USING THE APA STYLE MANUAL
(5TH Edition)

Workshop sponsored by:

The Dr. Mack Gipson, Jr.,
Tutorial and Enrichment Center

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WHAT DO WE MEAN BY "APA STYLE?"

Many journals accept articles for publication. Since these articles come from so many different researchers and authors, it is important to have some rules and procedures so that the articles will be similar in format and easy for the readers to follow.

These standard procedures (or rules for format) are different for different disciplines. For example, while the social sciences follow the procedures set forth by the American Psychological Association (the "APA" style), authors in other fields use other styles or standards.

Although you will probably not be submitting your paper to a journal, it is still important for you to follow the standard rules so that your paper will be easy for others to read. These rules cover such topics as format, grammar, typing rules, and page layout. It will be especially important for you to follow the rules for proper documentation (giving credit to those authors whose work you have referred to in your paper).

Your instructor has assigned you a research paper and has specified that you follow the APA Manual. This packet will discuss some of the more important features of that manual and will provide samples of many of the rules.

This packet is intended to be used as a brief guide to introduce you to the use of the APA Manual as you write your research paper. You will probably need more information as you go through the process. **For more information, you should look at the <u>Publication Manual of the American Psychological Association</u> (Fifth Edition).***

Many other books may help explain how to write a research paper. These books are available in the Tutorial and Enrichment Center and in most libraries and bookstores. In addition, many grammar books have sections on writing research papers.

HOWEVER, keep in mind that the APA Manual will always be the best place to look for answers to your questions about format, rules, and procedures. Remember, also, that you will be using the rules for the **5<u>th</u> edition.**

If you want more information about any rules discussed in this packet, refer to the page numbers of the APA Manual that are included in the discussion. NOTE: Although most of the basic rules are presented in this packet, it was not possible to include the information needed to write your reference entries. **IN ORDER TO CORRECTLY WRITE YOUR REFERENCES, YOU WILL NEED TO REFER TO THE APA MANUAL ITSELF (pp. 215-281).**

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*   This manual will be called the "APA Manual" for the remainder of this packet.

TYPING RULES

GENERAL RULES:

1. Use standard paper (8½ X 11). Do not use erasable or onionskin paper. Do not tape, glue, or staple anything to any of the pages.

2. All pages should be **double-spaced**. Double-space between <u>all</u> lines of your paper.

3. Do <u>not</u> use full justification. That is, do not try to make every line the same length. Instead, use **left justification** to leave the right margin uneven. Do not hyphenate at the end of a line.

4. **All margins** (top, bottom, right, and left) should be **1**". (NOTE: You will need to set your **top margin** at **.5**" in order to have room for your page numbering header.)

FONTS:

1. Use a font that will give your paper a professional look. (Times-Roman and Courier are good choices.)

2. Use font size **12** only. (If you are using a standard typewriter instead of a computer or word processor, you may use either pica or elite type.)

PAGE NUMBERING:

1. You will number your pages by creating a **manuscript page header** that will appear on every page. This header will contain the **first 2 or 3 words of your title**, then **5 spaces**, and then the **page number**. This header should appear in the top right corner of every page. (If you use a computer, you can create a "header" to automatically number each page and type the running head in the appropriate place on each page.)

2. Number **every** page, <u>starting with the title page</u>.

INDENTING:

1. Indent the first line of every paragraph **½"**. Use the TAB key to be consistent.

2. There are a few exceptions, which will be covered in other sections of this packet.

TYPING RULES (cont'd.)

TYPING SPACES AFTER PUNCTUATION MARKS:

1. Leave just **one** space after typing the following punctuation marks:
    *   commas
    *   colons
    *   semicolons
    *   punctuation at the end of a sentence
    *   periods that separate the parts of a reference citation
    *   periods that follow the initials of a person's name

2. See pp. 290 - 291 of the APA Manual for other rules for typing punctuation.

HEADINGS:

1. Headings should be as brief as possible.

2. The first section, the *introduction*, **does not** have a heading.

3. The APA style has 5 levels of headings. For most student papers, however, only 1 or 2 levels are usually needed:

    a.) *Main headings* should be centered. Capitalize words that are 4 or more letters long, and capitalize verbs, pronouns, nouns, adjectives, and adverbs. Do <u>not</u> capitalize prepositions or conjunctions. Here is an example of a main heading:

    > Technology and Adult Literacy

    b.) *Sub-headings* should be typed at the left margin and should be italicized. Follow the same rules for capitalization that are described for main headings. Here is an example of a sub- heading:

    > *Advantages*

4. Do <u>not</u> start a new page when you start a new section or heading. Do not skip extra blank lines between sections or paragraphs. Let your paper flow without any gaps in it.

CREATING A WORKING BIBLIOGRAPHY

As you start to do your research, it is a very good idea to keep track of the sources that you are using. If you write down all of the information you might need as soon as you see that you will be using the book or article, you will save yourself a lot of difficulty later on. The APA Manual (**pp. 215-281**) will tell you the specific format to use for each of your resources, but you can use the following lists to get an idea of the information you should keep for each source:

BOOK:

> Author's full name: last name first (write down all names if there are more than
>   one author)
> Full title (including any subtitle)
> Editor or translator (if there is one) – record the name and whether he/she is an
>   editor or translator
> Edition (if the book is a second or later edition)
> Number of the volume and the total number of volumes (if the book is part of a
>   mutlivolume set)
> Series name (if the book is part of a series)
> City of publication (write down only the first city if several are listed)
> Publisher
> Year of publication

ARTICLE IN A SCHOLARLY JOURNAL:

> Author's name
> Title of the article
> Title of the journal
> Volume number (and issue number, if needed)
> Year of publication
> Inclusive page numbers of the article (for example: **162 - 171**)

NEWSPAPER OR MAGAZINE ARTICLE:

> Author's name
> Title of the article
> Title of the periodical
> Volume number (and issue number, if needed)
> Date of publication
> Inclusive page numbers of the article (for example: **162 - 171**). If the article
>   appears on discontinuous pages, give all page numbers and separate the
>   pages with a comma (for example: **1, 3, 6-7**).

NOTE: For an Internet source, include the complete pathname and the date of access.

REFERENCES/CITATIONS IN TEXT

It is extremely important that you give credit to authors when you use their ideas and/or their words. There are 3 basic situations:

1. **<u>GIVING CREDIT FOR IDEAS</u>**

   If you are giving credit to authors for an idea but have not used their actual words, you must give the **author's last names and the year**.

For example, letting a few students work together at the computer allows them to share their past experience and to make use of prior knowledge (Howie, 1990).
Turner (1988) discussed the development and administration of computerized programs.

2. **<u>SHORT QUOTATIONS</u>**

   If you are using a short quote (**up to 39 words**), you should incorporate it into your text and use double quotation marks before and after it. You must give the **author(s), year, and page number**. *Put the period <u>after this reference information</u>*, not after the words of the quotation.

Diem (1986) noted that, in addition to participating in general group problem-solving behaviors, "most students sought peer aid rather than teacher help in answering instructional questions while working on the microcomputers" (p. 96).
When people use a computer, they may be able to "identify physically with what is happening inside the machine. It makes the machine feel like a part of oneself" (Turkle, 1984, p. 183).

3. **LONG QUOTATIONS**

If the quote has **40 or more words**, you must **double-space** it in **block form** with each line indented **½"** from the left margin. Do not use quotation marks before and after it. You must give the **author(s), year, and page number**. *Put the period <u>after the last word</u> of the quote*, not after the citation.

Lewis (1988) found that most adult remedial students have little anxiety about using computers. Rather, she found that they seem to have a very positive attitude toward technology:

> Adult literacy students favor the use of computers in literacy instruction, enjoy using computers, and find the experience personally rewarding. Not only do learners feel that they gain a sense of increased self-esteem, but they also feel a sense of control over their lives. (p. 7)

Another factor which may affect the usefulness of a computerized program is the potential change in relationships which may result:

> When students use computers and have control over their personal learning agendas, they become more independent. Sometimes teachers and tutors feel displaced by the technology. Training can overcome these feelings of displacement and give instructors an important role in instruction. (Askov & Clark, 1991, p. 436)

NOTE: If the quotation is longer than one paragraph, indent the first line of all paragraphs after the first paragraph. Indent these extra paragraphs ½" from the new margin.

See the following pages of the APA Manual for more information:

- 117-122   quotations
- 207-214   reference citations in text
- 292-293   how to type the quotations

FORMAT

TITLE PAGE

The title page has a **manuscript page header** that contains the **page number**. (See page 2 of this packet for details.) The title page also has a **running head for publication**, identified by the phrase **Running head**, which is a shortened version of your title. It should be no longer than 50 characters, including spaces and punctuation marks. It should be typed in uppercase letters following the phrase **Running head**, starting at the left margin of the top line of the title page. Here is a sample of how that line would look:

> Running head: COMPUTERS AND THE ADULT

The main title of the paper should be typed in uppercase and lowercase letters. It should be placed in the upper half of the page and should be centered. If the title takes more than one line of type, it should be double-spaced. Refer to the **sample** on **p. 9** of this packet for more information.

ABSTRACT

The abstract is a short summary of your paper. It should be no more than 120 words (one paragraph) in length. It should give the reader a comprehensive overview of your thoughts. It should be accurate and easy to understand. It should cover all of your important points: your topic, thesis, purpose, main points, types of sources, and conclusions. If you have conducted some type of research (experiment, interview, questionnaire, etc.), you should include a summary of your purpose, subjects, methods, and conclusions. Type all numbers (expect those that start a sentence) as numbers rather than as words. Although the abstract is placed as the second page of your paper, it is often easier to write it _after_ you have written the entire paper rather than before you have written the paper. If you write it afterwards, you will have a clearer idea of the points you actually made and the direction your paper actually took. See **sample** on **p. 10** of this packet.

BODY

The body starts on page 3 of your paper. Type the complete title of your paper starting on the top line of the page, centered and double-spaced. Then start your paper with your introduction (but do _not_ type the heading "Introduction"). Present your thesis and describe your method of research. Discuss the literature but do not give an extremely detailed review at this point. (You will be doing that later on.) End the introduction with your thesis statement to help you make the transition to the main body of the paper. In the body, you will discuss each of your major points and give supporting evidence from the literature you have read. Be sure to use correct citation procedures and to give credit whenever needed.

The body of your paper will end with your conclusions. In addition to summarizing your findings, you will be able to suggest avenues for future research, applications of your work, implications for future behavior, etc. In other words, try to evaluate and interpret your findings and help the reader see beyond your work. Remember: In a research paper you are doing more than just reporting what other people have said.

FORMAT (cont'd.)

Do not leave any blank lines in the text: For example, do not use extra blank lines between sections of your paper and do not start each new section on a new page. Instead, just let your paper flow from one section to another. See **samples** on **pp. 11-12** of this packet.

<u>REFERENCES</u>

The references section of your paper will be one of the most important parts. This section is where you will list your bibliography of the articles and books that you have used while writing your paper. Your information must be **accurate**.

The references are typed on a separate page following the last page of the body of your paper. Continue your page numbering system on the references page.

Type your entries in the proper format. Use a **hanging indent**: Start the first line of every entry at the left margin of your page. If an entry is more than one line long, the remaining lines should be indented. Here is a sample entry:

> Mellers, B. A. (2000). Choice and the relative pleasure of consequences.
>   *Psychological Bulletin, 126*, 910-924.

See **pp. 215-281 in the APA Manual** for specific instructions and examples that you can follow to type your references. See **sample** on **p. 13** of this packet.

TITLE PAGE

- Set up **manuscript page header** with running head and page number.

- Identify the **running head for publication**.

Center the rest of the information:

- **title**
- **your name**
- **class**
- **instructor**
- **date submitted**

- Set **bottom, left,** and **right margins** at **1"** and set **top margin** at **.5"** to allow room for your running head.

Computers and the Adult   1

Running head: COMPUTERS AND THE ADULT

Computers and the Adult Literacy Student

Ima T. Student

Psychology 201

Dr. Sigmund Freud

November 20, 2008

ABSTRACT

- The abstract is **page 2** of your paper.

- Center the word **Abstract** on the top line. (Use regular type; do not underline it or make it bold.)

- Type the abstract as one paragraph in block format, with no indenting.

- The Abstract includes your thesis statement, main points, and conclusions.

- If you have conducted an experiment or carried out other research (interviews, questionnaires, etc.), summarize your research in your abstract.

- Do not have more than 120 words.

- Insert a page break at the end of the abstract to force the computer to start a new page.

Computers and the Adult   2

Abstract

Many studies of adult literacy focus on the needs of the adult learner. Other studies discuss
the various ways in which computers are able to provide individualized instruction. All of
these studies seem to agree, however, that computers may be very useful in adult remedial
instruction. Software must be carefully selected and used. Computer instruction must be
accompanied by the attention of a caring teacher who can provide the human interaction
and
support that are needed. More research is needed in the areas of adult literacy and the use
of computers in literacy programs.

BODY

- Start the body of **your paper on page 3.**

- **Type the complete title** of your paper, centered, at the top of the page.

- Start typing your paper on the next (double-spaced) line.

- Do **not** use a heading for your introduction.

- Use proper format to **give credit for ideas**.

- Do **use headings** to separate the sections of your discussion, but do **not** skip lines before or after those headings.

- Use proper format **to give credit for short quotations**.

Computers and the Adult Literacy Student

The field of adult literacy has grown as our society has changed and become more technical. Many adults find that their limited skills do not allow them to participate in current events in their communities or to carry out their civic or social duties as they would like. A number of adults seek instruction in reading so that they may better help their children. Others find it difficult to enter or remain in the workforce because they lack basic skills.

It is clear that these adults need training that will improve their reading skills. However, their technical needs must also be addressed if they are to be prepared for the workforce.

Technology and Adult Literacy

Many literacy programs offer the traditional format of paper-and-pencil tasks, teaching adults through the use of books and workbooks in individual or class settings. With the advent of personal computers and other types of technology, however, new techniques are being developed. How effective are these programs?

Advantages

There are many benefits to using computers with small groups of students. "Probably the best advantage of the computer resides in its social possibilities for learning. . . . Learning is significantly enhanced when 2 or 3 students are grouped to share language and experiences in learning" (Howie, 1990, p. 263).

Using computers for small-group instruction may also address other needs of adult learners. For example, letting a few students work together at the computer allows them to share their past experiences and to make use of prior knowledge (Howie, 1990).

Some researchers also referred to the benefits of grouping at the computer. Diem (1986) noted that, in addition to participating in general group problem-solving behaviors, "most students sought peer aid rather than teacher help in answering instructional questions while working on the microcomputers" (p. 96).

Others have offered suggestions that might help to make the use of computers in adult education more effective. Turner (1988) discussed the development and administration of computerized programs. The creation of such programs must consider the target population, the long-term and short-term goals, the method of integration of computers into the curriculum, and the purchase of equipment.

Another study focused on ways in which the implementation of computerized instruction might be undertaken in order to minimize the anxiety and apprehension of the learners. Positive results were seen when teachers were supportive, moved slowly through the lessons, and included a lot of hands-on practice.

BODY (CONT'D.)

- Use proper format for **long quotations**.

Lewis (1988) found that most adult remedial students have little anxiety about using computers. Rather, she found that they seem to have a very positive attitude toward technology:

> Adult literacy students favor the use of computers in literacy instruction, enjoy using computers, and find the experience personally rewarding. Not only do learners feel that they gain a sense of increased self-esteem, but they also feel a sense of control over their lives. (p. 7)

Turkle (1984) also observed the relationship between learning to use a computer and gaining a sense of control over one's life and over the world in general. "Many people think of themselves as incapable of doing anything technical or mathematical, and learn from their interactions with a personal computer that this simply isn't true" (p. 168).

When people use a computer, they may be able to "identify physically with what is happening inside the machine. It makes the machine feel like a part of oneself" (Turkle, 1984, p. 183). Therefore, if a person can control the machine, he can also control himself.

Disadvantages

Some concerns have been raised about the structure of computerized programs. One critical issue is the training of the people who will be using the computers. If the instructors are not properly trained in the use of both hardware and software, the program may be ineffective. Askov and Clark (1991) note that, "instead of training being the first step, it is often an afterthought" (p. 436).

- Use proper format for **short quotations**.

Another factor which may affect the usefulness of a computerized program is the potential change in relationships which may result:

> When students use computers and have control over their personal learning agendas, they become more independent. Sometimes teachers and tutors feel displaced by the technology. Training can overcome these feelings of displacement and give instructors an important role in instruction. (Askov & Clark, 1991, p. 436)

Without such training, the computerized instruction program may be doomed to failure.

Several problems stem from the technology itself. For example, hardware and software are constantly being improved. If a literacy program is to make the most effective use of the available equipment, constant upgrading may be necessary. Related issues include the compatibility and reliability of software and hardware. The pressure to buy before funding runs out may lead to unwise purchases (Askov & Clark, 1991).

REFERENCES

- Type the word **References** at the top of the page.

- List your sources **alphabetically**.

- **Use a hanging indent: Start the first line of every entry at the left margin. Indent the second and remaining lines of each entry ½" from the left margin.**

- Leave **1 space** after periods.

Computers and the Adult 15

References

Askov, E. N., & Clark, C. J. (1991). Using computers in adult literacy instruction. *Journal of Reading*, *34*, 434-448.

Diem, R. (1986). Microcomputer technology in educational environments: Three case studies. *Journal of Educational Research, 80*(2), 93-98.

Howie, S. H. (1990). Adult literacy in a multiliterate society. *Journal of Reading, 33*, 260-263.

Johnston, P. H. (1985). Understanding reading disability: A case study approach. *Harvard Educational Review, 55*(2), 153-157.

Lewis, L. (1988). Adults and computer anxiety: Fact or fiction? *Lifelong Learning: An Omnibus of Practice and Research, 11*(8), 5-8, 12.

Miller, G. A. (1988). The challenge of universal literacy. *Science, 241,* 1293-1299.

Turkle, S. (1984). *The second self: Computers and the human spirit*. New York: Simon & Schuster.

Turner, T. C. (1988). An overview of computers in adult literacy programs. *Lifelong Learning: An Omnibus of Practice and Research, 11*(8), 9-12.

Vacc, N. N. (1984). Computers in adult education. *Lifelong Learning: An Omnibus of Practice and Research, 7*(6), 26-28.

PARTIAL LISTING OF SAMPLE REFERENCE FORMATS IN APA MANUAL

Each type of book or periodical that you use in writing your paper must be written in the proper format in your references section. The APA Manual provides sample formats for *95* different types of references, covering just about any situation you may need.

The list on the bottom of this page shows you where to find the format patterns for a few of the **most common types** of sources that you may use. For complete information, read the following pages in the APA Manual:

215-281 where to find **general information** about references and the **specific example(s)** that you need for the books, periodicals, and other sources that you used

232-236 where to find a complete **"table of contents"** of all of the examples and patterns for you to follow when typing your references. (Each example is given a number from 1 to 95; the list on pages 232-236 tells you what pattern number to look for in order to see the format to use for a particular type of source.)

239-281 where to find the **examples/patterns** themselves

Type of Work	Example #
Periodicals	1-22
Books	23-40
Technical and Research Reports	41-48
Proceedings of Meetings and Symposia	49-53
Doctoral Dissertations and Master's Theses	54-57
Unpublished Work and Publications of Unlimited Circulation	58-62
Reviews	63-64
Audiovisual Media	65-70
Electronic Media	71-95

NOTE: For detailed information on using electronic sources as references, refer to:

✓ pages 268 – 270 of the APA manual

✓ www.apa.org

✓ www.apastyle.org

MISCELLANEOUS SUGGESTIONS

1.   Avoid gender-specific terms (like "he" and "she"). See pp. 66-76 in the APA Manual for more information on avoiding bias in terms of gender, sexual orientation, racial and ethnic identity, disabilities, age, and historical and interpretive inaccuracies.

2.   Make sure you have subject-verb agreement.

3.   Be consistent in your use of verb tenses.

4.   Use proper punctuation.

5.   Be sure to back up your paper onto an extra flash drive in case your main drive develops a problem. Make a hard copy after you finish each draft.

6.   Make sure your final copy is neat. Avoid smudges, erasures, crossed-out words, and insertions.

7.   Make sure each page is numbered and in order before you assemble and hand in your paper. (Ask your instructor if you should just staple you paper together or if you must use a report cover.)

8.   Keep a copy of your final paper for your own protection and for your records.

9.   Give proper credit to ideas as well as direct quotations. Your instructor will be able to tell when you are not using your own ideas (or your own words) and will look for your citation to see where you found the information.

10.   Be sure to integrate your sources into your paper and synthesize what they have said. Do not merely report what each person wrote. Do <u>not</u> turn your paper into a book report on each article. <u>Remember</u>: You must put your own thoughts into this paper and you must find a way to incorporate what other people have written.

11.   Do not be confused by the numbering system used in the APA Manual. The manual is divided into chapters. The information within each chapter is numbered by sections. For example:

4.16 means that this is **Chapter 4, item (section) 16**