

APA Style Workshop

Ursula Rush, Workshop Leader
Coordinator for Graduate and Adult Programs
California Lutheran University Writing Center
urush@callutheran.edu
Fall Semester 2008

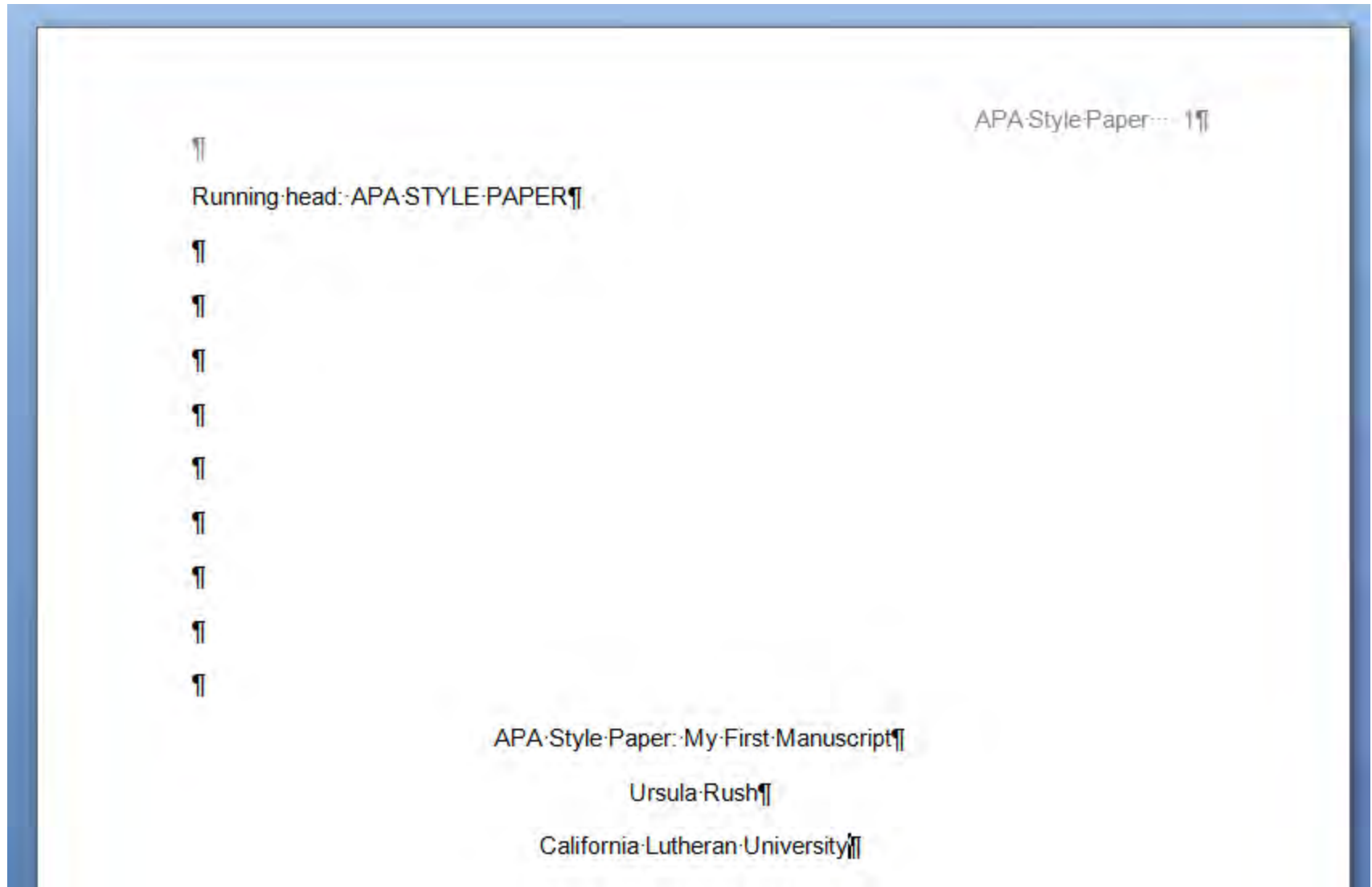
Chapter 1

Content and Organization of a Manuscript

1.06: Title Page

- Title
 - 10 to 12 word concise summary of main topic, identifying variables, theoretical issues, relationships
- Byline and institutional affiliation
 - Use full name, no titles or degrees
 - Identify the location where the study was conducted
- Running head
 - ≤ 50 characters, including spaces and punctuation
 - Short title printed at the top of published articles
- Page header
 - Identifies manuscript pages, includes page numbers

1.06: Sample Title Page



1.07: Abstract

- \leq 120 words
- Brief but comprehensive summary of the article
- Begin with the thesis or key finding
- Use about 1 sentence for methods
- Conclude with the most important findings or implications (no more than 4 to 5)

1.08: Introduction

- Develop the background of research previously conducted in this and related areas
- Do not give a historical review of all the literature
- Build logically towards the purpose and rationale for your study
- Do not exclude contradictory articles
- Explain your approach and hypotheses
- Answers the question “What is the problem and why is it important?”

1.09: Method

- Participants
 - Enough detail to allow for assessment of the findings
 - Identify related inclusion and exclusion criteria
 - Demographics: number of participants, gender, ethnicity, age, other demographics specific to study
- Materials
 - Identify questionnaires, tests, or specialized equipment used

1.09: Method (cont)

- Procedure
 - Summary of process of executing the study
 - Randomization, counterbalancing, control procedures
 - Informed consent obtained
 - Translation and back translation methods if language other than English is used
 - Answers the question “What did you do and how did you do it?”

1.10: Results

- Summarize findings
- Mention all relevant results, even those that counter the hypothesis
- Do not include individual scores or raw data except in case studies
- Use tables and figures to report complex data
- Report the correct statistics for the study design
- No discussion of meaning or any interpretation

1.11: Discussion

- Begin by saying if research hypothesis was supported
- Evaluate and interpret findings within context of the previous research
- Attempt applications of findings
- Include assessment of study limitations and suggestions for future research

1.14: Appendixes

- Use only if necessary
- Describe study-specific measures in detail
- Validation procedures for unpublished tests
- Copies of questionnaires used

Chapter 2

Expressing Ideas and Reducing Bias in Language

2.01-2.05: Writing Style

- Order ideas logically, using transition words and phrases as needed to maintain flow
- Avoid abrupt changes in topic, noun strings
- Be parsimonious!
 - Avoid jargon and informal words and phrasing.
 - Wordiness and redundancy are equally bad.
- Measure every word's ability to bring precision and clarity to your paper
 - Be careful with attributions.
 - Beware of the editorial "we."

2.06-2.11: Grammar

- Verbs
 - Active voice is preferable to passive voice.
 - Research papers are always written in past tense.
- Subject-verb agreement
 - Data is plural, datum is singular.
- Pronouns
 - Agree in number and gender with the noun it replaces
- Misplaced or dangling modifiers
 - Dr. Young treated the patients using antidepressants.
 - She was disturbed at the thought of extra marital sex.

2.06-2.11: Grammar (cont)

- Relative pronouns
 - That vs. which
 - Restrictive clauses: Clauses that use “that” are essential to the sentence’s integrity.
 - Nonrestrictive clauses: Some clauses, which you can see, are not essential to the integrity of the sentence.
- Subordinate conjunctions
 - While vs. since
 - While vs. although
 - Since vs. because
- Parallel construction enhances readability

Guidelines to Reduce Bias

1. Describe at the appropriate level of specificity. Age ranges are preferred to “over 65 years.”
2. Be sensitive to labels.
 - A person is not their disease. Remember the humanity in studying humans (and animals).
 - Beware of cultural bias when defining constructs.
3. Acknowledge participation.
 - *Participants* is preferred to *subjects*.
 - *Patients* is acceptable if you are working within a medical model.
 - *Subjects* is jargon.

2.13: Gender

2.14: Sexual Orientation

- Gender
 - *Man* can no longer be used to mean all people.
 - APA prefers to talk about gender, even though what is actually meant is biological sexual identity.
- Sexual orientation
 - *Lesbians* and *gay men* are preferable to *homosexual* in that they refer to specific identities and cultures.
 - Sexual behavior is distinct from sexual orientation.
 - Describe sexual behavior clearly: heterosexual, bisexual, same-gender: male-male, female-female, male-female

2.15: Racial and Ethnic Identity

2.16: Disabilities

- Racial and ethnic identity
 - Use proper nouns, i.e., Black and White, not black and white (avoid lowercase use as it is pejorative)
 - Hispanic does not cover Mexico to Chile; consider a category called “Hispanic/Latino”
 - Respect how participants self-identify
- Disabilities
 - Don’t euphemize. *Disability* means the limitations of the person and *handicap* means the source of the limitation.

2.17: Age

- Age
 - Boy and girl: high school age or younger
 - Young man/woman, male/female adolescent: high school age
 - Men and women: ≥ 18 years of age

Table 2.1: Guidelines for Unbiased Language



Problematic



Preferred

pp. 70-76

Chapter 3

APA Editorial Style

3.01-3.09: Punctuation

- Consider reading *The Elements of Style* by Strunk and White if punctuation is an issue
- Comma
 - Serial comma
 - Height, width, and depth NOT height, width and depth
 - Set off year from author in parenthetical reference (Miller, 1997)
- Semicolon
 - Separate multiple parenthetical references (Johnson, 1987; Sacks & Wheaton, 1992)

3.01-3.09: Punctuation (cont)

- Quotation marks (see also 3.34-3.41)
 - For verbatim material from an outside source
 - Use double quotes (“normal” behavior) for invented and coined expressions, but only the first time used
 - Must include page #, or paragraph # if html, of source
- Parentheses
 - Citations in text Smith’s (1989) study supported this finding (Hazan, 1984)
 - Introducing abbreviations for the first time, as in quality of life (QOL)
 - No back-to-back parentheses; use a semicolon

3.01-3.09: Punctuation (cont)

- Brackets
 - Use to enclose material already inside parentheses, but only if necessary
 - Better: (as in Imai, 1990, later concluded)
 - Worse: (as in Imai [1990] later concluded)

3.10: Spelling

3.11: Hyphenation

- Spelling
 - Use American English
- Hyphenation
 - Use if a compound adjective could be misread
 - Use when adjectives precede a noun and all adjectives modify the noun (different-word lists)
 - Retain hyphens for compound modifiers with the same base (short- and long-term memory)

Table 3.1: Guide to Hyphenating Terms

Hyphenate	Do Not Hyphenate
A compound with a participle when it precedes the term it modifies	A compound including an adverb ending in <i>-ly</i>
A phrase used as an adjective when it precedes the term it modifies	A compound including a comparative or superlative adjective
An adjective-and-noun compound when it precedes the term in modifies	Chemical terms
A compound with a number as the first element when the compound precedes the term it modifies	Foreign phrases used as adjectives or adverbs
	A modifier including a letter or numeral as the second element
	Common fractions used as nouns

Table 3.2: Prefixes That Do Not Require Hyphens

Prefix	Example	Prefix	Example
After	Aftereffect	Multi	Multiphase
Anti	Antisocial	Non	Nonsignificant
Bi	Bilingual	Over	Overaggressive
Co	Coworker	Post	Posttest
Counter	Counterbalance	Pre	Preexperimental
Equi	Equimax	Pro	Prowar
Extra	Extracurricular	Pseudo	Pseudosciences
Infra	Infrared	Re	Reevaluate
Inter	Interstimulus	Semi	Semidarkness
Intra	Intraspecific	Socio	Socioeconomic
Macro	Macrocism	Sub	Subtest
Mega	Megawatt	Super	Superordinate
Meta*	Metacognitive	Supra	Supraliminal
Micro	Microcosm	Ultra	Ultrahigh
Mid	Midterm	Un	Unbiased
Mini	Minisession	Under	Underdeveloped

*But *meta-analysis*

Table 3.3: Prefixed Words That Require Hyphens

Occurrence	Example
Compounds in which the base word is: Capitalized A number An abbreviation More than one word	pro-Freudian post-1970 pre-UCS trial non-achievement-oriented students
All <i>self-</i> compounds, whether they are adjectives or nouns*	Self-report technique The test was self-paced. Self-esteem
Words that could be misunderstood	Re-pair (pair again) Re-form (form again) Un-ionized
Words in which the prefix ends and the base word begins with the same vowel**	Meta-analysis Anti-intellectual Co-occur
<p>*But <i>self-psychology</i></p> <p>**<i>Pre</i> and <i>re</i> compounds are usually set solid to base words beginning with e.</p>	

3.12-3.18: Capitalization

- Major words in titles and headings
 - Includes all words ≥ 4 letters (such as *with*)
 - First letter of second word in hyphenated word in titles of articles only (not on the reference page, however)
- Proper nouns and trade names
 - Specific courses (Psychology 101)
- Nouns followed by numerals or letters
 - Day 2, Test 4, Condition A
 - But not when a noun precedes the variable (trial x)

3.12-3.18: Capitalization (cont)

- Titles of tests
 - Short Form-36
 - But not subscales (MMPI Depression scale)
- Do not capitalize names of conditions or groups
 - experimental and control groups
 - information and no-information conditions
- Names of factors, variables, and effects
 - Capitalize if derived within factor analysis
 - Big Five personality factors
 - Do not capitalize effects or variables
 - age effect, age and weight variables

3.19: Italics

- Do italicize. . .
 - Titles of books, periodicals, movies (*DSM-IV-TR*)
 - Genus and species (*Helicobacter pylori*)
 - Letters used as statistical symbols (*F*, *t* test)
 - Volume number of a periodical in reference list
 - Anchors for a scale (where 1 means *poor* and 5 means *excellent*)
- Do not italicize. . .
 - Foreign or Latin phrases
 - Greek letters
 - Letters used as abbreviations

3.20-3.29: Abbreviations

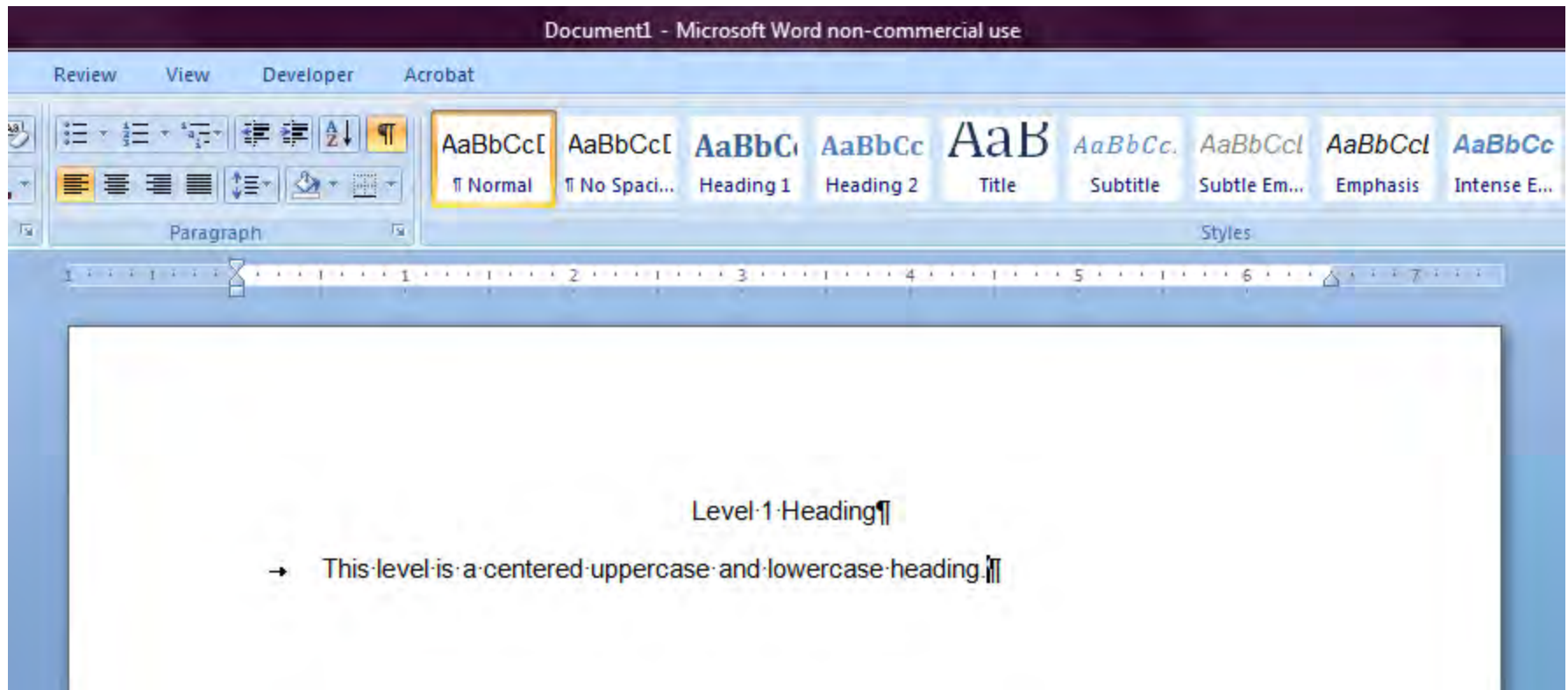
- Define first time appear in text (even if defined in abstract)
- Do not overuse – or underuse – abbreviations
- Some abbreviations are accepted as words
 - IQ, REM, ESP, AIDS, HIV, ACTH
- Do abbreviate
 - 4 cm, 30 s, 12 min, 8 hr, 5 lb, 45°
- Never abbreviate
 - Day, week, month, year
 - S, E, or O for subjects, experimenter, or observer

3.20-3.29: Abbreviations (cont)

- Scientific Abbreviations (3.25)
 - Common abbreviations that are not written out first
- Use periods with
 - Initials, for United States used as an adjective (i.e., U.S. Navy), Latin abbreviations, reference abbreviations
- Do not use periods with
 - State names (NY, CA), acronyms (BDI), units of measurement (except *in.* for inch)
- Pluralize abbreviations by adding s, no apostrophe, except to units of measurement

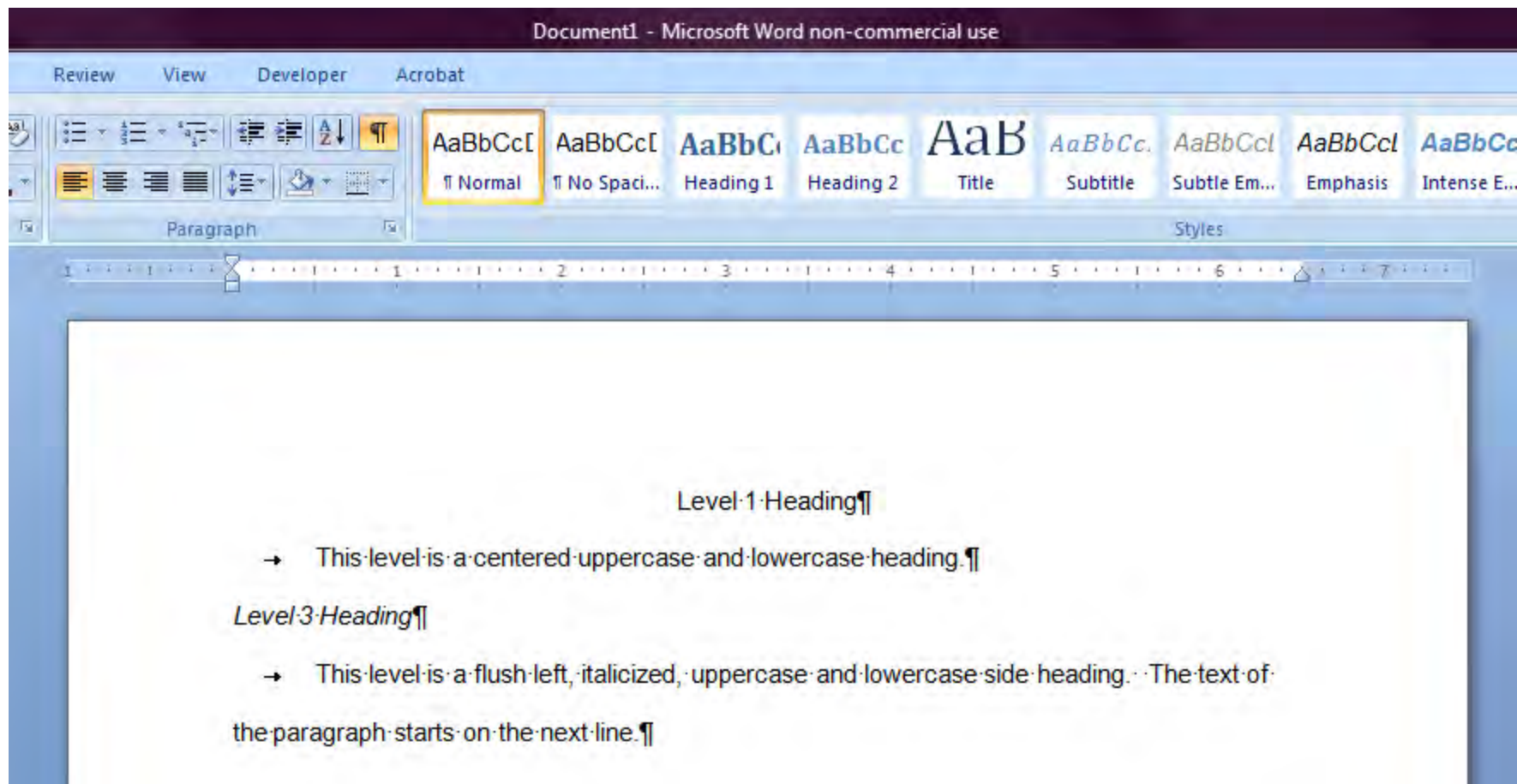
3.30-3.32, 5.10: Headings

- Organizing a manuscript with headings
- Paper with 1 level of heading



3.30-3.32, 5.10: Headings (cont)

- Paper with 2 levels of headings



The screenshot shows the Microsoft Word interface with the following content:

Document1 - Microsoft Word non-commercial use

Review View Developer Acrobat

Paragraph Styles

Normal No Spacing Heading 1 Heading 2 Title Subtitle Subtle Emphasis Emphasis Intense Emphasis

Level 1 Heading

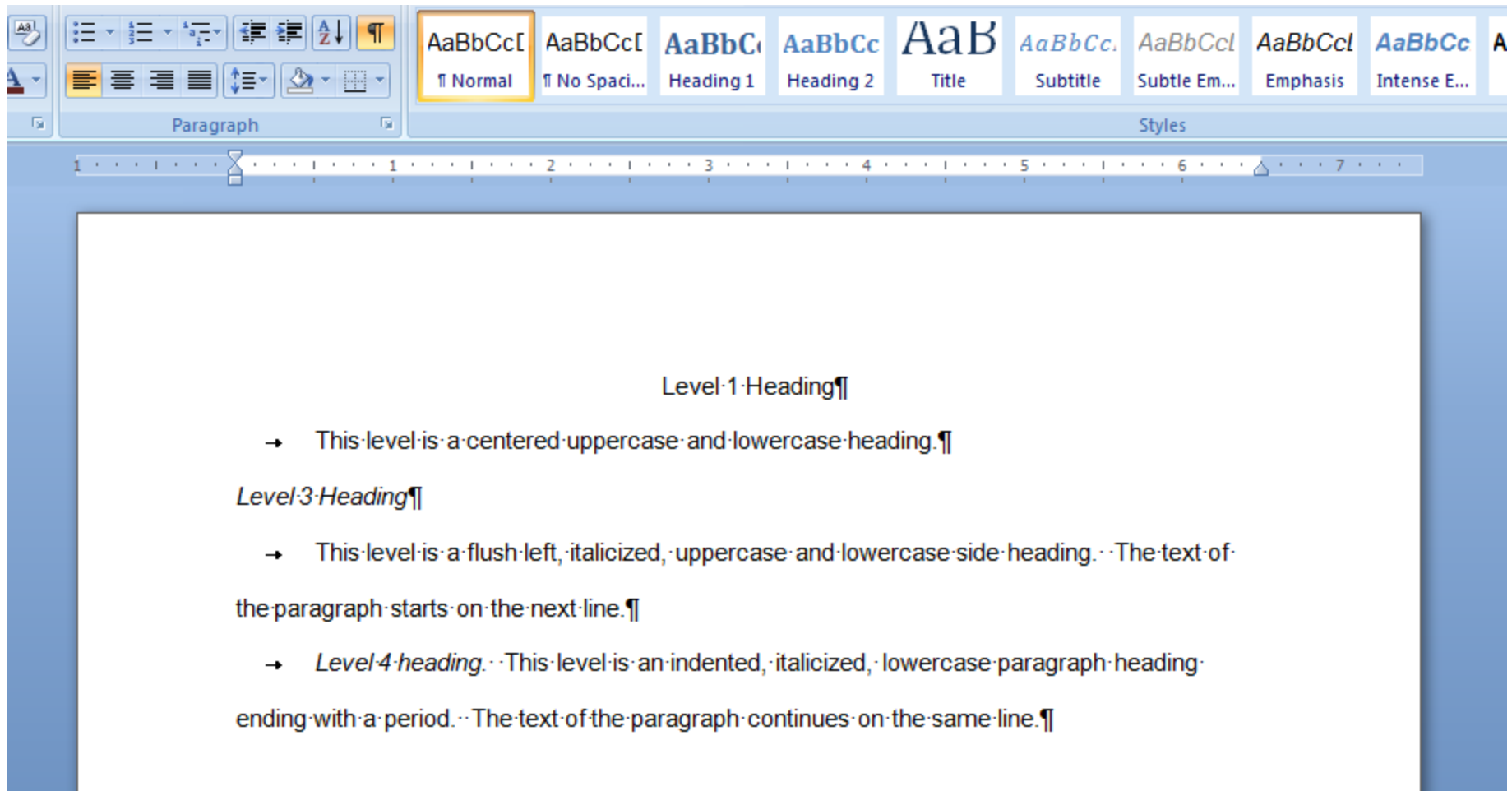
→ This level is a centered uppercase and lowercase heading.

Level 3 Heading

→ This level is a flush-left, italicized, uppercase and lowercase side heading. The text of the paragraph starts on the next line.

3.30-3.32, 5.10: Headings (cont)

- Paper with 3 levels of headings



The screenshot shows the Microsoft Word ribbon with the Paragraph and Styles tabs. The Styles tab is active, displaying various heading styles. The document content shows three levels of headings:

- Level 1-Heading**
→ This level is a centered uppercase and lowercase heading.
- Level 3-Heading**
→ This level is a flush left, italicized, uppercase and lowercase side heading. The text of the paragraph starts on the next line.
- Level 4-heading**
→ This level is an indented, italicized, lowercase paragraph heading ending with a period. The text of the paragraph continues on the same line.

3.42-3.49: Numbers

- Use figures for
 - All numbers 10 and above
 - All numbers below 10 grouped for comparison with numbers 10 and above (there are exceptions)
 - Numbers directly preceding a unit of measurement
 - Statistical or mathematical functions (2nd quartile)
 - Numbers representing time; dates; ages; sample, subsample, or population size; points on a scale; money; parts of a series
 - All numbers in the abstract

3.42-3.49: Numbers (cont)

- Use words for
 - Numbers below 10 that are not precise measurements or grouped for comparison with numbers below 10
 - *Zero* and *one* when the numbers would be confusing
 - Beginning of a sentence, title, or heading
 - Common fractions
 - Commonly accepted usages (the Twelve Apostles)

3.42-3.49: Numbers (cont)

- Use a combination of figures and words when
 - Large rounded numbers (\$2.5 billion)
 - Back-to-back modifiers
 - First 10 items, 2 two-way interactions
- Decimal fractions
 - Include a zero (0.2 cm) if the number is < 1
 - No zero if the decimal fraction could be > 1 ($p < .05$)
- 1950s, 10s and 20s, fours and sixes
- International System Units (SI) can be used

3.54-3.59: Statistics

- Reporting results
 - ≤ 3 numbers, use a sentence
 - Between 4 and 20 numbers, use a table
 - ≥ 20 numbers, consider a figure
- Mean (SD)
- Median (range)
- Include spaces around all mathematical symbols
- Table 3.9 (pp. 141-144) lists statistical abbreviations and symbols

3.62-3.73: Tables

- All tables must be referred to in the text (most likely the Results section)
- Each table must be able to stand on its own and all abbreviations except *M*, *SD*, and *df* must be identified at the bottom
- Never say “the table above” because it isn’t! Say “as shown in Table 2” or “patient demographics (Table 1)”
- Be concise without sacrificing clarity
- Example tables on pp. 149-154, 157-160, 162-169, 171-173

3.74: Table Checklist

Ask yourself. . .

Is the table necessary?

Is the entire table – including the title, headings, and notes – double-spaced?

Are all comparable tables in the manuscript consistent in presentation?

Is the title brief but explanatory?

Does every column have a column heading?

Are all abbreviations; special use of italics, parentheses, and dashes; and special symbols explained?

Are all probability level values correctly identified, and are asterisks attached to the appropriate table entries?
Is a probability level assigned the same number of asterisks in all tables in the same article?

Are the notes in the following order: general note, specific note, probability note?

Are all vertical rules eliminated?

Will the table fit across the width of a journal column or page?

Is the table referred to in text?

3.75-3.84: Figures

- Graphs
 - Scatter plots, line graphs, bar graphs, pictorial graphs, circle (pie) graphs
 - Scatter plots, and line and bar graphs most common
- Also charts, drawings, photographs
- Refer to figures most likely in the Results section
 - “data are related (see Figure 1)”
 - “as shown in Figure 2, the relationships are”
- Legends and captions allow the figure to stand on its own.
- Example figures on pp. 180-187, 192-193, 196

Sizing and Type

Specifications for Figures

- Use 8-point to 14-point sans serif font, but vary all labels by no more than 4 points
- Use medium lines for axes, with tick marks as needed in equal increments
- Double slash if an axis does not start at zero
- Use simple geometric plot points

3.86: Figure Checklist

Ask yourself. . .

Is the figure necessary?

Is the figure simple, clean, and free of extraneous detail?

Are the data plotted accurately?

Is the grid scale correctly proportioned?

Is the lettering large and dark enough to read? Is the lettering compatible in size with the rest of the figure?

Are parallel or equally important figures prepared according to the same scale?

Are terms spelled correctly?

Are all abbreviations and symbols explained in a figure legend or figure caption? Are the symbols, abbreviations, and terminology in the figure consistent with those in the figure caption? In other figures? In the text?

Are all figure captions typed together on a separate page?

Are the figures numbered consecutively with Arabic numerals?

Are all figures mentioned in the text?

3.90-3.93: Appendixes

- Identifying and citing appendixes
 - If only 1 appendix, label it and refer to it as “Appendix”
 - If ≥ 2 appendixes, use letters, starting with Appendix A
- Body and headings
 - Give each appendix a title
- Tests and questionnaires
 - Include copies of instruments used (beware of the need for copyright permissions if you did not create the instrument)

3.94-3.103: Reference Citations in Text

- One work by 1 author
 - Walker (2000) compared reaction times
 - In a recent study of reaction times (Walker, 2000)
- One work by 2 authors
 - Walker and Smith (2000) compared reaction times
 - In a study of reaction times (Walker & Smith, 2000),

3.94-3.103: Reference Citations in Text (cont)

- One work by 3, 4, or 5 authors
 - First reference in the paragraph will give all names, and subsequent references in the same paragraph will use “et al.” (no italics and with period after “al”)
 - Wader, Rosen, and Rock (1994) found (1st citation)
 - Wader et al. (1994) found (2nd citation in paragraph)
 - Wader et al. found (subsequent citations in paragraph)
- One work by 6 or more authors
 - Cite only the surname of the first author and “et al.” with the year for all citations

3.94-3.103: Reference Citations in Text (cont)

- If 2 references from the same year shorten to the same form, you must always keep listing names until they are differentiated.
- Group authors are cited in a way as to allow the reader to find it in the reference list.
- For familiar group authors, identify the 1st time
 - National Institute of Mental Health (1999)
 - Subsequent citations can be (NIMH, 1999)
- No author works are cited in text by the first few words of the title

3.94-3.103: Reference Citations in Text (cont)

- ≥ 2 works in same parentheses
 - List alphabetically, like in the reference list
 - Multiple works by the same author are listed chronologically, oldest work first
 - Multiple works by the same author in the same year are given letters (a, b, c) after the year to identify them (this is carried onto the reference page)
 - Several studies (Johnson, 1991a, 1991b, 1994; Striker, 1990)

3.94-3.103: Reference Citations in Text (cont)

- Quotations must be cited by author, year, and page number (p. 213) or ¶ (¶ 4) for html articles
 - (Oksuta, 2003, p. 57)
 - Feingold, 1989, ¶ 16)
 - Feingold, 1989, Conclusion section, para. 6)
- Personal communications can be cited in text but do not appear in the reference list
 - M. J. Gerson (personal communication, September 15, 2008)

Chapter 4

Reference List

4.04: Order of References

- Alphabetical by first author's surname
- Multiple works by the same author are ordered by year of publication, with the earliest first
- One-author entries precede multiple-author entries beginning with the same surname
- If there is no author, use the title of the piece.
- Use (n.d.) if no date is given
- Include month (1992, May) for monthly magazines, etc. and the month and day (1994, September 16) for dailies and weeklies

4.07: General Forms

- 4.08: by author
- 4.09: by publication date
- 4.10 by title of article or chapter
- 4.11 by title of work and publication information (periodicals)
- 4.12 by title of work: nonperiodicals
- 4.13 by title of work: book chapters
- 4.14 by publication information (nonperiodicals)
- 4.15 by retrieval information (electronic sources)

4.16: Type of Work Referenced

Section	Type of Reference	Example Numbers (Pp.)
A	Periodicals	1-22 (239-247)
B	Books, brochures, and book chapters	23-40 (248-255)
C	Technical and research reports	41-48 (255-259)
D	Proceedings of meetings and symposia	49-53 (259-260)
E	Doctoral dissertations and master's theses	54-57 (260-262)
F	Unpublished work and publications of limited circulation	58-62 (263-264)
G	Reviews	63—64 (264-265)
H	Audiovisual media	65-70 (266-268)
I	Electronic media*	71-95 (268-281)

*Updates in the *APA Style Guide to Electronic References* to the manual make it a necessity, not a luxury. It is a PDF available for \$12.95 from the APA website <http://books.apa.org/books.cfm?id=4210509>.

Reference List Variations

- Author variations (p. 237)
 - Author as publisher, editors, government agencies, Jr. in name, no author, “with” authors
- Title variations (p. 238)
 - Non-English title with translation, revised or new edition, title within a title, two-part title, untitled work
- Publication information variations (p. 238-239)
 - In-press journal article, letter to the editor, no date, unpublished work

Electronic References

- PDF format is better than HTML
- Must include date of retrieval and web address
- Consider the integrity of the source carefully; Wikipedia is not acceptable
- Include digital object identifier (DOI) numbers if the article has one (not all do)
 - DOI is the electronic equivalent to a book's ISBN

Reference List Examples

EXAMPLES

CLU APA WORKSHOP

FALL 2008

References

- American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th Ed, Text Revision). Washington, DC: American Psychiatric Association.
- American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, *47*, 1597-1611.
- Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychology*, *44*, 1-26.
- Michal, M., Beutel, M. E., Jordan, J., Zimmermann, M., Wolters, S., & Heidenreich, T. (2007). Depersonalization, mindfulness, and childhood trauma. *Journal of Nervous and Mental Disease*, *195*(8), 693-696.
- Office of Educational Research and Improvement (1993). *What's wrong with writing and what can we do right now? Research report* (Report No. ED/OERI-93-8; OR-93-3076). U.S. District of Columbia. (ERIC Document Reproduction Service No. ED356477)

Reference List Examples (cont)

EXAMPLES

CLU APA WORKSHOP

FALL 2008

References

Osoba, D. (2007). Translating the science of patient-reported outcomes assessment into clinical practice. *Journal of the National Cancer Institute Monographs*, 37, 5-11.
doi: 10.1093/jncimonographs/lgm002

The National Commission on Writing for America's Families, Schools, and Colleges. (2003, April). *The neglected "R": The need for a writing revolution*. Retrieved November 3, 2006, from http://www.writingcommission.org/prod_downloads/writingcom/neglectedr.pdf

Schmidt, S. (2005). Attachment and coping. In A. V. Lee (Ed.), *Psychology of coping* (pp. 159-185). New York, NY: Nova Science Publishers, Inc.

Schore, A. N. (2003). *Affect dysregulation and disorders of the self*. New York, NY: W. W. Norton and Company, Inc.

Chapter 5

Manuscript Preparation

5.01-5.14: General Instructions

- 8½ x 11 in. paper
- Uniform 1 in. margins on all sides
- Double-space EVERYTHING!!!
- Left-justify type, leaving a ragged right margin
- Font
 - Times New Roman, 12-pt (serif)
 - Arial, 11-pt (sans serif)

5.01-5.14: General Instructions (cont)

- Page numbers in upper right corner beginning with title page
- No page numbers on figures
- Indent the first line of each paragraph and of each figure caption
- Indent and double-space (3.34) all lines in a block quotation (must use if quotation is ≥ 40 words)

5.01-5.14: General Instructions (cont)

- Order of the manuscript pages (5.05)
 - Title page (on separate page, page 1)
 - Abstract (on separate page, page 2)
 - Text (on separate page, starting on page 3)
 - References (start on separate page)
 - Appendixes (start each on separate page)
 - Author note (start on separate page)
 - Footnotes (list together, starting on separate page)
 - Tables (start each on separate page)
 - Figure captions (list together, start on separate page)
 - Figures (place each on separate page)

5.01-5.14 General Instructions

(cont)

- Spacing and punctuation
 - One space around commas, colons, semicolons, punctuation at the end of a sentence, after periods separating parts of a reference citation, after initials in personal names
 - NOTE: In sans serif font (e.g., Arial) 2 spaces after the end of a sentence looks normal.
 - Hyphens have no space before or after
 - Minus sign has a space on both sides
 - Negative values have a space before the sign but not after (i.e., -5.25)

5.15-5.22: Instructions for Typing

- Title page (5.15)
- Abstract (5.16)
- Text (5.17)
- References (5.18)
- Appendixes (5.19)
- Footnotes and notes (5.20)
- Tables and table titles, notes, and rules (5.21)
- Figures and figure captions (5.22)

Appendix A

Checklist for Manuscript Submission

Format and Content Check

- Questions to ask yourself regarding. . .
 - Format
 - Title page and abstract
 - Paragraphs and headings
 - Abbreviations
 - Mathematics and statistics
 - Units of measurement
 - References
 - Notes and footnotes
 - Tables and figures
 - Copyright and quotations