word, or phrase cited as a linguistic example
  words such as *big* and *little*

the letter *a*

(section 4.21)
Italics

Use italics for
  words that could be misread
  the *small* group
    (meaning a designation, not a group size)
letters used as statistical symbols or algebraic variables
  *t* test                Trial *n*
some test scores and scales
  MMPI scales: *Hs*, *Pd*
periodical volume numbers in reference lists
  26, 46-47
anchors of a scale
  health ratings ranged from 1 (*poor*) to 5 (*excellent*)

(section 4.21)
Bold

• Use only with symbols for vectors and matrices.
  (section 4.45)

• It is not acceptable in APA style at any other instance other than Level 1 – 4 headings.
APA Acceptable Abbreviations

ed.        edition
e.g.,      for example
Rev. ed.   revised edition
2nd ed.    second edition
n.d.       no date
p. (pp.)   page (pages)
vols.      Volumes (as in 9 volumes)
Vol.       Volume (as in Vol. 6)

(section 4.22)
Paragraph Length

Single-sentence paragraphs are abrupt. Paragraphs that are too long are likely to lose the reader’s attention. New paragraphs provide a pause for the reader. If a paragraph runs longer than one double-spaced manuscript page, you may lose your reader in the dense forest of typeset words.

(Section 3.08)
The Mechanics of Writing

Paragraphs must consist of:

• **A topic sentence**
  What am I going to talk about in this paragraph?

• **At least 1 supporting sentence**
  What details/examples can I add that make my topic sentence stronger?

• **A concluding sentence**
  How do I wrap up what I have just said and lead the reader into the next paragraph?
Concluding Sentence
Writing Manuscripts

Concluding Sentence

Paragraph 1

Paragraph 2
the instrumentation and/or experimenters change due to a variety of reasons (Yaremenko et al., 1982). This can also have an unwanted effect on the experiment’s results.

The last four types of extraneous variables—statistical regression, selection, experiment mortality, and selection interactions—are probably the most important. Statistical regression involves test scores and how they are distributed. For example, when participants are chosen “because they scored extremely high or extremely low on some measure of performance (e.g., a test, etc.), the retesting of the subjects will almost always produce a different distribution of scores, and the average for this new distribution will be closer to the population’s” (Huit et al., 1999). The researcher should try to select the comparison groups to make them as homogeneous as possible; “if the comparison groups are different from one another at the beginning of the study the results of the study are biased” (Huit et al., 1999). Another issue with groups of subjects is experiment mortality. This occurs when subjects for various reasons drop out of the study (Davis & Smith, 2005). In Dilbert’s study, students could have moved or dropped out of high school. The last of the eight extraneous variables is selection interactions. These arise when there are combinations of interactions between extraneous variables, such as history, maturation, or instrumentation (Davis & Smith). Any and all combinations of these extraneous variables can have a profound effect on the validity of the statistical results and quite possibly render the experiment invalid and useless.

In order for her research to be valid, Dr. Dilbert must keep the eight extraneous variables in mind when she sets up her tests and views her results. By doing this, her research will yield valid results. Those results will also prove to be valuable in improving her teaching methods, as well as students’ achievement.
Introduction

Needs to address these questions:

Why is this problem important/ deserves new research?
What is the background on this subject/problem?

Conclusion

The conclusion is simply a summary. DO NOT introduce any new information.
DO NOT use finally, in conclusion, in short, in summary, to conclude, etc.
DON’T FORGET TO...
EDIT!
EDIT!
EDIT!
Websites

http://owl.english.purdue.edu
Purdue University

http://www.apastyle.org
APA website

http://library.csus.edu/guides/rogenmoserd/general/apa.html
Sacramento State University Library

Mount Carmel School of Nursing