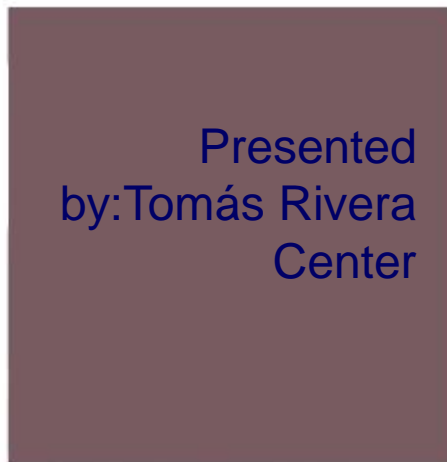
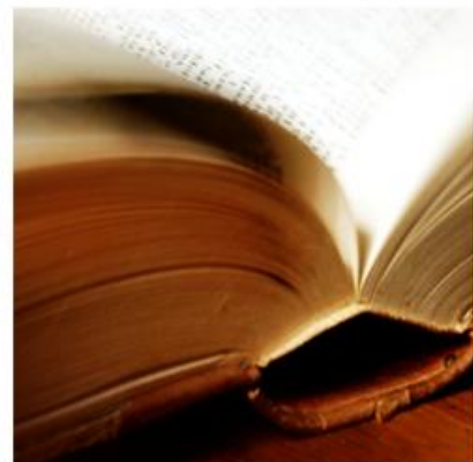


Publication Manual of the American Psychological Association (APA) 6th Edition Writing Style Workshop



Why should I learn APA style?

- Provides reader with a consistent format
- Allows reader to focus on content
- Consistency is easier for the writer to follow the rules
- Graduate school prep
- Used in the field for publication

Citation Style Comparisons

	APA	MLA	Chicago
Purpose	Focuses on current research & researcher	Focuses on author & pinpoint citations	For publishing; most often in books
Subject areas	Education, Communication, Psychology	Languages, Literature	History, Business, Computer Science
Header	Running head with title & page number	Last name, with page number	Running head with last name
Distinguishing factor	Year of publication is very important (within 10 years is considered current)	Page numbers for all used material- quotes or paraphrases	Footnotes
Block quotes	Block quote for 40 or more words	Block quote for more than four typed lines	Block quote for 100 or more words
Positives	Research based, simplified numbers	Streamlined; familiar	Footnotes allow text to be unencumbered by citations
Reference page title	References	Works Cited	Bibliography


What we will cover today

- Changes in the 6th Edition
- General Manuscript Instructions
- Common grammar/punctuation mistakes
- References IN text
- Quotations in text
- Reference List
- Bias in language
- Helpful tools for writing

Overall Changes

- More tech savvy
- Book is reorganized for better use, from publication basics & ethics, to structure & content, to writing style & rules, then graphics, then working with the publisher.
- Focus has been broadened to include readers in the social and behavioral sciences.

Plagiarism & Self-Plagiarism (p. 15)

- 
- *Each time* you paraphrase or quote another author you must credit the source in the text.
 - In APA there is no such thing as “bookending” your paragraph with a citation at the beginning and end. Each sentence that is paraphrased must have a citation.
 - Self-plagiarism is reusing your own work by passing it off as new scholarship. You must cite yourself if you do this.

Major Manuscript Changes in the 6th Edition

- Page header now includes Running head (p. 230)
- Electronic journal references includes DOI (digital object identifier) (p. 198)
- Heading levels changed, including using boldface type for many (p. 62)
- Two spaces after a period at the end of a sentence (p. 88)

Tabbing the Manual

- Changes p. 4
- Appendix p. 38
- Sample Paper p. 41
- Headings p. 62
- Tables & Figures p. 127
- Quoting p. 170
- Reference in Text p. 174
- Reference list p. 193
- Checklist p. 241

General Instructions for Preparing a Paper Manuscript (Section 8.03, p. 228)

- Typeface 12pt Times New Roman
- Double spaced
- Margins are 1 inch on all sides
- Page numbers in upper right-hand corner, starting on title page
- Two spaces at the end of a sentence recommended.
- Remember, title of paper is repeated on first line of text (page two, generally)

Header changes

- The header now includes the Running head: IN UPPER CASE (max of 50 characters, including spaces)

Running head: INDIVIDUAL DIFFERENCES IN BIMODAL PROCESSES

1

- But on subsequent pages the words “Running head” are not there.

INDIVIDUAL DIFFERENCES IN BIMODAL PROCESSES

2

- In Word 2007, once you are in header, use “different first page” tool to create this.

General Instructions, cont.

- Title Page
 - Title
 - Name
 - Institutional Affiliation
- Running Head
 - (less than 50 characters, including spaces)
 - Fully justified as a header with page number

Individual Differences in
Bimodal Processing and Text Recall
Bruce R. Dunn and Maria L. Garcia
University of Texas at San Antonio

Headings (p. 62)

- There are five levels of headings which follow a top-down progression.

Centered, Boldface, and Upper and Lowercase Heading

Flush Left, Boldface, and Upper and Lowercase Heading

Indented, boldface, lowercase heading ending with a period.

Indented, bold face, italicized, lowercase heading ending with a period.

Indented, italicized, lowercase heading ending with a period.

First...

- Common grammar mistakes in APA papers



Commas (p. 88)

- Use in series of three or more items
 - The height, width, or depth
- Use to set off nonessential clauses
 - Switch A, which was on a panel...
- **DO NOT USE** before an essential clause
 - The switch that stops the recording device also controls the light.

Semicolon (p. 89)

- Use to separate two independent clauses that are not joined by a conjunction
 - The participants in the first study were paid; those in the second study were unpaid.
- Use to separate elements in a series that already contain commas
 - The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.

Colon (p. 90)

- Use between a complete introductory clause and a final phrase. (If the clause following the colon is a complete sentence, it begins with a capital letter.)
 - Freud (1930/1961) wrote of two urges: an urge toward union with others and ...
- **DO NOT USE** after an introduction that is not a complete sentence.
 - The formula is $r = e + a$. (correct)
 - The formula is: $r = e + a$. (incorrect)

Dash (p. 90)

- Use to indicate a sudden interruption in the continuity of a sentence
 - These two participants—one from the first group, one from the second—were tested separately.
- However, overuse weakens the flow of material.

Quotation Marks (p. 91)

- Use to introduce a word or phrase used as an ironic comment or coined expression only the first time it is used.
 - Considered “normal” behavior
 - This is an ironic use of “normal”, therefore it is put in quotation marks.
 - The “good-outcome” variable
 - This is a term coined by the student writer, therefore it is put in quotation marks.
- To set off the title of an article or chapter in a book when used in text (NOT in the reference list).

Quotation Marks, cont.

- DO NOT USE to cite a letter, word, phrase, or sentence as a linguistic example. (Instead, italicize them.)
 - He clarified the difference between *farther* and *further*.
- DO NOT USE to introduce a technical or key term. (Instead, italicize them.)
 - The term *zero-base budgeting* appeared...

Parentheses (p. 93)

- Use to introduce an abbreviation
 - Effect on the galvanic skin response (GSR)
- Use to set off structurally independent elements.
 - The patterns were significant (see Figure 5).
- To enclose statistical values
 - Was significant ($p < .05$)

Parentheses, cont.

- **DO NOT USE** to enclose material within other parentheses; use brackets.
 - (the Beck Depression Inventory [BDI])
- **DO NOT USE** back to back.

Brackets (p. 94)

- Use to enclose parenthetical material that is already within parentheses
- To enclose material inserted in a quotation by some person other than the original writer
 - “when [his own and others’] behaviors were studied” (Hanisch, 1992, p. 24)
- **DO NOT USE** to set off statistics that already include parentheses.

Slash (p. 95)

- Use to clarify a relationship in which a hyphenated compound is used
 - Hits/false-alarm comparisons
- **DO NOT USE** when a phrase would be clearer
 - Mother or guardian (rather than mother/guardian)
- **DO NOT USE** for simple comparisons
 - Test-retest reliability (rather than test/retest)

Capitalization (p. 101)

- Capitalize major words in titles and headings within body of paper (not in references).
- Capitalize the first word after a colon or dash in a title.
- Capitalize proper nouns and trade names.
- DO NOT CAPITALIZE names of laws, theories, models, or hypotheses. (But retain capitalization of personal names.)
 - We saw significant evidence of Rogerian theory or person-centered theory in the...

Capitalization, cont.

- Capitalize nouns followed by numerals or letters that denote a specific place in a numbered series (unless it is a common part of a book or table.)
 - On Day 2 of Experiment 4
 - chapter 4
- **DO NOT CAPITALIZE** nouns that precede a variable.
 - trial n (variable); Trial 3 (number)

Capitalization, cont.

- Capitalize exact, complete titles of tests
- **DO NOT CAPITALIZE** names of conditions or groups in an experiment
 - experimental and control groups
- Capitalize names of derived factors within a factor analysis
 - Mealtime Behavior (Factor 4)

Italics (p. 104)

- Use for titles of books, periodicals, and microfilm publications
- Use to introduce a new, technical, or key term or label (only the first time)
- Use for letters, words, or phrases cited as a linguistic example
 - Words such as *big* and *little*


Italics, cont. (p. 107)

- Use for words that could be misread
 - The *small* group [meaning a designation, not a group size]
- Use for letters used as statistical symbols
 - *t* test
- Use for anchors of a scale
 - Ranged from 1 (*poor*) to 5 (*excellent*)

Abbreviations (p. 106)

- Use sparingly
- Use standard Latin abbreviations *only* in parenthetical material (e.g., i.e., vs., etc.) and outside use (for example, that is, versus, and so forth) (pg. 108)

Seriation (Lists) p. 63

- 
- Within a paragraph or sentence, identify elements in a series by lowercase letters in parentheses.
 - The participant's three choices were (a) working with another participant, (b) working with a team, and (c) working alone.
 - Separate paragraphs in a series are identified by an Arabic numeral followed by a period.
 1. Individuals who...
 2. Depressed persons exposed to...
 - You can use bullets for this, if you feel it gives an ordinal weight to the first item, but the manual explains that once you turn it into a journal they will most likely change this back for publication purposes- so might as well stick to the old way.

Numbers (p. 111)

- Use figures/numerals to express:
 - All numbers 10 and above
 - All numbers below 10 that are grouped for comparison with numbers 10 and above (i.e. 2, 6, and 15-- not two, six, and 15)
 - This is now optional in the 6th Edition.
 - Numbers that immediately precede a unit of measurement (i.e. 3 lbs.-- not three lbs.)
 - Numbers that denote a specific place in a numbered series (Trials 1, 2, and 3-- not Trial one)
 - Numbers that represent statistical or mathematical functions (more than 5% of the sample-- not five percent of the sample)
 - Numbers that represent time, dates, ages, etc.

Numbers, cont.

- Use words to express:
 - Numbers below 10
 - Any number that begins a sentence or title (i.e. Three blind mice were all talking...)
 - Common fractions (i.e. one-fourth, one-third)
 - Universally accepted usage (the Ten Commandments)

Numbers, cont.

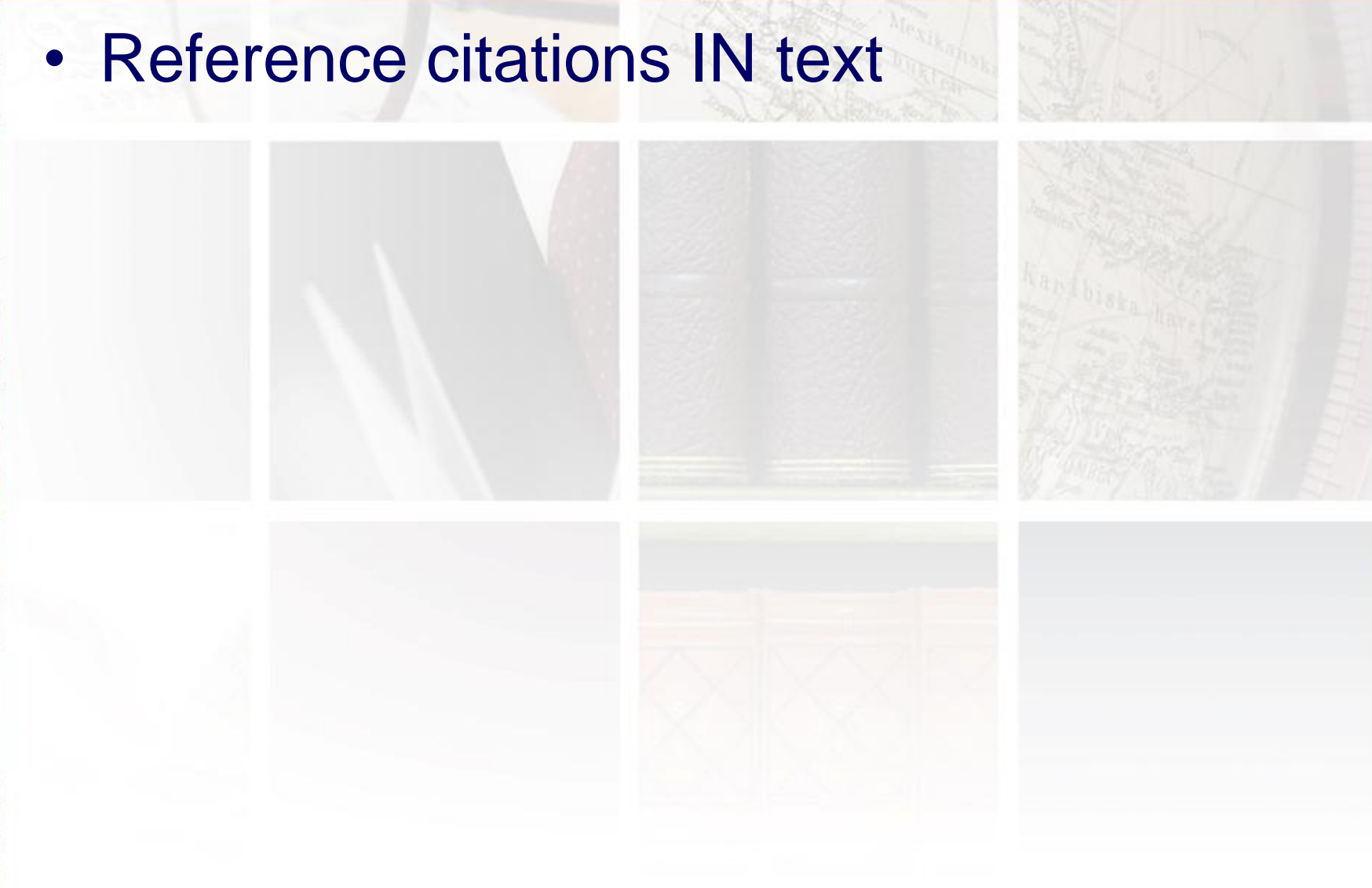
- Use a combination of figures and words to express:
 - Rounded large numbers (starting with millions)
 - 3 million people (not three million people)
 - Back-to-back modifiers
 - Twenty 6-year-olds (not 20 6-year olds)

Numbers, cont.

- Use a zero before decimal point when numbers are less than 1
 - 0.23 cm, 0.48 s
- DO NOT USE a zero before a decimal fraction when the number cannot be greater than one (e.g. correlations, proportions, and levels of statistical significance)
 - $r(24) = -.43, p < .05$

Next up...

- Reference citations IN text



Reference Citations in Text

- One Author:
 - Smith (2002) found...
 - (Smith, 2002).
- Two Authors:
 - Smith and Jones (2003) found...
 - (Smith & Jones, 2003).

Reference Citations in Text, cont.

- Three, Four, or Five Authors:
 - 1st time:
 - Smith, Jones, and Black (2001) found...
 - After the 1st time:
 - Smith et al. (2001) found...
 - After 2nd time, but inside the same paragraph:
 - Smith et al. found...

Reference Citations in Text, cont.

- **Six or More Authors:**
 - Smith et al. (2002) found...
- **Groups as Authors:**
 - 1st Citation:
 - (American Psychological Association [APA], 2000).
 - Subsequent Citations:
 - (APA, 2000).

Reference Citations in Text, cont.

- **Anonymous or No Author**
 - Use first few words of reference list entry (usually title):
 - (“Study Finds,” 1995)
 - (TEA, 2007)
- **Authors with Same Surname**
 - Include initials
 - S. T. Smith (2000) and J. D. Smith (1999)

Reference Citations in Text, cont.

- Two of more works within the same parentheses
 - In order alphabetically, as they would appear in references, separated by semi-colons
 - (Jones, 2003; Thomas, 2010)
 - If by same author, then by date
 - (Jones, 2003, 2007)

Third topic...

- How to do Quotations in text...



Quotations in Text

- Display quotation of fewer than 40 words in double quotation marks. Include page number in parentheses (pinpoint citation).
 - Black (1993) stated, “The ‘placebo effect’ ... disappeared when behaviors were studied in this manner” (p. 276).

Quotations in Text, cont.

- Display quotation of 40 or more words in block quotation (double spaced) without quotation marks.
 - Black (1993) found the following:

The “placebo effect” had been verified in previous studies. This effect was found to be indicative of a patient’s belief that they were suffering from x diagnosis and were receiving y medication which was helping them to reduce z psychosomatic side effects. (p. 276)



Quotations in Text, cont.

- Omitting material (insert ...)
 - If you decide ... to delete something
- Inserting material (use brackets)
 - Yada yada [more the same] and so forth
- Adding emphasis (use brackets to explain emphasis)
 - [emphasis added]
- Citations for quotations must include author, year, and page number!!

Fourth topic...

- The Reference List!!



References

- Remember reference page is titled References and they are:
 - Double spaced
 - In alphabetical order
 - And formatted with a “hanging indentation”
 - Easiest way is to type references like your normally would, select/highlight them all, and then in Word, under FORMAT- Paragraph- select hanging indentation!
 - Also, Word 2007 has a sort function, so it can alphabetize your references if you highlight them and select that function.

Reference List

- Journal Article accessed in print

Carlson, L. A. (2003). Existential theory: Helping school counselors attend to youth at risk for violence. *Professional School Counseling, 6*(5), 10-15.

Reference List

- Journal Article (accessed electronically) with DOI

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: 10.1037/0278-6133.24.2.225

Reference List

- Journal Article (accessed electronically) without DOI
- Give URL: Retrieved from <http://www.xx> (prefer the journal website and not the link directly through the database, for access reasons)

Silick, 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>

Using a DOI

- How do you find the doi on an article?
 - [Example on EBSCO](#)
- How to use a doi you found?
 - <http://dx.doi.org>
 - <http://crossref.org/>

Reference List

- Entire Book:

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

- For electronic versions use
 - doi if provided and no publishing location or
 - Retrieved from <http://www.websitename.org>
 - No retrieval date necessary

Reference List

- Chapter in an edited book:

Johnson, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Reference List

- Journal with more than seven authors
- Gilbert, D. G., McCleron, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ... Botros, N. (2004). Effects of quitting smoking on EEG activation and attendtion last for more than 31 days and are more severe with stress. *Nicotine and Tobacco Research*, 6, 249-267.

Reference List

- English translation of a book:

Lang, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814)

*In text, cite original date and translation date: (Lang, 1814/1951).

Reference List

- Online resource from group/government
U.S. Department of Health and Human
Services. (2003). *Managing asthma: A guide
for schools*. Retrieved from
[http://www.nhlbi.nih.gov/health
/prof/lung/asthma/asth_sch.pdf](http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf)

Reference List

- Secondary Source

- Text citation:

- Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993)

- Reference List Entry:

- Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

Reference List

- Electronic Media

- Worse case scenario: Stand-alone document, no author identified, no date:

GVU's 8th WWW user survey. (n.d.).

Retrieved from http://www.cc.gatech.edu/gvu/user_surveys/survey-1997-10/

Remember to print your sources and file away... And that you no longer need to include the date you retrieved the item.

Reference List


- **Personal Interview**
- Cite **ONLY** within the text –
 - DO NOT include in reference list!
- This includes: lectures, interviews, emails, letters, and other person-to-person communication.
- **Examples:**
 - T.K. Lutes claims.... (personal communication, April 18, 2005).
 - (V.-G. Brown, personal communication, September 10, 2005).

Fifth topic...

- APA and bias in language! (p. 70)



Bias in Language: Gender

- 
- Avoid ambiguity by choosing nouns, pronouns, and adjectives that specifically describe participants.
 - Avoid using “he” when referring to both sexes.
 - When referring to someone who is transsexual or transgendered, use pronouns appropriate to how the individual identifies.

Bias in Language: Sexual Orientation

- *Sexual orientation* is the preferred term over *sexual preference*, which implies an intentional choice.
- The terms *lesbians*, *gay men*, and *bisexual individuals* are preferable to *homosexual*.

Bias in Language: Racial and Ethnic Identity, cont.

- **Guideline 1: Precision: be specific, not general.**
 - It is best to specify names of regions or subgroups (e.g., Cuban, Vietnamese, Pakistani)
- **Guideline 2: Use commonly accepted designations.**

Bias in Language: Racial and Ethnic Identity

- Racial and ethnic groups are designated by proper nouns and are capitalized (e.g., Black, White).
- Preferred designations:
 - Black or African American
 - Latina/o, Chicana/o, or Hispanic
 - American Indian or Native American
 - Asian or Asian American

Bias in Language: Disabilities

- Use Person-first language:
 - Avoid language that equates persons with their condition (e.g., neurotics, the disabled)
 - Preferred description: *person with* _____, *people diagnosed with* _____
- Use *disability* to refer to an attribute of a person and *handicap* to refer to the source of limitations

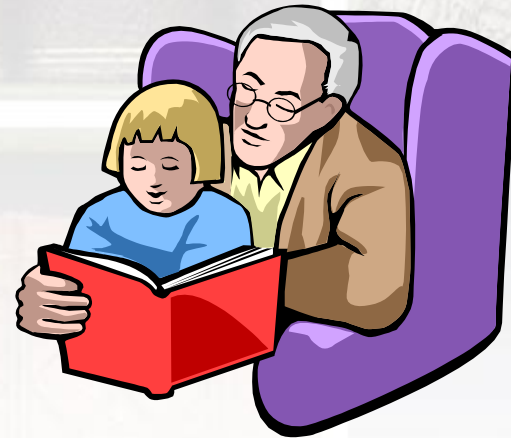
Bias in Language: Age

- Be specific in providing age ranges (avoid “under 18” or “over 65”)
- Use the term *older person* rather than *elderly*.

Girl/Boy – under 12

*Young woman/man or
female/male adolescent* – 13-17 yrs

Women/men – 18 and older



Word Tools to Help You

- Readability statistics
 - Passive voice- want lowest number possible (p. 77)
 - Flesch reading ease- aim for 70-80
 - Flesch-Kincaid Grade Level- aim for 9-12th grade
 - Realize that just because you use big words doesn't make you an "academic"— this will not increase your ability to get published, but having an easy to read, interesting article will!
- To show these stats-- Open Word
 - Click on Tools→ Options→ Spelling & Grammar
 - Check the box next to "show readability statistics"
 - The stats will show once you run a spell check.

Other places to find assistance

- Graduate Student Learning Assistance
 - <http://www.utsa.edu/trcss/gsla>
- UTSA Writing Center
 - <http://www.utsa.edu/twc>
- UTSA Library
 - <http://www.lib.utsa.edu/Research/Subject/citingguide.html>
- Purdue's OWL
 - <http://owl.english.purdue.edu/owl/resource/560/01/>

Thank You!

Any questions?

