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AMERICAN PSICOLOGICAL ASSOCIATION (APA) GUIDE

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AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) GUIDE

Basic Format of Paper:

1. For spacing, APA distinguishes between manuscripts (those written for publication) and theses, dissertations, and student papers. A manuscript is completely double-spaced (APA, 2001, p. 286). Student papers are double-spaced except for references on the reference page and long quotes (APA, 2001, p. 326). You will need to ask your professor which spacing rule is preferred for your assignment.

2. The paper needs to have one-inch margins (APA, 2001, p. 286-287). Do not right justify the right margin (APA, 2001, p. 287). Font size needs to be 12 point (APA, 2001, p. 285).

3. Past tense (e.g., "Smith (1996) *showed*") or present perfect tense (e.g., "researchers *have shown*") is appropriate for literature review (APA, 2001, pp. 42-43).

4. After a period at the end of a sentence, you will only space once, instead of the traditional two spaces (APA, 2001, p. 249). Example: The researchers examined gender differences in math. They found . . .

|
only one space after the period

5. If the last word on a line is too long to stay at the end of a line, do NOT divide the word with a hyphen. Just let the word fall to the next line (APA, 2001, p. 287).

6. Remember, it is **PLAGIARISM** to copy someone's work or ideas. If you copy four or more words in a row from the journal that are the author's original words, you must use quotation marks and cite. When you paraphrase information, you give a citation, but you do not use quotation marks (APA, 2001, pp. 349-350).

Direct Quoting:

7. **All** direct quotes of print sources must be cited with author's last name, year, and a page number immediately following the end quotation mark (APA, 2001, p. 117). This can be done in two ways as follows:

<i>goes after cite,</i> (APA, 2001, p. 121).	<i>The period at end of sentence</i> <i>if the cite ends the sentence</i>
---	--

8. Example: According to Smith and Jones (1995), "the gender difference was not significant" (p. 456).

or

9. Example: The results indicated, "the gender difference was not significant" (Smith & Jones, 1995, pp. 456-457) with males and females performing equally.

|
citation will immediately follow the end quotation mark (APA,
2001, p. 121).

if quote falls on two pages, use "pp." instead of "p." (APA, 2001, pp. 111 & 217)

For electronic sources that do not provide page numbers, indicate the paragraph of the quote by using the paragraph symbol: (Smith, 1999, ¶ 6).

10. Notice that you join two or more authors with the word *and* in the running text, but you use the ampersand (&) in parenthetical material (APA, 2001, p. 209).

11. A direct quote (one that is in quotation marks) must be just that - you cannot change one word of what you are quoting, leave any words out, or add any words without letting the reader know you've done so (APA, 2001, p. 118).

12. Again a quote must be exact, so if citations are embedded within your quote, these citations must also go in your quote. These embedded citations are not put on the reference page (unless you happen to cite them yourself elsewhere in the paper) (APA, 2001, p. 121).

13. You may change in a quote, without any explanation, the capitalization of a letter (a capital letter may be changed to a lower case and vice versa); you may change the punctuation mark at the end of sentence, or a double quote to a single quote (APA, 2001, p. 119).

14. If there is an error in grammar, spelling, or punctuation that is in the text that you are quoting, you must quote the mistake since you must quote directly as written. However, you need to let the reader know that the mistake was not made by you. You do this by following the mistake with [*sic*]. The word, *sic*, is in italic. Then, continue your quote (APA, 2001, p. 118). This is NOT required for APA mistakes, just spelling, punctuation, or grammatical errors.

Example: Smith (1990) indicated, "the students were concerned about his [*sic*] math grade" (p. 200).

original text as quoted

|
indicates that the mistake was in the

15. If you need to add your own words to a quote for clarification, then your words must be placed in brackets (APA, 2001, p. 120).

Example: Smith (1990) indicated that "they [the students] were also concerned about drugs in the school" (p. 201).

|
indicates that these are your own words

16. If you want to omit something within the sentence of the quote, you indicate this by placing three ellipsis points

(. . .) where the information was left out. If you omit something between two sentences use four ellipsis points (. . . .). Do NOT use the ellipsis points at the beginning or end of the quotation unless, in order to prevent misinterpretation, you need to emphasize that the quotation begins or ends in midsentence (APA, 2001, p. 119).

Example: Smith (1992) felt that "gender bias is evident on the SAT-Math . . . in favor of males" (p. 209)

was left out

|
indicates more came after this, but it

between the ellipsis points

please note there ARE blank spaces

17. If your quote is 40 or more words long, you block the quote. Hit the return key, and indent the left margin by tabbing once, and then type in the quote, single-spaced (if you are using spacing rules for a student paper). You **do not indent right margin**. The left margin is indented for every line of the quote. You **do NOT use quotation marks** when you block. However, you will need to cite the quote by telling the author, date, and page number of the quote (APA, 2001, p. 117).

----- (double-spacing paper)

--- and Smith (1996) found the

	following:	(double-space line
before quote)		
<i>Left margin of entire quote</i>	-----	(single-space and
indent left margin only)		
<i>is indented.</i>	-----	(Do not use quotation
marks)		
	----- (p. 99)	
<i>Note the period goes at end</i>	↑	(double-space line after
quote)		
<i>of sentence not after</i>	-----	(begin doubling-spacing
<i>citation.</i>		paper again)
<i>(APA, 2001, p. 121).</i>	-----	For rules on spacing
<i>see</i>		
		APA, 2001, page 326.

18. If you quote something that is itself inside quotation marks, then use single quotes inside double quotes (APA, 2001, p. 119).

Example: Johnson (1990) found that "the 'normal' children did not score differently from the special education children" (p. 204).

Johnson (1990) had the word normal in double quotes, so you put it in single quotes

19. Quotations should be used to make emphasis in the paper. They should not be used when you just don't feel like putting things in your own words or when you don't understand what the authors are saying, so you just quote it. A **high majority** of your paper should be written or paraphrased by you!

Paraphrasing (Using Your Own Words to Describe the Author(s) Ideas):

20. Paraphrasing requires the author's last name and the year of publication. Including the page number is OK, but it is not required (APA, 2001, p. 121). This can be done in two ways as follows:

21. Example: Smith and Jones (1995) did not find any significant differences between males and females.

or

22. Example: Research has not indicated any significant differences between males and females (Smith & Jones, 1995).

23. If you want to cite more than one reference at a time, you list references in alphabetical order and separate by semicolons (APA, 2001, p. 212).

Example: Much of the research has shown no significant differences in gender (Brown & Smith, 1998; Dowd, 1990; Kaufman & McClean, 1997).

24. Begin the paragraph with letting the reader know who you are paraphrasing in the **first sentence** that is paraphrased. Thereafter, you do NOT need to give a citation for every sentence paraphrased in the paragraph. If it is clear that you are still referring to the same citation, no citation is necessary. However, when you change paragraphs, you must cite again whom you are paraphrasing and do this in the **first sentence** that is paraphrased.

25. The first time in **each** paragraph you paraphrase and use the author's name as part the sentence, you must follow the name by the date of the journal in parenthesis. After that, you just use author's name (no date) in that paragraph **if** the author's last name is in the paraphrased sentence (APA, 2001, p. 208).

However, if the citation does not use the author's last name as part of the paraphrased sentence but is cited in parentheses at end of sentence then the date **MUST** always follow the author's name (APA, 2001, p. 208).

For example,

<i>first mention of Smith</i>	Smith (1990) -----	- date follows since this is the
	-----, ----- sentence	using Smith's name in the
	-----, Smith also ----- second time Smith is	- no date since this is the
	-----, ----- in sentence and	mentioned using Smith's name
	-----, ----- Smith (1990) said, "-----" is a quote	sentence is paraphrased
	(p. 20). ----- Janis (1991) disagreed ----- mention of Janis	-date follows since the sentence
	----- (Smith, 1990).	-date follows since it is the first
		-date follows since Smith is not in sentence but in parentheses

For Both Quoting and Paraphrasing:

26. If your source has three, four, or five authors, the first time you cite them, you must list them **all**. After that, you list the first author followed by "et al." for the rest of the paper (APA, 2001, pp. 208-209).

For six or more authors, you can use "et al." after the first author for the first and all cites in the body of the paper. On the reference page, you list them all if there are three to six authors. If there are seven or more, you list the first six followed by et al.

Example: Smith et al. (1995) were investigating . . .

(note: since "et al." stands for "and others," it takes a **plural verb**).

27. Don't talk about "the research" or "the study" without giving a citation in first sentence of paragraph.

28. Don't refer to "the article." Refer to the authors. For example, don't say, "in the article it was found..." Instead, say "Smith and Brown (1995) found..." (APA, 2001, p. 38).

29. Be concise and specific. For example, it is wordy to say, "The study conducted by Lev (1990) found. . ."

It is more concise to simply say, "Lev (1990) found . . ." (APA, 2001, pp. 34-35).

30. When citing, only use the author's last name. Don't put first name, title of article, where the author works, etc. (APA, 2001, p. 207).

31. You cannot change the order of the authors as they are presented in the article when you cite them. The last names cited in your text and on your reference page must follow the same order as they are listed on the publication.

32. You are likely to find the authors of your source (the primary source) citing others (a secondary source). If you want to cite the secondary source you may refer to this source, but you must also reference the primary source. The primary source will go on your reference page but not the secondary (APA, 2001, p. 247).

For example, you are reading Smith (1990). Smith refers to a study by Brown and you would like to cite Brown's study. In the text, do similar to the following:

Brown's study (as cited in Smith, 1990) was evidence . . .

Reference Page:

33. On a separate page, center the word: References, capitalizing only the "R." The word "References" is NOT in bold, underlined, or in bigger font (APA, 2001, p. 313). Double-space after the title, References, and single-space the citations (if you are using spacing rules for student papers). For student papers, single-spacing can be used to improve readability, but you double-space between each citation (APA, 2001, p. 326). List the references in alphabetical order according to the first author's last name (APA, 2001, p. 219).

34. To reference a **journal** article APA style (APA, 2001, p. 240):

References - center and type in
- double-space before

plain text

first reference

first initial of first name
even if there

first initial of middle name

The comma before the ampersand is necessary

are just two authors (APA, 2001, p. 240)

Lastname, F. M., Lastname, F. M., & Lastname, F. M. (year). Title of the article.

single-space

Journal Name, Volume number, page numbers.

each reference

(APA, 1994, p. 326).

italicize journal name and vol. no.

one space after each period

(APA, 2001, p. 291)

indent all lines after the first

- double-space before next reference

(APA, 2001, p. 326)

Example: If name includes Jr., III, etc., place after middle initial. Titles (PhD, MD, etc.) are not listed (APA, 1994, p. 248, #23)

Smith, C. L., Jr., Nahrgang, D. K., & Petersen, B. T. (1995). Using writing to learn mathematics. *Mathematics Teacher*, 79, 461-465.

title is capitalized

Only the FIRST letter of first word of the

(APA, 2001, p. 226)

35. In the journal reference, only the first letter of the title of the journal is capitalized unless the title contains a proper noun (APA, 2001, p. 226), or a word follows a colon or dash (APA, 2001, p. 95).

Example:

Jones, J. J. (1990). Gender differences in math: A study conducted in Tennessee. *Mathematics Teacher*, 3, 4-6.

proper noun

capitalized because it is the

capitalized because it is a

first letter of first word after a colon

36. If the journal has a volume and an issue number (e.g., Volume 16 No. 4), **AND** if, and only if, each issue of a journal begins on page 1, give the issue number in parentheses immediately after the volume number (APA, 2001, p. 227).

Example:

Smith, B. J., & Brown, T. (1997). Learning style differences in males and females. *Journal of Educational Psychology*, 14(4), 49-50.

— The issue number is not italicized

37. If you found your journal article from an electronic database and printed the article from the computer, you will need to indicate it is an electronic version after the title of the article. (APA, 2001, p. 271).

Example:

Vance, G. H., & Doe, J. (1990). Role of references [Electronic version]. *Journal of Referencing*, 78, 90-91.

38. To reference a **magazine** article APA style (APA, 2001, pp. 241-242):

numbers	month and day	Title of article	Name of magazine	vol. no.	page
Schrof, J. M.	(1993, August 2).	The gender machine.	<i>U.S. News & World Report</i> ,	115,	42-44.

39. To reference a **book** APA style (APA, 2001, p. 248):

remember, even if just two authors, a comma is placed before the ampersand

Smith, L. R., & Jones, S. T. (1992).	<i>Educational research: An introduction</i> (4th ed.).	Scottsdale,	
AZ: Gorsuch			
Scarisbrick Publishers.			
two		the title of the book	the edition of the book
the publishers	(italicized)	(not italicized)	city &
abbreviation			letter
	of state of publishers		

40. To reference a **paper presentation** found in an **ERIC document** (APA, 2001, p. 260):

Month of presentation	The title of presentation	
Thrower, E. E. (1997, May).	<i>Reaching teen audiences.</i>	Paper presented at the annual meeting of the Alabama
Operation Lifesaver, Montevallo, AL.	(ERIC Document Reproduction Service No. ED439249)	
where it was presented	city	two letter abbreviation of state
number		the ERIC

NO

PERIOD

To cite an **ERIC report**, see page 257 in the APA manual, #43.

To cite an **Internet-only journal**, see bottom of page 272, #72 in the APA manual. For reference examples not given in this handout, see pages 232-239 in APA manual.

41. For the reference of books, reports, presentations, brochures, and other separate, nonperiodical publications, the two-letter abbreviation of the state is cited. For a list of all the states and territories and their two-letter abbreviation see page 218 of the APA manual. Exception: The two letter state abbreviation is not used after major cities well known for publishing (APA, 2001, p. 217). These cities include:

Baltimore	New York	Amsterdam	Paris
Boston	Philadelphia	Jerusalem	Rome
Chicago	San Francisco	London	Stockholm
Los Angeles		Milan	Tokyo
		Moscow	Vienna

42. References on the reference page **must** be cited in the body of the paper, and those cited in the paper **must** be on the reference page (You can't have anything on the reference page that isn't cited in paper and vice versa.) (APA, 2001, pp. 215-216). The exceptions are embedded citations and secondary sources. These citations do not go on the reference page (APA, 2001, pp. 121 & 247).

Rules with numbers:

43. Basically, numbers nine and lower must be spelled out (ninth grade); numbers ten and greater should be expressed as a figure (12th grade) (APA, 2001, p. 122). As usual, there are exceptions. These include the following:

44. If a number is the first word in a sentence, it is always spelled out. However, if possible, try to write the sentence so that a number isn't the first word (APA, 2001, p. 126).

45. All numbers below 10 that are grouped for comparison with numbers 10 and above are used as figures (APA, 2001, p. 123). Example: The child played with 8 of the 12 toys (Smith, 1990).

46. All numbers are expressed in figures that are mathematical or statistical functions (e.g., divided by 3)

decimal or fractional quantities, quartiles and percentiles, (e.g., 2 1/2 times, the 1st quartile)

percentages (e.g., 5% of the sample)
that represent time, ages, dates (e.g., 2:00 a.m., 2 months, 4 years, March 01, 1999)
sample size; subsample size; or population size, (e.g., from a population of 9 first grade teachers, 6

teachers were chosen for the research; the control group contained 3 teachers, and the treatment

group contained 3.)
Numbers that denote a specific place in a numbered series are also expressed as figures. (e.g., Grade 8
but eighth grade) (APA, 2001, pp. 124-125).

47. When typing percentages, you will use the % sign to mean percent (APA, 2001, p. 124).

Example: If you want to express ninety percent in APA, you type: **90%**

but if you want to indicate the ninetieth percentile, you type: **90th percentile**

48. To make a number plural, simply add an s without using an apostrophe (APA, 2001, p. 130).

Example: In the 1980s . . .

49. A comma is required in numbers over three digits. Example: 1,453 (comma is required). The exceptions are page numbers, binary digits, serial numbers, degrees of freedom, acoustic frequency designations, degrees of temperature, the date expressed in years, and numbers to the right of a decimal point (APA, 2001, p. 129).

Colons:

59. A colon can be used only if what comes before the colon is a complete independent clause (a complete sentence). If what follows the colon is also a complete sentence, then the first letter of that clause will be capitalized (APA, 2001, p. 80).

Misuse of Slashes:

60. A slash canNOT be used in and/or constructions. Example:

Incorrect: The students are majoring in elementary education "and/or" early childhood education.

Correct: The students are majoring in elementary education, early childhood education, or both.

61. A slash canNOT be used in "he/she" constructions. Further, it is best to avoid using gender specific pronouns altogether, but if you must, use "he or she" and "she or he" (APA, 2001, pp. 66-67). Examples:

Incorrect: The professor motivates students in the classroom when **he** reinforces other students doing well.

Incorrect: The professor motivates students in the classroom when **he/she** reinforces other students doing well. (*incorrect use of slash*)

OK: The professor motivates students in the classroom when **he or she** reinforces other students doing well.

Best: The professor motivates students in the classroom by reinforcing other students who do well. (*avoids using the gender specific pronoun*)

Hyphens and Dashes:

62. Hyphenate when using two or more compound modifiers having a common base.

For example:

Correct: The subjects were given a pre- and post-test.

Or Also Correct: The subjects were given a pretest and a posttest.

The dash is only used to indicate a sudden interruption in the continuity of a sentence. (APA, 2001, pp. 81-82)

For example:

These 2 participants--1 from the first group and 1 from the second--were tested separately.

Spelling:

63. The "official" dictionary chosen by the APA is the *Merriam-Webster's Collegiate Dictionary* (APA, 2001, p. 89).

If the dictionary gives a choice of how to spell a word, then use the first spelling listed (APA, 2001, p. 89).

For example, the first listing of the word "cannot" indicates the word is one word. "Cannot" as one word is the spelling you should use rather than writing the word as "can not."

This dictionary has a web site with an audio feature that allows one to click on a word and hear the pronunciation:

<http://www.Merriam-Webster.com>

THE FORMAT OF THE APA PAPER (APA, 2001, pp. 306-320).

64. Title Page (APA, 2001, p. 306)

and bottom		One-inch margins for entire paper: left, right, top,
	A Comparison 1	Header is right justified and on every page. Tab
before inserting page number		
Running head: A COMPARISON OF DESIGNS		Running head is flush left
		Title of paper is centered
A Comparison of Analysis of Covariance		
and Blocking Designs		
in Distance Education		
		Author's name is centered
Elizabeth Grace Eller		
The University of Alabama		School affiliation is centered

The first page is the title page. The recommended length for a title is 10 to 12 words (APA, 2001, p. 11). The title should identify the actual variables under investigation (APA, 2001, p. 10). It will include a running head, page number, and the page header (APA, 2001, p. 306). The page header is the title abbreviated that is shown at the top of all the pages of the paper. It should be no more than 50 characters long, counting letters, punctuation, and spaces between words (APA, 2001, p. 12).

65. Abstract (APA, 2001, p. 306)

	A Comparison 2	Page header and number are right justified
Abstract		Center the word, "Abstract"
This study compared the sensitivity of eight analyses		The first sentence is not indented
procedures using data from a pilot of distance		Paragraph is double-spaced
education project, Integrated Science 7. This project		

The second page is the abstract, which is a summary paragraph of the contents of the paper (APA, 2001, p. 12). It is numbered and contains the page header (APA, 2001, p. 306). It should not be longer than 120 words and it is only **one** paragraph (APA, 2001, p. 13). However, it is a paragraph and, therefore, should be at least three sentences in length.

<p>A Comparison of Analysis of Covariance and Blocking Designs in Distance Education</p> <p>One task of educational researchers is to determine the most appropriate statistical analysis to apply to their data. A primary goal of the researcher is to use the most</p>	<p>A Comparison 3</p> <p><i>Page header and number are right justified</i></p> <p><i>Title of paper is centered. If title does not fit on one line, double-space</i></p> <p><i>Body of paper is double-spaced</i></p>
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67. Reference Page (APA, 2001, p. 313)

<p style="text-align: right;">A Comparison 8</p> <p style="text-align: center;">References</p>	<p><i>Page header and number are right justified</i></p> <p><i>Center the word, "References"</i></p>
<p>Bonnett, D. G. (1982). On post-hoc blocking. <i>Educational and Psychological Measurement</i>, 42, 35-38.</p>	<p><i>Double-space between references</i></p>
<p>Campbell, D. T., & Stanley, J. C. (1963). <i>Experimental and quasiexperimental designs for research</i>. Chicago: Rand McNally & Company.</p>	

Single-space references if you are using spacing rules for a student paper, as shown.
Double-space references if you are using spacing rules for a manuscript.

Grammar and Usage Tips:

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74. Remember, results from a study DO NOT **prove**, only give a support for a theory. So **don't** say "Smith's (1990) results proved . . ." Say something like, "Smith's (1990) results indicated that . . .," or "Smith's (1990) results gave support for"

75. Do not use contractions; for example, use "do not" instead of "don't."

76. When you give your paper a title, it must be original. You cannot use the title of the journal article you are critiquing because that is plagiarism. The title on the title page must match the title on first page of the body of the paper.

77. Correct any noun/verb disagreement. Writing center can help out in this area.

78. Further, correct any noun/pronoun disagreement (APA, 2001, p. 47). Example:

Incorrect: If **a student** misbehaves, then **their** teacher should. . .

Correct: If **students** misbehave, then **their** teacher . . .

79. Elements in a series should be parallel in form.

Incorrect: The participants were told to make themselves comfortable, instructions need to be read, and that they should ask about anything they did not understand.

Correct: The participants were told **to make** themselves comfortable, **to read** instructions, and **to ask** about anything they did not understand (APA, 2001, p. 60).

80. Don't end sentences with a preposition. Examples of prepositions are "in," "at," "for," and "on."

81. You do not use a comma before the word "but" unless what follows it is a complete sentence.

Examples:

Bob took the test but failed. (no comma since what follows "but" is not a complete sentence)

Bob took the test, but he failed. (comma since what follows "but" is a complete sentence))

82. Use of conjunctions such as "therefore." "Therefore" is preceded by a semicolon and followed by a comma if what precedes it and follows it is a complete sentence. "Therefore" is preceded by a comma and followed by a comma if what either precedes it or follows it is NOT a complete sentence. This applies to other conjunctions like "however," "nonetheless," "nevertheless," "whereas," etc. Examples:

Bob stayed up all night watching TV, therefore, failed his test.

Bob stayed up all night watching TV; therefore, he failed his test.

83. "Two" is a number. "Too" means also, excessive, or very. "To" is moving toward.

84. Use caution with words that are absolutes, such as "everyone."

Incorrect: **Everyone** wants what is best for his or her children. (*Unfortunately, not everyone does.*)

Correct: **Most** want what is best for their children.

85. **Their** shows ownership. Their car was stolen.

There refers to location. The phone is over there.

They're is the contraction of "they are" -- but you won't use contractions in this paper.

86. If you are using quotation marks to introduce an ironic comment, and the quotation is at the end of the sentence, then the period goes inside the quotation.

Example: The behavior was deemed "normal."

|
the period goes inside the quotation marks.

87. To make a word plural, you add an **s**. To make a word possessive, you add an **'s**. If the word is plural and possessive, you add **s'**.

Examples: The students ran in gym today. (More than one student ran, so the **s** is added.)

A student's paper was graded. (One student had a paper graded. The '**s**' shows student ownership of the paper.)

The students' papers were graded. (More than one student, so the **s** is added. The apostrophe is then added to show ownership.)

88. One exception to the above rule is the possessive **its** and other possessive pronouns (his, our, etc.). The possessive **its** does not have an apostrophe. **It's** is used to mean **it is**.

Example: The school lost its funding. (No apostrophe)
It's going to be a fun day. (**It's** has the meaning of **it is**.)

NEED HELP:

The APA manual has a section on grammar that I recommend. This section is on pages 40-60.

A WONDERFUL book that I HIGHLY recommend is Nitty-Gritty Grammar by Edith H. Fine and Judith P. Josephson, published in 1998. The publisher is Ten Speed Press, Berkeley, California. It is an EXCELLENT, easy to use, quick reference to grammar. You can get it on amazon.com for less than \$10.00.

APA has a web site to offer helpful hints: <http://www.apastyle.org/pubmanual.html>

APA sells software to help with APA style titled APA-Style Helper 3.0. This can be purchased for \$34.95 at the following web site: <http://www.apa.org/books>