APA Style

1

Learning the Basics

The Paper Itself

- Format and Content

The Paper Itself

- **Language Use**

  - personal pronouns where appropriate
    - Try: We conducted an experiment…
    - Avoid: The authors conducted an experiment….

  - the active voice rather than passive voice
    - Try: We asked participants questions.
    - Avoid: The participants have been asked questions by the researchers.

The Paper Itself: Format

- APA Language is….

  - clear: be specific in descriptions and explanations

  - concise: condense information when you can

  - plain: use simple, descriptive adjectives and minimize figurative language

The Paper Itself: Format
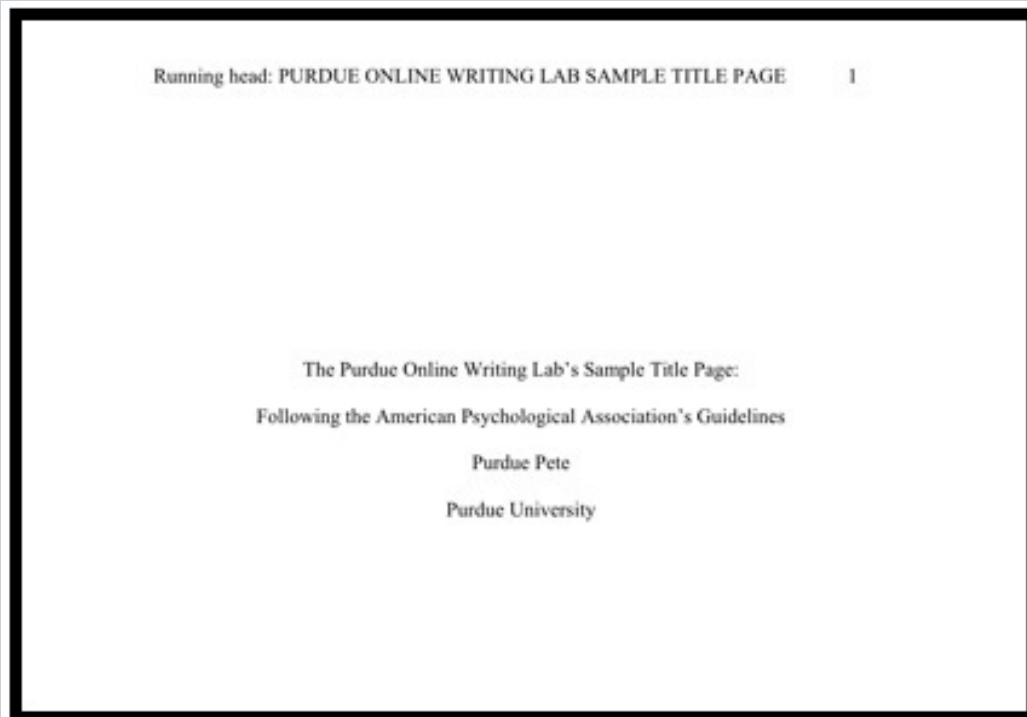
- Basic Format of APA Papers:

  - q   Double-spaced
  - q   Times 12-point (or similar) font
  - q   Pages numbered, top right corner
  - q   Headings
  - q   Title Page
  - q   Running Header

The Paper Itself: Format

- **Example of a Title Page:**

Running head: PURDUE ONLINE WRITING LAB SAMPLE TITLE PAGE   1

The Purdue Online Writing Lab's Sample Title Page:

Following the American Psychological Association's Guidelines

Purdue Pete

Purdue University

- Adapted from the
- Purdue Online Writing Lab:
- http://owl.english.purdue.edu/
- owl/resource/560/01/

The Paper Itself: Content

- Basic Sections in an APA Paper:

  - q Title Page
  - q Abstract
  - q Introduction
  - q Methods
  - q Discussion
  - q Results

The Paper Itself: Format

- **Example Page from an APA Paper:**

VARYING DEFINITIONS OF ONLINE COMMUNICATION   6

A Level 1 heading should be centered and bolded. If you use more than two levels of headings, consult section 3.02 of the APA manual (6th ed.) or the OWL resource on APA headings: http://owl.english.purdue.edu/owl/resource/560/16/

Discussion

In 2002, Cummings et al. stated that the evidence from their research conflicted with other data examining the effectiveness of online social relationships. This statement is supported by the aforementioned discussion of other research. There may be a few possible theoretical explanations for these discrepancies. First, one reviewed study by Cummings et al. (2002) examined only email correspondence for their CMC modality. Therefore, the study is limited to only one mode of communication among other alternatives, e.g., IM as studied by Hu et al. (2004). Because of its many personalized features, IM provides more personal CMC. For example, it is in real time without delay, voice-chat and video features are available for many IM programs, and text boxes can be

- Adapted from the
- Purdue Online Writing Lab:
- http://owl.english.purdue.edu/media/
- pdf/20090212013008_560.pdf

- General Format

- # Spacing and indentation

  ○ # Double-spaced, Hanging indent

- Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication.* Washington, DC: American Psychological Association.

- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for

  healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life*

  cycle (pp. 107-123). New York, NY: Springer.

  × Adapted from Purdue OWL website
  - http://owl.english.purdue.edu/owl/

- Order of references

  - By author name, last name first
  - Then by date of source, oldest first

Tannen, D. (1994). The relativity of linguistic strategies: Rethinking power and solidarity in gender and dominance. In: D. Tannen (Ed.), *Gender and conversational interaction* (pp. 165–188). Oxford: Oxford University Press.

Thonus, T. (1998). *What makes a writing tutorial successful: An analysis of linguistic variables and social context.* Unpublished PhD dissertation, Indiana University, Bloomington, IN.

Thonus, T. (1999a). How to communicate politely and be a tutor, too: NS-NNS interaction and writing center practice. *Text, 19,* 253–279.

Thonus, T. (1999b). Dominance in academic writing tutorials: Gender, language proficiency, and the offering of suggestions. *Discourse and Society, 10,* 225–248.

Thonus, T. (2001). Triangulation in the writing center: Tutor, tutee, and instructor perceptions of the tutor's role. *The Writing Center Journal, 21,* 57–82.

Thonus, T., & Plummer, L. (1999, April 16–18). *Methodology as mythology: Tutors' directive instruction.* Paper presented at the National Writing Centers Association, Bloomington, IN.

- Adapted from Thonus, T.
- (2002). Tutor and student
- assessments of academic
- writing tutorials: What is success? *Assessing* Writing
  - 8: 110 – 134

Formatting Sources

- Capitalize all major words in journal titles

- Italicize titles of longer works such as books and journals

- Do not italicize, underline, or put quotes around
- the titles of shorter works such as journal articles or essays in edited collections

Formatting Sources

• Invert authors' names (last name first followed by initials: "Smith, J.Q.")

• Alphabetize reference list entries the last name of the first author of each work

• Capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.

References: General Format

- ## Capitalization and Italicization

  - Titles of journals
  - Titles of books, articles and chapters of books

- Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication.* Washington, DC: American Psychological Association.

- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and

  transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

- Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(30), 5-13.

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  - Adapted from Purdue OWL website
  - http://owl.english.purdue.edu/owl/

References: General Format

- Sources with Multiple Authors

- Within a single citation, list multiple authors of a single source in the order they are given (NOT alphabetically).
  - Example:
    - Wittmer, S. & Sands, S. (NOT the other way around!)
- For works with more than seven authors, list the first six authors, followed by an ellipsis (…), then the last author.
  - Example:
    - Wittmer, S.; Sands, S.; Platt, C.; Roser, A.; Cunningham, V.; Reid, J….& Noel-Elkins, A.

References: General Format

The References Page

- Types of Sources

References: Types of Sources

- **General Format**

  q Author

  q Date

  q Title(s)

  q Location Information
      - Book: Place of Publication, Publisher
      - Journal: Volume (Issue) pages, DOI*

      × *If available

References: Types of Sources

- ## Books and Book Chapters

- What do we need in order to find a book?

- Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication.* Washington, DC: American Psychological Association.

- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for

  healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life*

  cycle (pp. 107-123). New York, NY: Springer.

References: Types of Sources

- ## Journals and Journal Articles

- What do we need in order to find a journal, and/or an article in a journal?

- Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(30), 5-13.

- Fong, J. (2009). Sacred nationalism: The Thai monarchy and primordial nation construction.

  Journal of Comtemporary Asia, 39, 673-696. doi:10.1080/00472330903077030.

APA Style

- In-Text Citations

In-Text Citations

- In-text citations help readers locate the cited source in the References section of the paper.

- Whenever you use a source, provide in parenthesis:

- the author's name and the date of publication

- for quotations and close paraphrases, provide the author's name, date of publication, and a page number

-

In-Text Citations

- ## General Format

  q   Author
  q   Date
  q   Location Information
  - ❑ page number(s)
  - ❑ paragraph number(s)
  - ❑ section number(s)

  × Adapted from
  × "Selected Differences between APA and MLA Style by Bruce Stoffel,
  × Psychology Librarian, Milner Library.

In-Text Citations

- Introduce quotations with signal phrases, e.g.
  - According to X. (2008), "...." (p. 3).
  - X. (2008) argued that "......" (p. 3).

- Use such signal verbs as:
  - acknowledged, contended, maintained, responded, reported, argued, concluded, etc.

In-Text Citations

- Include the author's name in a signal phrase followed by the year of publication in parenthesis.

- Recently, the history of warfare has been significantly revised by Higonnet et al. (1987), Marcus (1989), and Raitt and Tate (1997) to include women's personal and cultural responses to battle and its resultant traumatic effects.

In-Text Citations

- Provide the author's last name and the year of
- publication in parenthesis after a summary or a paraphrase.

- Though feminist studies focus solely on women's
- experiences, they err by collectively perpetuating the masculine-centered impressions (Fussell, 1975).

In-Text Citations

- When including the quotation in a summary/paraphrase, also provide a page number in parenthesis after the quotation:

- According to feminist researchers Raitt and Tate
- (1997), "It is no longer true to claim that women's
- responses to the war have been ignored" (p. 2).

In-Text Citations

- When citing an electronic document, whenever possible, cite it in the author-date style. If electronic source lacks page numbers, locate and identify paragraph number/paragraph heading.

- According to Smith (1997), … (Mind over Matter section, para. 6).

In-Text Citations

- When citing a work of unknown author, use the source's full title in the signal phrase and cite the first word of the title followed by the year of publication in parenthesis. Put titles of articles and chapters in quotation marks; italicize titles of books and reports.

- According to "Indiana Joins Federal
- Accountability System" (2008), …
- Or,
- ("Indiana," 2008)

When Do I Cite?

- ALWAYS give credit for the following:

❖ Words or ideas in a book, journal, or any other medium

❖ Information you gain from interviewing or speaking with another person

❖ Reprinted diagrams, charts, or images

When Do I Cite?

- ALWAYS give credit for the following:

❖ Reusing or reposting any electronically available media

❖ Building on any person's original ideas

❖ Paraphrased or directly quoted materials from texts

- Questions?

- Let's take a break,
- shall we?

- Above all, take the time to figure out what works for you.

The Writing Process

- **Don't forget your prewriting!**
- Brainstorm
- Research
- Outline

The Writing Process

- **Drafting a successful paper:**
- Every paragraph needs unity, coherence, a topic sentence, and adequate development.

- **Unity:**
- The entire paragraph should have a single focus.

- **Coherence:**
- The paragraph should be easy to understand and should make sense in the larger context of the paper.

- **Topic Sentence:**
- The paragraph includes a sentence that indicates in a fairly general way what idea or topic the paragraph is going to deal with.

The Writing Process

- **Adequate Development:**
- Use examples
- Cite data
- Evaluate causes and reasons / effects and consequences
- Analyze data

The Writing Process

- **Revision:**
- When preparing writing for distribution, never submit anything without having at least one other person read it.

The Writing Process

- **Proofreading:**
- Don't neglect the small stuff! Take the time to do it right.

The Writing Process

- **Try a variety of techniques to find what works best for you.**
- Read your paper out loud
- Read your paper backwards, sentence by sentence
- Circle every punctuation mark
- Have a friend read your paper to you
- Look up information you don't know

Smart Thinking

- www.smarthinking.com
- Login: SSU email
- PW: ssu