

**[SAMPLE TITLE PAGE]**

An Overview of the APA 6<sup>th</sup> Edition: Writing, Style, and Formatting

Student's name

Shippensburg University

In partial fulfillment of the requirements for CNS [course number]

Instructor's name

Date

**[NOTE: This is simply an authorship page to acknowledge the content contributions of others—John Dugan and Kurt Kraus.]**

An Overview of the APA 6<sup>th</sup> Edition: Writing, Style, and Formatting

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***Author's note:** This document and supporting presentation will cover the basics of APA writing and style. The purpose of this document and the presentation is not to exhaustively cover the spectrum of content in the 6<sup>th</sup> edition of the APA manual. Rather, the purpose is to provide a foundational level of awareness of APA formatting so that students will walk away informed but not overwhelmed. You will inevitably encounter situations that will require you to look beyond this resource—i.e., at the actual APA manual—to determine, for example, how to cite a book with 3 editors, one of whom has Jr. in his name. It would be impossible to cover the myriad scenarios listed in the manual. Instead, I've chosen to address the most common content areas and areas that have historically troubled students. Remember: this document and presentation are one tool in your arsenal, but they are not a substitute for the actual manual. Use all the available resources to maximize your academic outcomes in this program.*

### Recommended Resources

To execute competent and professional written work in your graduate counseling program at Shippensburg University, we recommend the following resources:

1. A **dictionary** (paper or electronic) to clarify the spelling and meanings of words
2. A 6<sup>th</sup> edition **APA Publication Manual** to consult for formatting and stylistic concerns
3. **This document**, which will clearly provide additional information about written work, APA format, and technology-related concerns.
4. A reliable and competent **proofreader**. A second set of eyes will usually spot mistakes that you, the original writer, overlook. Don't underestimate the power and utility of having a writing "buddy" to improve the quality of your written work!
5. If available from your instructor, a copy of a **sample paper** that earned an A grade. This resource will give you a visual image for formatting-related concerns when text-based descriptions are unclear. Also, it will reveal the superior level of execution, creativity, and expression of ideas necessary to earn an A.
6. A **jump or flash drive** to reliably back-up your written work in the event of a technology failure or power outage. This will allow you to archive your written work too. Avoid keeping all your academic work in one location only!

Note: Another good source for formatting help is actual articles that you will encounter in the readings for your classes. By reading these articles, you will become more familiar with APA format. However, recognize that some journals may deviate slightly from established APA format and protocol. Thus, the APA manual is the default authority on stylistic matters unless your instructor or the department provide explicit directions regarding formatting and writing.

\*I will provide live demonstrations of how to change the default settings on the PC version of Microsoft Word (2010) documents, which have a **.docx** extension. See me if you need assistance with Macintosh versions of Word or previous PC versions of Word.

**FORMATTING BASICS**

(pp. 228-229)

**Margins:** Page set-up should reflect 1” margins on all sides. The default on your word processing program is likely not set to these specifications, so you will need to change it.

\*Watch for my in-class demonstration on how to change these settings.

**Font:** Use a 12-point Times Roman or Times New Roman font for the text of your paper, including your running head and page number. If the default font is not set up as Times Roman or Times New Roman, I suggest that you change it so that you do not have to change it each time you submit a paper.\* Do not use smaller or larger font sizes to make your writing output fit your instructor’s paper length guidelines!

**Indentation & Alignment:** The first line of each paragraph should be indented five spaces (use tab key). The text of your paragraphs should be left justified, which means that the text lines will line up in a straight vertical line on the left side of the page, but will look jagged on the right side of the page.

**Line Spacing:** All pages should be **double-spaced** unless your instructor specifically says otherwise. A rule of thumb is to have 23 lines per page, which is the norm for a double-spaced page with a 12-point font that starts one inch from the top and ends one inch from the bottom. Do not add an extra line after a paragraph or before new headings. Note: you may need to change a setting on your word processing program to prevent this from happening.\* If you are using MS Word 2007, the default will need to be changed on this!!!

**Punctuation Spacing:** Place two spaces after sentence terminators (e.g., periods, question marks, exclamation marks). Place one space after commas, colons, and semicolons; periods as part of a reference citation; periods of initials in personal names. EXCEPTION: No spaces are used in abbreviations such as i.e., e.g., a.m., and colons used in ratios.

**Title Page:** See page two of this document to view an example of a properly formatted title page. Keep the title short—about 15 words or less—so that it is simple, concise, but relevant to the content of the paper.

**Running head:** A running head should be included in all papers and appears in the header of the document. It is traditionally a shortened version of your paper title. Typically, people will use the first part of a title when it includes a colon. The running head should be no more than 50 characters. Note that this is characters and not words. All punctuation, letters, and spaces count as characters. The name of your running head appears in all uppercase letters, is left justified, and preceded by the term “Running head” on the first page only. Note that the word “head” is *not* capitalized. See the sample title page on page two for an example. On subsequent pages, the term “Running head” is omitted. See this document as an example.

**Page Numbers:** Begin numbering your paper with the title page serving as page one. All page numbers should appear in the upper right hand corner within the document header. See page two of this document for an example. The second page of your document will mark the start of the text/body of your paper. The title of your paper should again appear as centered on the first line of the second page.

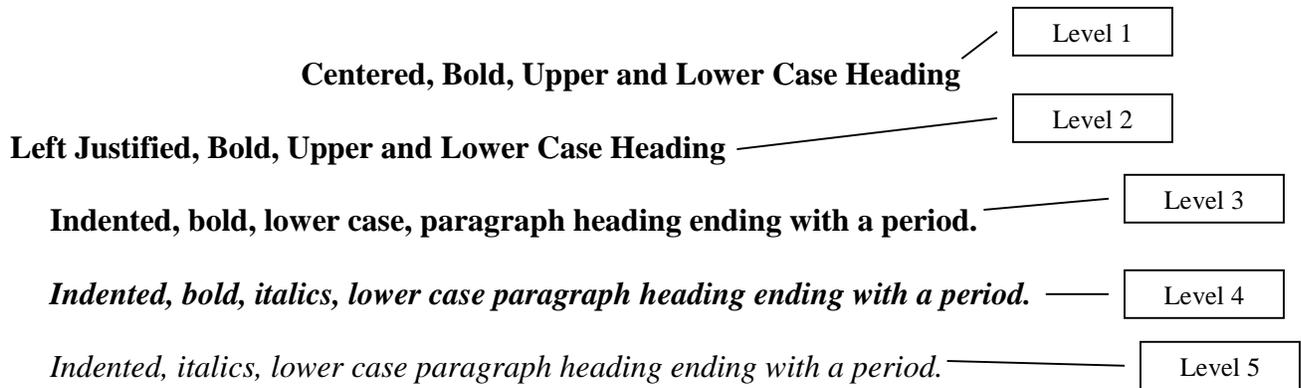
**Order of sections:** The order of sections for most papers is (a) title page, (b) body/text of paper [typically an introduction, several pages of content, followed by a conclusion], (c) references, and (d) appendices [as needed].

**Staple** the pages of your written work in the upper left hand corner before submitting them. If the paper has too many pages to accommodate a traditional staple, use a binder clip instead. Note: plastic covers for written work are unnecessary.

**Abstracts** are not typically required for most of your written work unless your instructor states otherwise. Abstracts are usually found in longer papers that are research oriented or experimental in nature, like a thesis or dissertation.

**Headings** (pp. 62-63): There are a total of five heading categories, although most papers will use only three to four levels. Heading levels provide a hierarchical organization to your paper. Topics of equal importance should have the same level. Additionally, sub-sections must have at least two headings for each section. The title of your paper always appears centered in upper and lower case at the top of the first page, but does *not* count as a level in your paper. Always begin with the first level and work towards the higher levels. Additionally, you should never use a heading titled *Introduction* as it is assumed that the first part of your paper is just that. See the next page for further details.

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- **HELPFUL HINT!!!** The following page will outline the HEADINGS/LEVELS of a paper/manuscript. Recognize that levels are applicable AFTER the title. The title is not bold-faced—on the title page or anywhere thereafter. The title appears in upper and lower case regular (non-bold-faced) letters and is centered across the top. Do not embolden your title on the title page and if it appears later in the paper (i.e., at the top of an Introduction, for example), use the same regular format. See page 54 or 57 in the APA Manual for an example, and see section 3.03 in the APA Manual (pg. 62) for a clear explanation of Headings and Levels.



**EXAMPLES**

SHORT PAPER (ONE LEVEL)

Student Athletes: An Overview of Population Specific Needs (Title)  
**Historical Issues (Level 1)**  
**Developmental Concerns (Level 1)**  
**Future Trends (Level 1)**

MEDIUM LENGTH PAPER (TWO LEVELS)

Student Athletes: An Overview of Population Specific Needs (Title)  
**Historical Issues (Level 1)**  
**Developmental Concerns (Level 1)**  
**Cognitive Development (Level 2)**  
**Identity Development (Level 2)**

LONG PAPER (THREE LEVELS)

Student Athletes: An Overview of Population Specific Needs (Title)  
**Historical Issues (Level 1)**  
**Developmental Concerns (Level 1)**  
**Cognitive Development (Level 2)**  
**Identity Development (Level 2)**  
**Racial identity. (Level 3)**  
**Gender identity. (Level 3)**  
**Future Trends (Level 1)**

THESIS OR DISSERTATION LENGTH (FOUR LEVELS OR MORE)

Student Athletes: An Overview of Population Specific Needs (Title)  
**Historical Issues (Level 1)**  
**Developmental Concerns (Level 1)**  
**Cognitive Development (Level 2)**  
**Identity Development (Level 2)**  
**Racial identity. (Level 3)**  
*Asian American college students. (Level 4)*  
*Latino college students. (Level 4)*  
**Gender identity. (Level 3)**  
**Future Trends (Level 1)**

### CONSIDERATIONS FOR MECHANICS, STRUCTURE, & STYLE

The following is a collection of additional APA 6<sup>th</sup> Edition rules that should be taken into account as you write. APA 6<sup>th</sup> Edition has an extensive front section that provides excellent insights into common grammatical and stylistic issues (e.g., economy of expression, passive voice) in the writing process (pp. 65-86).

- **Biased Language** (pp. 71): APA 6<sup>th</sup> Edition calls for the reduction of biased language in writing. This section of the book also provides substantial information on language issues. In general, avoid use of “loaded” terms (e.g., at risk) as they are not specific and open to misinterpretation.
  - **Gender:** Never use *he* as a generic pronoun. Writing should be done in such a way that gender-specific pronouns are not needed. Avoid use of *he or she* or *he/she* as it becomes distracting to the reader. Additionally, authors are advised that gender is cultural and sex is biological. Accurate use of these terms in writing is encouraged.
  - **Racial/ Ethnic Groups:** Capitalize names of racial/ ethnic groups, including *Black* and *White*. Do not use hyphens in designations such as *Asian American* or *African American*. Avoid language that reifies race or situates one group as normative (e.g., “minority” when meaning “non-White”).
  - **Sexual Orientation:** Do *not* use the term homosexual. Instead, use the terms *lesbian*, *gay* or *gay man*, *bisexual*. \*\* NOTE: APA 6<sup>th</sup> Edition does not call for these terms to be capitalized. However, many authors do so in publication as a means to advocate for the legitimacy of the population.
  - **Disabilities:** Use the term *handicap* only to refer to the source of limitation. When referring to people, use the terms: *person with \_\_\_\_\_*; *person living with \_\_\_\_\_*; *person who has \_\_\_\_\_*.
  - **Age:** As a general reference, *boy* and *girl* are used for people of high school age and younger, while *man* and *woman* are used for people 18 and older. The term *older person* is preferable to *elderly*.
- **AND versus &:** Only use the ampersand (&) in the reference list and in parentheses. Otherwise you should always use the word ‘and’ spelled out.
- **Commas in Series** (p. 88): Although it is grammatically correct to either use or omit a comma before the words *and/ or* in a series of three or more, APA requires use of the comma to increase readability.
- **Parentheses** (p. 94): Do *not* use back to back parentheses. Include everything in a single set of parentheses separated by a semicolon.
  - *Incorrect:* ... various leadership theories (e.g., chaos, relational) (Northouse, 2006).
  - *Correct:* ... various leadership theories (e.g., chaos, relational; Northouse, 2006).

- **Numbers** (pp. 111-114): You should spell out the word for numbers between one and nine. Numbers 10 and up can be typed in their numerical form. If a number begins a sentence, title, or heading it should be capitalized. However, it is better to reword the sentence and avoid using a number as the first word. Always use numerals for: representation of percentages (e.g., 7%), grouped comparison (e.g., 3 of 9 students completed the survey), statistical functions (e.g., multiplied by 7, 5 times as many), or denoting a specific place (e.g., chapter 5, row 9, page 196).
  - **Decimal Fractions** (p. 113): Use a zero before the decimal point with numbers that are less than 1 when the statistic can exceed 1 (e.g., Cohen's *d*, centimeters, inches).
  - **Plural of Numbers** (p. 114): When writing the plural of numbers you should not add apostrophes. The correct format would be: 1950s, sixes.
  
- **Latin Abbreviations** (p. 108):
  - **e.g.:** this translates to “for example.” It is always written in the lower case with a period after each letter and followed by a comma, and it is used only in parentheses:
 

The comparison sample will be used to examine specific student populations (e.g., athletes, resident assistants, orientation leaders) on campus.
  - **i.e.:** this translates to “that is.” It is always written in the lower case with a period after each letter and followed by a comma, and it is used only in parentheses:
 

Researchers found that involvement in a positional leadership role (i.e., election to a particular office) was the strongest co-curricular predictor.
  - **et al.:** this translates to “and others.” It is always written in the lower case and there is no period after “et.”
  
- **Statistical Abbreviations and Symbols** (pp. 117-123): Most statistical symbols are written in italics. See the above pages for further details.
  
- **Models, Theories, & Instruments** (p. 102): The names of models and theories should not be capitalized in papers. However, the names of instrument, tests, or scales, which are often named after model or theories, are capitalized. The words “test” or “scale” are not capitalized when referring to subscales of tests of an overall instrument. See examples below:
  - social change model of leadership
  - Astin's theory of involvement
  - social learning theory
  - Socially Responsible Leadership Scale
  - MMPI Depression scale
  - Leadership Practices Inventory

When describing “anchors” in scales (i.e., the naming conventions describing opposite ends of a coding spectrum) do *not* use quotation marks. Instead, put the names of the anchors in italics (p. 105).

  - Response options ranged from 1 (*strongly disagree*) to 5 (*strongly agree*).

- **Passive Voice** (p. 77): Avoid using the passive voice in your writing. For more information on how to reduce use of passive voice and for a more detailed explanation of what it is see: <http://grammar.ccc.commnet.edu/grammar/passive.htm>
- **Word Choices:** Be careful in your word choices and avoid some of the common errors below:
  - **Affect versus Effect:** *Affect* as a noun is emotion and feeling; as a verb it means to influence (e.g., color affects your impression of a painting). *Effect* as a noun is an outcome or consequence; as a verb it means to cause to happen (i.e., effect the results of the study).
  - **While versus Although:** *While* should only be used when you are referring to events that are happening at the same time (e.g., John cleaned the dishes while Erin put the food away). *Although* is often the word you should be using.
  - **Impacted:** The noun impact is appropriate, but use of the verb impacted is often incorrect. Only a tooth can be impacted. Switch to influenced or another word.
  - **Data:** The word *data* is typically plural. As such, you need to make sure you have subject verb agreement. “Data are representative of...”
  - **That versus Who:** *That* should never be used to describe a person. For example, it is “The researcher who guided,” NOT, “The researcher that guided.”
- **Paragraph Length:** As a general rule, paragraphs should be a minimum of three sentences long. No paragraph should be only one sentence. On the flip side of this, be aware of run-on paragraphs. Paragraphs should generally not fill entire pages. Divide up the information into organized sub-sections.
- **Anthropomorphism:** Anthropomorphism is the assignment of human forms, qualities, or actions to non-human things. In social science writing it is easy to do this (e.g., the research indicates, the data suggest). You want to reduce this as much as possible in your writing.
- **Prepositions:** Sentences cannot end with prepositions as it is grammatically incorrect. For a list of prepositions, see: <http://www.uazone.org/friends/esl4rus/prepositions.html>
- **Contractions:** Avoid using contractions (e.g., can't, won't, doesn't) in formal writing.
- **Etcetera:** Avoid using the term. It is the written equivalent of blah, blah, blah.

### Other writing and grammar-related concerns

**The emphases of writing** are different for the Sciences than the Humanities. While written work for the Humanities often has an expository tone and embraces colorful use of language, science writing adheres to the principle of parsimony. Good science writing is direct and concise, and uses the fewest words possible to express an idea or make a point.

Be consistent with **labels**. When referring to something as X, use that label throughout your paper. However, use pronouns where appropriate.

Avoid **“flowery” expressions** like “the effect of the intervention was extremely potent and beyond belief.”

Avoid **judgmental statements** with loaded adjectives or phrases like “the *wonderful* child...”

Do not use **contractions** (e.g., don’t, can’t, won’t etc.) in your written work.

When possible, avoid using **singular forms of pronouns** and subjects. For example, if you use “the child” in your paper, you will need to use the awkward pronoun combination of “him or her” or “his or her” instead of “their,” which is plural. Besides, we are typically not talking about one child, but *many* children, so the plural form is better anyway.

Here’s how it looks another way: Be careful about subject-possessive pronoun agreement errors!

A child	— his or his	children—	their
<i>(singular)</i>	<i>—(singular)</i>	<i>(plural)</i>	<i>—(plural)</i>

Avoid **slang expressions** (e.g., The participants noted that MTV was most excellent, but thought VH1 was pretty lame). Use language and a narrative tone that suggests a scientific and scholarly paper unless you are writing a personal narrative or journal for class.

Be sure you are clear about who **they or it refers to** when using pronouns (or any other term). If the previous sentence mentions, for example, teachers and students, and the next sentence starts with “They,” it may be unclear who you’re referring to—the teachers or the students!

When you use an **acronym** or abbreviated term like PSSA for the first time, spell it out—Pennsylvania System of School Assessment—and then put the abbreviation for it in parentheses immediately after it, which will look like this: Pennsylvania System of School Assessment (PSSA). This gives you license to refer to the Pennsylvania System of School Assessment as PSSA for the rest of your paper.

Be careful about the way you **label** people or individuals in your written work. Use “individuals with schizophrenia” rather than “schizophrenics.” In counseling, we don’t label individuals according to their disability or disabilities.

Insert **two spaces** after a period that completes a sentence, as is customarily done in writing. However, use one space for initials in a person’s name (e.g., B. F. Skinner).

See section 4.02 in the APA manual (p. 88) for more information about this...

Capitalize the important words in a title of a book or periodical that appears in the **text** of a paper. For example: Stephen Hawking wrote *A Brief History of Time* after the onset of Amyotrophic Lateral Sclerosis. In the **References section** of the paper, the book's title would appear as *A brief history of time*.

### **Frequently Asked Questions (FAQs) about APA rules:**

#### **What fonts and font styles are used in APA?**

Answer: APA uses a mixture of traditional fonts, bold-face styles, and italics in specified places. Generally, italics are used predominantly in the References section, and bold-faced styling is used to denote headings in the beginnings of paragraphs in the body of the text.

#### **How do I cite a secondary source?**

Answer: When citing a secondary source, you do not need to cite the year of study you're referring to...

For example: Brooks and Kraus, as cited in Arminio and Hess (2006) noted that...

For example: Brooks and Kraus (as cited in Arminio & Hess, 2006), noted that...

It's not necessary to provide the year for the Brooks and Kraus study.

(See section 6.17 on p. 178 of the APA manual for more information).

#### **When do I use an ampersand "&" versus when I am supposed to use the word "and"?**

Answer: The rule for using "and" versus "&" is simple. Use "&" only if it is enclosed within parentheses, like in a citation—(Lennon & McCartney, 1968). Otherwise, use the word "and."

For example, consider this passage... "A study by Lennon **and** McCartney (1968) found that music bands with insect names sold more tickets than music bands with statistical names."

HINT (and exception to the rule): In your References section, you'll always use "&."

**When do I need to include a page number for a quote?** Whenever you quote a source directly, you must use quotation marks and include a page or paragraph number. If you have a blocked quote that exceeds 5 lines in length, you do not need quotation marks, but you must still include the page or paragraph number.

*Example:* "The effect of the rock music intervention was salient for 12<sup>th</sup> grade students, but not 5<sup>th</sup> grade students" (Morrison & Hendrix, 1969, p. 24). You wouldn't need to include the page number if you paraphrased the original source and instead said—The group counseling treatment was effective for seniors but not fifth graders (Morrison & Hendrix, 1969).

If you have an electronic reference that lacks page but lists paragraph numbers, cite the paragraph number provided.

*Example:* Jackson and Jones (2007) sent so far as to suggest the need for a new "intellectual framework in which to consider the nature and form of regulation in cyberspace" (para. 4).

If you have an electronic reference that lacks overt page or paragraph numbers, instead cite the section heading from which it was obtained and then manually determine the paragraph number under that heading applicable to the quotation.

*Example:* In their study, Johnson et al. (2008) found the cognitive behavior intervention “explained the greatest percentage of between subjects variance in the statistical analyses” (Discussion section, para. 2).

**CITATIONS & REFERENCES IN TEXT** (p. 169)

The establishment of protocols for citing intellectual property and giving appropriate credit for original ideas is a core function of APA 6<sup>th</sup> Edition. Citations are provided not only for direct quotations, but also for any thoughts or ideas of others that you paraphrase. Whenever possible you should use primary sources in your papers. However, this requires that you go back to the original text and actually read it. Do *not* cite documents that you have not personally read.

**SECONDARY SOURCES**

IN TEXT: Name the original work, but give the citation for the secondary source:

McClelland's study (as cited in Cotheart & Haller, 1996) examined...

IN REFERENCE LIST: Cite the secondary source:

Coltheart, M., & Haller, M. (1996). Reading comprehension: Dual-route and distributed-processing techniques. *Psychological Quarterly*, 9, 589-608.

**PRIMARY SOURCES**

Citation of primary sources in text generally follows the author-date method. If the author's surname is mentioned in the text, then you simply add the year of publication in parentheses. For direct quotes a page number must be added. For example:

(Walker, 2000)

Walker (2000) found that...

(Walker, 2000, p. 82)

If the name of an author appears as part of the narrative (i.e., in text) then the year follows in parentheses and it is *not* necessary to include the year again when the author's name is repeated in the narrative of the same paragraph and cannot be confused with any other citations in the same paragraph. Any parenthetical references (i.e., the citation appears in parentheses) in the same paragraph *should* include the year.

In a recent study of reaction times, Walker (2000) found no interaction amongst variables in the cross-sectional data. Walker's research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However, interactions among variables were identified in the longitudinal data (Walker, 2000).

*However*, if the full citation appears in parentheses *first*, subsequent citations should always present the year along with the author's last name.

In a recent study of reaction times, no interaction amongst variables in the cross-sectional data (Walker, 2000). Walker's (2000) research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However, interactions among variables were identified in the longitudinal data (Walker, 2000).

**DO NOT SEPARATE AUTHOR AND YEAR.** An example of this citing error appears below: Walker's research supports the work of others studying similar variables (2000).

**One Work, One Author**

This post-industrial perspective on leadership is process-oriented and collaborative (Rost, 1993).

Rost (1993) introduced a post-industrial perspective on leadership that is process-oriented and collaborative.

**One Work, Two Authors (always use both last names)**

However, research has also challenged traditionally held assumptions regarding the transferability of leadership models across genders (Kezar & Moriarty, 2000).

Kezar and Moriarty (2000) point out that research challenges traditionally held assumptions regarding the transferability of leadership models across gender differences.

**One Work, Three – Five Authors**

Cite all authors the first time it appears in a manuscript. After the first time use only the first author's surname and et al.

Additional studies examined involvement in a formalized leadership program (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). Results from these studies were inconclusive (Cress et al., 2001).

Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) examined involvement in a formalized leadership program. Cress et al. (2001) found that results were inconclusive.

**One Work, Six or More Authors**

In the text cite only the surname of the first author followed by et al. If two references with six or more authors shortens to the same format, including year of publication, then shorten only to the point at which the citations can be differentiated and then insert et al.

A number of limitations of identity models are identified (Myers et al., 1991).

Myers et al. (1991) identify a number of limitations of identity models.

\* Note that in this situation you will still write out the first six authors' names in the reference list at the end of your paper. For eight or more authors the reference listing changes as described in the reference section of this guide.

**Abbreviations of authors' names in articles, books, etc.**

For traditionally-formatted citations:

	1 author	2 authors	3-5 authors	6+ authors
Article author>>	Smith (2001)	Davis and Jones (2002)	Pitt, Potts, Tieg, Hoyt, and Vars (2005)	Coye, Koch, Reys, Tams, Sims, Phipps, and Tines (2007)
<b>First appearance in proposal and within a single paragraph</b>				
1 <sup>st</sup> time	Smith (2001)	Davis and Jones (2002)	Pitt, Potts, Tieg, Hoyt, and Vars (2005)	Coye et al. (2007)
2 <sup>nd</sup> time within paragraph	Smith	Davis and Jones	Pitts et al. (2005)	Coye et al.
3 <sup>rd</sup> time+ within paragraph	Smith	Davis and Jones	Pitts et al.	Coye et al.
<b>Subsequent appearance in a new paragraph and there-after within that paragraph</b>				
1 <sup>st</sup> time	Smith (2001)	Davis and Jones (2002)	Pitts et al. (2005)	Coye et al. (2007)
2 <sup>nd</sup> time within paragraph	Smith	Davis and Jones	Pitts et al.	Coye et al.
3 <sup>rd</sup> time+ within paragraph	Smith	Davis and Jones	Pitts et al.	Coye et al.

For parenthetically-formatted citations:

	1 author	2 authors	3-5 authors	6+ authors
Article author>>	(Smith, 2001)	(Davis & Jones, 2002)	(Pitt, Potts, Tieg, Hoyt, & Vars , 2005)	(Coye, Koch, Reys, Tams, Sims, Phipps, & Tines , 2007)
<b>First appearance in proposal and within a single paragraph</b>				
1 <sup>st</sup> time	(Smith, 2001)	(Davis & Jones, 2002)	(Pitt, Potts, Tieg, Hoyt, & Vars, 2005)	(Coye et al., 2007)
2 <sup>nd</sup> time within paragraph	(Smith, 2001)	(Davis & Jones)	(Pitts et al., 2005)	(Coye et al.)
3 <sup>rd</sup> time+ within paragraph	((Smith, 2001)	(Davis & Jones)	(Pitts et al.)	(Coye et al.)
<b>Subsequent appearance in a new paragraph and there-after within that paragraph</b>				
1 <sup>st</sup> time	(Smith, 2001)	(Davis & Jones, 2002)	(Pitts et al., 2005)	(Coye et al., 2007)
2 <sup>nd</sup> time within paragraph	(Smith, 2001)	(Davis & Jones)	(Pitts et al.)	(Coye et al.)
3 <sup>rd</sup> time+ within paragraph	(Smith, 2001)	(Davis & Jones)	(Pitts et al.)	(Coye et al.)

**Explanations:**

♦For articles with a single author, include the year of publication except when you're citing this article more than once within the same paragraph.

♦Articles with 2 authors always use both authors' names. You will not use et al. with 2 authors.

♦Articles with 3-5 authors are the most tricky.

The first time an article with 3-5 authors appears in your proposal, list all 3-5 authors' names and the publication year.

e.g., **Pitt, Potts, Tieg, Hoyt, and Vars (2005)**

For the second appearance and thereafter, list the first author's name and add et al. afterwards, along with the publication year.

e.g., **Pitts et al. (2005)**

**Note:** You will never have to list all 3-5 authors' names again. Use the abbreviated format listed above—Pitts et al. (2005) in all subsequent paragraphs.

For the third appearance of a reference within a single paragraph, you can further abbreviate the reference by dropping the publication year as long as it cannot be confused with another publication written by the authors.

♦Articles with 6 or more authors are always abbreviated by citing the first author only and adding et al. and the publication year.

e.g., **Coye, Koch, Reys, Tams, Sims, Phipps, and Tines (2007)** is listed as Coye et al. (2007) in the text of your proposal.

Note: For references with six or seven authors, list all of them in the reference citation. For references with eight or more authors, list the first six authors, then insert three ellipses, and add the last author's name.

**SEE PAGES 177, 184 (6.27), and 198 (#2) in the APA Manual for more information and for exceptions/exclusions to these rules.**

**One Author, Two or More Works**

Use the year of publication to distinguish between one author's multiple works. List dates chronologically beginning with the earliest. If the author has more than one work in the same year, assign lowercase letters to each publication by alphabetizing the titles (exclude *A* or *The* when considering alphabetical order).

Researchers suggest that mentoring relationships follow a predictable life-cycle and are limited in duration (Kram, 1988, 1990a, 1990b, 1996, 2004).

Kram (1988, 1990a, 1990b, 1996, 2004) suggests that mentoring relationships follow a predictable life-cycle and are limited in duration.

**Groups as Authors**

Sometimes work is published under the name of a group or association (e.g., National Clearinghouse for Leadership Programs, National Science Foundation, University of Pittsburgh). The name of the organization should be spelled out in the first citation and abbreviated thereafter if an abbreviation makes sense. You must provide the abbreviation in the first citation and spell out the name in your reference list. Write out the name when it appears in your reference list.

The social change model advocates for leadership development grounded in social responsibility (Higher Education Research Institute [HERI], 1996). Increasing the individual's level of self-knowledge is a central principal (HERI, 1996).

**Works with No Authors**

If the author is listed as Anonymous, simply use this as the surname and follow the above protocol. If no author is provided, you should cite the first few words of the reference list entry, which is typically the title.

Limitations of this study include the lack of a large sample ("Study Finds," 1982).

The author of "Study Finds" (1982) suggests that the lack of a large sample is a limitation.

**Multiple Citations Supporting the Same Information**

At times you will need to list multiple authors as supporting a statement. Simply list all the authors and publication dates separated by semicolons.

The development of students as leaders remains a central goal for institutions of higher education (Astin & Astin, 2000; Boatman, 1999; McIntire, 1989).

**DIRECT QUOTATIONS**

(p. 170)

**Less than 40 Words**

Consider the citation as part of the sentence and put the terminal punctuation mark after the closing parenthesis.

It is suggested that “the redefinition phase is, finally, evidence of changes that occurred in both individuals” (Kram, 1998, p. 62).

Kram (1988) suggests that “the redefinition phase is, finally, evidence of changes that occurred in both individuals” (p. 62).

**More than 40 Words**

Quotations of more than 40 words should be presented in block format with a five space indentation on the left hand side only (use the tab key). Start the quote on a new line and place the page reference after the terminal punctuation mark. In the event that you quote multiple paragraphs, add an additional five spaces indentation to the first line of each paragraph. Note that block quotes should retain the double-spaced formatting required by APA style.

Newcomb (1962) suggested that:

In so far as we are interested in what college experience does to students' attitudes we must, because of the nature of attitude formation and change, be interested in the groups to which students (wittingly or not) yield power over their own attitudes. (p. 479)

**REFERENCE LIST**

(p. 180)

A reference list should be provided at the end of all papers to assist readers in identifying and retrieving sources. Only include references for material cited in your paper. Note that this is what differentiates a reference list from a bibliography.

Items in your reference list should be listed alphabetically by the first author's surname. The list is double spaced and formatted using a hanging indent (i.e., the second line of each item is indented five spaces). There are five core elements to each listing:

Element One = author

Element Two = year

Element Three = title of article/ chapter

Element Four = name of journal/ book

Element Five = publisher location and name

Samples of common reference formats are provided on the next page. A more expansive list can be found in the APA 6<sup>th</sup> Edition book (p. 193).

**Additional Considerations:**

- Publishers' Locations:** You are required to list the publisher's city and state for all books. If the publisher is a university you do not have to restate the name of the state if it appears in the name of the school.
- Several Works by the Same Author:** Arrange the references chronologically starting with the earliest date.
- Sources by both Author Individually and with Others:** In this case list the individual reference first, followed by the group publications.
- Sources with Six or More Authors:** For references with six or seven authors, list all of them in the reference citation. For references with eight or more authors, list the first six authors, then insert three ellipses, and add the last author's name.

Engberg, M., Dugan, J. P., Haworth, J., Williams, T., Kelly, B., Johnson, W., ...  
Stewart, S. (2009). *Navigating the complexity of higher education  
preparation program administration*. San Francisco, CA: Jossey-Bass.

- Capitalization:** Note that only the first word of a book or article title is capitalized. If the title has a colon, then the first word after the colon is capitalized as well. Each word in the title of a journal is capitalized.
- Italics versus Underline:** Italics are used for the names of book and journal titles in lieu of underlining.

### EXAMPLES OF COMMON REFERENCE ITEMS

#### **Books:**

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco, CA: Jossey-Bass.

#### **Edited Book:**

Gilligan, C., Lyons, N. P., & Hammer, T. J. (Eds.). (1989). *Making connections: The relational worlds of adolescent girls at Emma Willard School*. Cambridge, MA: Harvard University Press.

\* NOTE THAT THE NAME OF THE SCHOOL RETAINS ITS CAPITALIZATION SINCE IT IS A PROPER NOUN \*

#### **Chapter in an Edited Book:**

McEwen, M. E. (2003). The nature and uses of theory. In S. R. Komives, D. B. Woodard, Jr. (Eds.), *Student services: A handbook for the profession* (4<sup>th</sup> ed.; pp. 153-178). San Francisco, CA: Jossey-Bass.

\* NOTE THE COMMA, RATHER THAN A PERIOD, AFTER (EDS.) \*

#### **Journal Article (print version):**

Boatwright, K. J., & Egidio, R. K. (2003). Psychological predictors of college women's leadership aspirations. *Journal of College Student Development, 44*, 653-669.

Komives, S. K., Owen Casper, J., Longerbeam, S. D., Mainella, F., & Osteen, L. (2004). Leadership identity development. *Concepts & Connections, 12*(3), 1-6.

\* NOTE THAT BECAUSE THIS PUBLICATION BEGINS EACH ISSUE OF A VOLUME WITH PAGE ONE, YOU ARE REQUIRED TO PUT THE ISSUE NUMBER IN PARENTHESES NEXT TO THE VOLUME NUMBER. DO NOT PUT A SPACE BETWEEN THEM AND DO NOT PUT THE ISSUE NUMBER IN ITALICS. \*

#### **Magazine Article:**

Henry, W. A. (1990, April 9). Beyond the melting pot. *Time, 135*, 28-31.

#### **Abstracted Doctoral Dissertation:**

Tyree, T. M. (1998). Designing an instrument to measure the socially responsible leadership using the social change model of leadership development (Doctoral dissertation). Retrieved from *Dissertation Abstracts International*. (AAT 9836493)

**ELECTRONIC REFERENCE ITEMS**

A key addition to APA 6<sup>th</sup> Edition is an expanded section on citing electronic sources. Central to this in a reference list is the inclusion of digital object identifiers (DOIs). These are codes assigned to many, but not all, electronically published sources that allow for the more accurate retrieval of electronic documents. They are sometimes found on the actual electronic document (e.g., PDF), but may also be listed in the retrieval system (e.g., web database listing). Any sources that are retrieved electronically and provide a DOI should list it following the model below:

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. *Leadership Quarterly*, *16*, 315-338.  
doi:10.1016/j.leaqua.2005.03.001

If no doi is assigned to the online document, include the homepage URL for the periodical:

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. *Leadership Quarterly*, *16*, 315-338.  
Retrieved from  
[http://www.elsevier.com/wps/find/journaldescription.cws\\_home/620221/description](http://www.elsevier.com/wps/find/journaldescription.cws_home/620221/description)

\* NOTE THAT YOU DO NOT END THIS TYPE OF REFERENCE WITH A PERIOD. NOR SHOULD YOU LEAVE THE HYPERLINK IN THE URL. \*

Three key guidelines should inform your formatting of electronic reference items:

- 1) You should direct the reader as closely as possible to the item you are referencing;
- 2) When page numbers are not available use paragraph numbers to guide the reader to the appropriate section; and
- 3) Provide URL addresses that work.

See the APA 6<sup>th</sup> Edition for a comprehensive listing of types and formatting for electronic sources (p. 187).

### More about References

Here's an explanation of the proper citation format for a journal article with three authors that was obtained electronically from SU's library. This particular article lacks a digital object identifier (doi), so note its format:

---

Page, B. J., Pietrzak, D., & Sutton, J. M., Jr. (2001). National survey of school counselor Supervision. *Counselor Education and Supervision*, 41(3), 142-150.

Retrieved from EBSCOhost database.

---

Notice that it's double-spaced.

Notice that the second line and third lines are indented, but the first is NOT.

Notice that the authors' last names are fully spelled out, but their first and middle names are limited to just initials. Some authors provide only one initial while others provide two. Use at least one initial; use both if they are available.

Notice where there are spaces and where there aren't any... There is one space between an author's last name and first initial, and one space between the author's first initial and second initial.

Notice the punctuation between each name and initial. Commas go after each author's last name, periods go after each author's initials, and a comma separates each author in the list.

Notice the ampersand (&) before the last author's name. This always occurs unless the article is written by only one author.

Notice the year of publication is in parentheses after the last author's name, followed by a period.

Notice the title of the article. Only the first word is capitalized. The rest are not, unless the title is broken up by a colon. If that occurs, the first word after the colon is capitalized.

Otherwise, all words in the title remain in lowercase letters. The rare exception is for a true proper noun in a title. Example: Asian geography: The range of China.

Notice the period after the article's title.

Notice the name of the journal is *italicized*, and, unlike the title of the article, each word in the name of the journal is capitalized.

Notice the comma after the name of the journal.

Notice the volume number of the journal, which is *italicized*.

Notice the issue number, which appears afterwards and is **non-italicized** e.g., 41(3). Sometimes, the issue number is not available. If it is not listed, cite only the volume number.

Notice the page numbers of this article—its first and last page with a dash between them (e.g., 142-150).

**HINT:** watch out for the auto-correction feature on Microsoft Word. When you're doing your reference section and hit the <return> key to move the cursor to the next line so you can indent, MS Word will automatically capitalize the first word of this new line. Either turn off this feature or be careful. One way to reverse indent "hang" something is to hold down the Ctrl key when pushing the tab key. Try this for your second and third lines of references!

The formatting of **electronically-obtained (web-based)** sources has changed!  
See pages 188-196 in the APA manual for more information.

---

1. An electronic version of a source (e.g., journal article) that has a **digital object identifier (doi)**

Here's the proper citation format for a **journal article with two authors** and a **doi** that was **obtained electronically**:

*Basic format:*

Author, A. A., & Author, B. B. (Year of publication). Title of article. *Title of Journal*, volume number, pp-pp. doi:xx.xxxxxxxxxxxxxx

*Example:*

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi:10.1037/02786133.24.2.225

---

2. An electronic version of a source (e.g., journal article) that **lacks a doi number** but has a direct and non-password protected URL. (These are generally rare...)

Here's the proper citation format for an electronic **web-based journal article with two authors** that lacks a doi number. Instead, use the URL for the journal or source, which is typically this format: <http://www.xxxxxxxx.xxx> Note: Some web addresses lack the www prefix.

*Basic format:*

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number(issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

*Example:*

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>.

3. An electronic copy of a journal article (e.g., PDF full-text or HTML full-text) that **lacks a doi** and is **obtained from a password-protected or restricted-access database** (like our library's databases at SU): \*Note: This will occur with articles obtained from prominent counseling journals like the *Journal of Counseling & Development*, *Counselor Education and Supervision*, and *Professional School Counseling* because none of them currently have doi numbers. However, other counseling and CSP journals may have doi numbers. \*\*\***Solution: Look for the doi, and if there isn't one, use this format if the source is obtained electronically from one of our library's databases.**

*Basic format:*

Author, A. A., & Author, B. B. (Year of publication). Title of article. *Title*

*of Journal, volume number, pp-pp. Retrieved from Name of database.*

*Example:*

Scarborough, J., & Luke, M. (2008). School counselors walking the walk and talking the talk:

A grounded theory of effective program implementation.

*Professional School Counseling, 11, 404-416. Retrieved from EBSCOhost database.*

### **How to audit your References section**

Check your References section to ensure that you have a reference for every primary (non-secondary-sourced) citation used in your paper. If you cite Smith and Wesson (2005) in your paper, make sure that you have a reference in the References section for Smith and Wesson (2005). Do this for every primary-type citation in your paper.

#### **HOW TO DO IT:**

- 1) Print a copy of your References section and have it handy.
- 2) Now systematically go through your paper one paragraph at a time (starting on page 2 to the end) and check off (on the References section that you printed) any reference that you used. This process will show you if you omitted any reference that you cited in your paper.
- 3) Conversely, this process will also show you if you have a reference listed in your References section that does not have an applicable textual citation attached to it.
- 4) Make the necessary additions or deletions and you're done.

Remember: You will not have a reference listed for articles that are secondary sources (e.g. Colt & Remington, as cited in Howitzer (2004)). In this example, your References section would have a reference for Howitzer (2004), not Colt and Remington.

If you're thorough, you won't make an error in this area. An easy way to check for a citation that you've listed in your references section that you cannot find is to use the "FIND" feature under the "EDIT" menu of MS Word.

### APA Manual reference sheet with applicable page numbers

Here's a list (in numerical page-order) of commonly viewed pages in the APA manual. It can be difficult to locate what you're looking for in the APA manual. I suggest that you use post-it notes for your "favorite" pages.

Front and back inside covers: Brief contents and reference information ✓

p. 41 – 59: Sample papers ✓

p. 62 Levels of headings ✓

P. 64 Seriation ✓ (The girls ran (a) 100 meters, (b) 800 meters, and (c) 1500 meters).

p. 77 Active versus passive voice ✓  
The survey was conducted by Armstrong (passive)  
Armstrong (2005) conducted the survey (active)

p. 79-86 Grammar and syntax ✓

p. 87-89 Spacing, periods, commas, etc. ✓

p. 101 Capitalization ✓ (when to capitalize titles and when not to...)

p. 106 Abbreviations ✓

p. 111 Expressing numbers as numbers versus words (e.g., 1 or one?) ✓

p. 170 Quotes, block quotes, and paraphrasing ✓

p. 174 Reference citations in text ✓  
Walker (2000) compared the GRE scores of incarcerated men and women and found that incarcerated men scored lower than incarcerated women.  
OR  
Incarcerated men's math GRE scores were lower than incarcerated women's math GRE scores (Walker, 2000).

p. 177 \*\*\*How to abbreviate authors in text citations ✓ **IMPORTANT**  
\*\*\*How to cite articles appearing multiple times in the your paper

p. 178 Secondary sources (e.g., Johnson, as cited by Keys and Hess (1999), noted that...)

p. 180 Order of references in reference list

p. 187 Electronic and web-based sources

To insert a header and page number, go to the Insert menu, select header, type it, and make sure it's left justified. Do this again for page number, and right justify the page number.

To change the default font on PC Word (2007), hit the tiny arrow in the lower right corner of the Font menu. Change the font to Times New Roman, and then hit the Default button in the lower left.

To change the default margins, go to Page Layout menu, select Margins, and then Custom. Make 1" margins, and then hit the default button.

## Changing default settings and other helpful tricks in Microsoft Word (PC version)

**To change the margins** of your papers so that the default is properly formatted to 1", go to **[Page Layout]** menu, select **[Margins]**, and then **[Custom]**. Make 1" margins, and then hit the **[Default]** button at the bottom part of the page. Voila, all your new Word documents will automatically have correctly formatted margins!

**To change the font** of your papers so that the default is Times New Roman 12 point, hit the **tiny arrow** in the lower right corner of the **[Font]** menu. Using the drop-style menu, change the font to Times New Roman and the size to 12 point, and then hit the **[Default]** button in the lower left side of the page. Voila, all your new Word documents will automatically have the correct font and size!

**To create the correct running heads** for your paper, do the following:

Go to page two of your document and create the running head by clicking on the top upper margin of the page. You will then be able to enter your desired running head (IN ALL CAPITAL LETTERS) that will appear on page two and all subsequent pages.

### EXAMPLE OF RUNNING HEAD

Then, go to your title page (page one) and click on the **[page layout]** tab at the top-middle of the Microsoft Office menu appearing at the top of the page. Look for the **[Headers & Footers]** section and click on the box that indicates **[Different first page.]** Return to your Word document. Then go to the top margin of page one, click on it to engage the header function, and type in the header that appears on page two, but with the words "Running head" (with no quotation marks) added to it.

Running head: EXAMPLE OF RUNNING HEAD

Note: the first page names the running head, but the subsequent pages do not. See the handout for more examples of what this looks like.

**To insert a page number**, go to the Insert menu, select page number, and select the setting that allows you to right justify the page number to the top right hand corner.

**To change the spacing of the lines** in your paragraphs so your papers are automatically double-spaced (required by our department and APA) and do not have extra spaces added after paragraphs (which is the default—it needs to be changed), do this:

1. Make sure your document is on the **[Home]** tab appearing at the top of the page
2. Click on the little arrow in the lower right hand side of the **[Paragraph]** section in the middle of the page.
3. Make sure you're on the **[Indents and Spacing]** tab. (The other is Line and Page breaks).
4. Look for the **[Spacing]** section in the middle of the page. The settings for **[Before]** and **[After]** should be **0 point**.
5. Click the box that says **[Don't add space between paragraphs of the same style]**.
6. Change the setting on the [Line spacing] box so that it says **[Double]**.
7. Click the **[Default]** box at the bottom of the page. Answer **[Yes]**.

# How to Cite Internet Sources (APA and MLA Styles)

## APA (American Psychological Association) Style (see other side for MLA)

- If you cannot find all of the suggested information, cite what you do find in the recommended order.
- Examples are single spaced; **DOUBLE SPACE** citations in your reference list.
- Journal title and volume numbers are placed in *italics*.
- For more information on APA citation style, see <http://www.apastyle.org/eleceref.html>
- Examples of citing resources from Electronic Databases see handout *How to Cite Electronic Database Sources*.

TYPE	FORMAT <small>*Indent lines following the first line of the citation 5 to 7 spaces</small>	EXAMPLE
<b>WEB SITE</b>  <b>Citing an entire Web site</b>	If you reference an entire Web site (rather than a specific document on the site), you may just give the address (URL) in the text. No works cited entry is needed.	In the text of your paper, cite like this:  Kidpsych is a wonderful interactive Web Site for children ( <a href="http://www.kidpsych.org">http://www.kidpsych.org</a> ).
<b>WEB PAGE</b>  <b>An article from an online journal</b>	Author. (date of article). Article title. <i>Journal Title</i> , vol.(issue), pages. Date information retrieved, from URL	Jacobsen, J.W. (2001). A history of facilitated communication. <i>American Psychologist</i> , 50(2), 750-752. Retrieved August 25, 2001, from <a href="http://www.apa.org/journals/jacobsen.html">http://www.apa.org/journals/jacobsen.html</a>
<b>WEB PAGE</b>  <b>An article from an online newspaper</b>	Author. (Year, Month Day). Article title. <i>Newspaper Title</i> . Date information retrieved, from URL.	Pear, R. (2003, January 2). Gains reported for children of welfare to work families. <i>The New York Times on the Web</i> . Retrieved January 4, 2003, from <a href="http://www.nytimes.com/2003/01/2/WELF.html">http://www.nytimes.com/2003/01/2/WELF.html</a> .
<b>E-MAIL</b>	Treat as a personal communication. Do not cite in the reference list.	In the text of your paper, cite like this: L.A. Chafez (personal communication, January 3, 2003).