



Delta State University

Using APA Writing Style for Manuscript Preparation

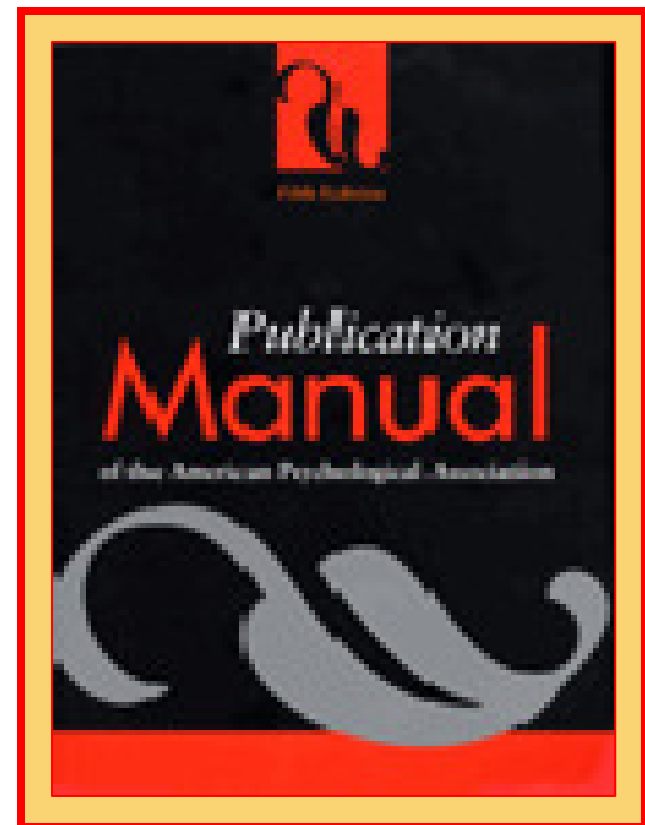
Presented by:
Dr. Dan R. McFall



APA Style Publication Manual Fifth Edition

**APA's style rules &
guidelines are set out in a
book called**

***The Publication Manual
of the
American Psychological
Association.***





THE ORIGIN OF APA

- ★ **American Psychological Association**
- ★ **National Research Council - 1928**
- ★ **Psychological Bulletin**
- ★ **Standard of Procedures** – The group agreed that it would not dictate to authors; instead, it recommended a “standard of procedures, to which exceptions would doubtless be necessary, but to which reference might be made in case of doubt,” (“Instructions,” 1929, p. 57).



- **Most common writing style utilized for research in science-related fields**
- **Provides a consistent format within a discipline**
- **Allows readers to cross-reference your sources easily**
- **Protects yourself from plagiarism**
- **Gives you credibility as a writer**



AVOID PLAGIARISM

Proper citation of your sources in APA style can help you avoid plagiarism, which is a serious offense. It may result in anything from failure of the assignment to expulsion from school. A legal liability may also be incurred.





APA

GIVES YOU CREDIBILITY AS A WRITER

**The proper use of APA style
shows the credibility of writers;
such writers show accountability
to their source material.**



APA Style for

MANUSCRIPT PREPARATION

- Times Roman or Courier are preferred fonts.
- Font size - 12-pt.
- Paper – standard size 8.5” X 11”
- Order of manuscript pages.
 1. Title page (page 1)
 2. Abstract (page 2 - start on a separate page)
 3. Text (page 3 - start on a separate page)
 4. References (start on a separate page)
 5. Appendixes (start on a separate page)



Page Margins

Leave uniform margins of at least 1 inch at the top, bottom, left, and right of every page.

(Section 5.03, p. 286)

Line Spacing – Double Spaced

Double spacing means leaving one full-size line blank between each line of type on the page. Double-space between all lines of the manuscript. Double-space after every line in the title, headings, footnotes, quotations, references, figure captions, and all parts of tables. Although you may apply triple- or quadruple-spacing in special circumstances, such as immediately before and after a displayed equation, never use single-spacing or one-and-a-half spacing.

(Section 5.03, p. 286)



Number pages in upper right-hand corner, beginning with the title page.

After the manuscript pages are arranged in the correct order, number them consecutively, beginning with the title page. Number all pages except artwork for figures, Arabic numerals in the upper right-hand corner. The number should appear at least 1 inch (2.54 cm) from the right-hand edge of the page, in the space between the top edge of the paper and the first line of the text.



Manuscript Page Headers

Identify each manuscript page with the first two or three words from the title in the upper right-hand corner five spaces to the left of the page number. Do not use your name to identify each page. The manuscript page header should not be confused with the running head.

(Section 5.06, page 288)



Title Page

The Manuscript Title Information

The title page has three elements:

- 1. Running head for publication**
- 2. Title**
- 3. Byline and institutional affiliation**



Title Page

1. Running head for publication

An abbreviated title will be used as a running head for the manuscript. Type the running head flush left at the top of the title page in all uppercase letters. Do not exceed 50 characters, including punctuation and spaces.

(Section 5.15, page 296)



Title Page

2. Title

A title should be typed in upper and lowercase letters and centered between the left and right margins. Title information should be positioned in the upper half of the page. A title should not include words such as *method* and *results*, nor redundancies such as “A Study of” or “An Experimental Investigation of.” The recommended length for a title is 10 to 12 words. Double spacing should be used in all cases.

(Section 1.06, page 10; Section 5.15, page 296)



Title Page

3. Byline and institutional affiliation

Every manuscript includes a byline consisting of two parts: the name of the author and the institution where the investigation was conducted – without the words *by* or *from the*.

(Section 1.06, page 10)



Title Page

Scientific Research Designs 1

Running head: SCIENTIFIC RESEARCH DESIGNS

Scientific Research Designs

John Q. Student

Delta State University



Abstract

(page 2 - start on a separate page)

An abstract is a brief, comprehensive summary of the contents of the manuscript. The abstract should be dense with information but also readable, well organized, and self contained. Numerous key words should be embedded in the document that is directly related to the research topic.

Abstracts should not exceed 120 words

Every sentence of the abstract should be accurate, self-contained, and concise. If the sentence does not pertain to the manuscript, then it is not accurate. If the sentences define unique terms, spell out names of tests and drugs then it is self-contained. If the abstract begins with the most important sentence and does not waste time or space repeating the title, and states the purpose of the study and its outcome then it is concise.



Text

(page 3 - start on a separate page)

Begin the text of the manuscript on a new page. The page should be identified with a page running head and page number in the upper right-hand corner of the page. The title of the paper should be centered between margins at the top of the page using double spacing.



Text

(page 3 - start on a separate page)

Do not justify lines;use the flush-left style, and leave the right margin uneven, or ragged. Do not divide words at the end of a line, and do not use the hyphenation function to break words at the ends of lines. Let a line run short rather than break a word at the end of a line.

The length of each typed line is a maximum of 6 ½ inches. Type no more than 27 lines of text (not counting the manuscript page header and the page number) per 8 1/2 X 11 inch page.

(Section 5.04, p. 287)



First Page of Text

Scientific Research Designs

To many people, the term science conjures up images of one in a white-coat working with complex equipment in impressive laboratories. Based on such images, people conclude that the word *science* applies only to fields such as chemistry, physics, or biology. Actually, this term simply refers to a special approach for acquiring knowledge — an approach involving several key values or standards. Viewed in this light, *scientific research* lends itself to study virtually any topic and any aspect of the world around them. As individuals, people are part of the natural world; and scientific research can certainly be applied to the study of human behavior and cognition. Scientific research (commonly referred to as scientific method) is what makes education a science, and what makes the information it acquires so valuable (King & Keohane, 1998).

In simplicity, the foundation for science is based on evaluation of theories (beliefs) through observations. Science is merely an attempt to describe and explain objects and events in the real world. People observe some things, propose theories to explain them, and then test their theories. The basic test of any scientific proposition is very straightforward – observation. Observation is to examine whether things occurred as the theories alleged (King & Keohane, 1998). The world is complicated, and sometimes it is difficult to understand exactly what people are seeing. They tend to grow attached to their ideas, a tendency that colors their observations. To make observations easier to interpret and less susceptible to bias, educators have developed formal research methods. The concept of the scientific method gives depth and breadth to knowledge-based research (King & Keohane).

Scientific research is an organized way of using experience and testing ideas in order to expand and refine knowledge. Researchers do not necessarily follow the steps of the scientific



WHEN PREPARING AN APA MANUSCRIPT

TWO MAJOR PROBLEM AREAS FOR WRITERS:

★ CITATIONS

★ REFERENCES



In-text Citations

One Work by One Author

In the whole essay

Every time -- Wallis (2000) found
that...

Within the same paragraph

1st time -- Wallis (2000) found that...

2nd time -- Wallis compared...

(Section 3.94, p. 207)



In-text Citations

One work by multiple authors

In the whole essay

1st time -- Smith, Louis, Morris, and Jones
(2005) state...

2nd time -- Smith et al. (2005) state...

Within the same paragraph

1st time -- Smith et al. (2005) state...

2nd time -- Smith et al. state...

(Section 3.95, p. 208)



In-text Citations

Quotations

Direct quotations must be **ACCURATE**. The quotation must follow the wording, spelling, and interior punctuation of the original source, even if the source is incorrect.

(Section 3.35, p. 118)



In-text Citations

Quotations

Material directly quoted from another author's work or from one's own previously published work, material duplicated from a test item, and verbatim instructions to participants should be reproduced word for word. Incorporate a short quotation (fewer than 40 words) into text, and enclose with double quotation marks.

(Section 3.34, p. 117)



In-text Citations

Quotations

Example:

The author stated, “The ‘placebo effect’...disappeared when behaviors were studied in this manner” (Mills, 1993, p. 215), but he did not clarify which behaviors were studied.



In-text Citations

Quotations

Example:

The author stated, “The ‘placebo effect’...disappeared when

What’s This?

It is an *ELLIPSIS mark*. Use three spaced periods within a sentence to indicate that you have omitted material from the original source. Use four spaced periods to indicate any omission between two sentences.

Do not use an ellipsis mark at the beginning or end of any quotation.



In-text Citations

Quotations

DO NOT USE QUOTATION MARKS FOR BLOCK QUOTES THAT HAVE 40 OR MORE WORDS.

Display a block quotation in a freestanding block of typewritten lines, and omit the quotation marks.

Start a block quotation on a new line, and indent the block about ½ inch (or 5 spaces) from the left margin. The entire quotation should be double spaced

(Section 3.34, p. 117)



Block Quotation

Typist: Indent block
quotations 5 spaces from
left margin.

Same surname, 3.98

Quotations, 3.34, 5.13

variables and by varying visuospatial tasks in order to determine their effects on the recall and perceptual performance of analytic and holistic individuals. Also, other promising individual-difference constructs, such as extraversion (H. J. Eysenck, 1967; M. W. Eysenck, 1976, 1977) and field dependency (Witkin, Dyk, Faterson, Goodenough, & Karp, 1962), should be compared with the analytic-holistic dimension in terms of success in predicting differential recall.

The results have a more indirect implication, which is reflected in the following statement by M. W. Eysenck (1976):

In spite of the obvious importance of individual differences in human learning and memory, relatively few investigators incorporate any measure of intelligence, personality, or motivation into their studies. Instead, they prefer to relegate individual differences to the error term in their analyses of variance. (p. 75)

Given the robustness of these results and the results of others (for reviews, see M. W. Eysenck, 1977, and Goodenough, 1976), it may behoove memory researchers to pay closer attention to individual differences.



In-text Citations

Work discussed in a secondary source

Lacey and Walter's study (as cited in Booth, Cuthbert, Atkins, & Halley, 2005)...

Reference list entry:

Booth, L., Cuthbert, M., Atkins, J., & Halley, R. (2005). Teaching writing in an on-line classroom. *Harvard Educational Review, 58*, 35-47.



Reference Citations

Order of References

1. Alphabetize by letter.
“nothing precedes something”
Greg, J. D. precedes Gregory, A. G.
2. Alphabetize prefixes M', Mc, Mac literally.
Disregard apostrophes.
MacArthur comes before McAllister.
MacNeil comes before M'Carthy.
3. Alphabetize surnames that contain articles and prepositions (de, la, du, von, etc.).
DeVase precedes De Vries
4. Alphabetize entries with numerals as if the numerals were spelled out.

(Section 4.04, p. 219)



Reference Citations

General Forms - Periodicals

(One author)

Periodicals (journals, magazines, scholarly newsletters--items published on a regular basis)

Author, A. A. (date). Title of article. *Title of Periodical*, xx, xxx-xxx.

Bean, J. C. (1983). Computerized word processing as an aid to revision. *College Composition and Communication*, 34, 146-148.

(Section 4.07, p. 223)



Reference Citations

General Forms- Periodicals

(more than one author)

Author,△A.△A.,△Author,△B.△B.,△&△Author,△C.△C.
△△△△△(2006). △Title△of△article.△*Title△of*
△△△△△*Periodical*,△xx,△xxx-xxx.

Aragon, S. R., Johnson, S. D., & Shaik, N. G. (2002). The influence of learning style preferences on student success in online versus face-to-face environments. *The American Journal of Distance Education*, 16, 227-244.

△ = space

(Section 4.07 p. 223/ Section 4, p. 240-241)



Reference Citations

General Forms – Nonperiodicals

Nonperiodicals (books, reports, brochures, certain monographs, manuals, and audiovisual media -- items published separately)

Author, A. A. (2006). *Title of work*.
Location: Publisher.

Gall, W. E. (2006). *Educational Research*.
New York: Jossey-Bass Publishers.

(Section 4.07, p. 223)



Reference Citations

General Forms - Online Periodicals

Author, A. A., Author, B. B., & Author, C. C. (2000). Title of article. *Title of Periodical*, xx, xxx-xxx. Retrieved month day, year, from source.

Christenson, E. W., Anakwe, U. P., & Kessler, E. H. (2001). Receptivity to distance learning: The effect of technology, reputation, constraints, and learning preferences. *Journal of Research on Computing in Education*, 16, 263-278. Retrieved November 20, 2006, from Computer Source database.



Reference Citations

General Forms - Online Periodicals

Electronic Source without an Author

Electronic reference formats recommended by the American Psychological Association. (2000, October 12). Retrieved August 23, 2007, from <http://www.apa.org/journals/webref.html>

(Section 4.15, p. 231)



Reference Citations

General Forms - Online Periodicals

Electronic Source with an Author

Buckley, M. (2003). Abnormal behaviors of graduate students reacting to stressors. *Journal of Old Psychology Professors*, 2, 93-102. Retrieved August 23, 2007, from <http://www.jopp.org/journal/archives/research.html>

(Section 4.16, p. 272)

The URL is the most critical element – if it does not work, readers will not be able to locate your cited material. Your argument will suffer and you will lose credibility as a writer.



Reference Citations

General Forms

Internet articles based on a print source

Author, A. A., Author, B. B., & Author, C. C. (2006).
Title of article [Electronic version]. *Title of Periodical*, xx, xxx-xxx.

Carnwell, R.(2000). Approaches to study and their impact on the need for support and guidance in distance learning [Electronic version]. *Open Learning*, 15. 123-141.



Reference Citations

General Forms-

Manuscript in progress or submitted for
publication but not yet accepted

Author, A. A. (1993). *Title of manuscript*. Manuscript submitted for publication.

Kittrell, M. A. (2001). *Predicting Success in Remedial Mathematics*. Manuscript submitted for publication.

(Section 60, p. 263)

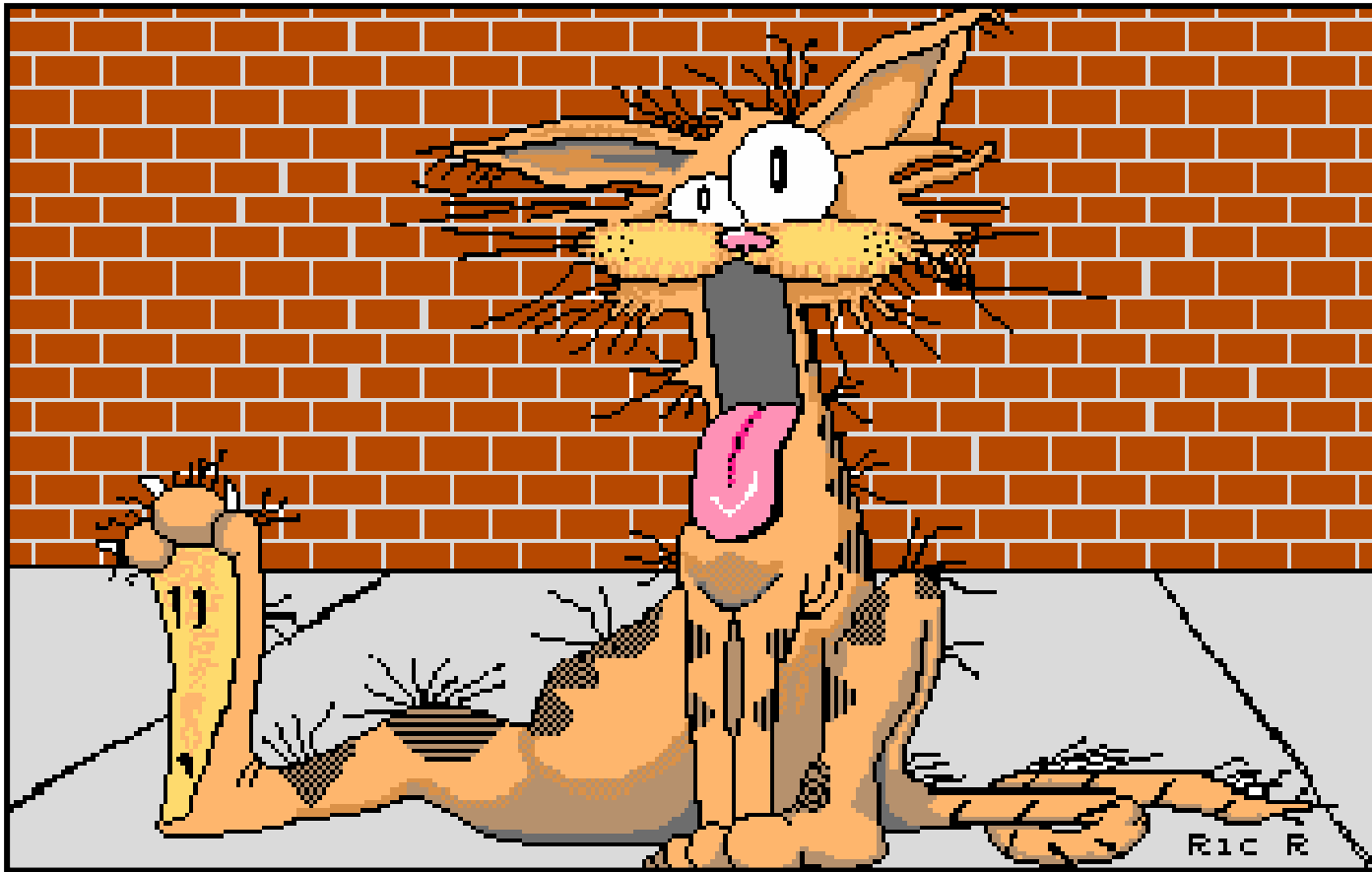


References

References

King, G., & Keohane, R. (1998). *Designing social inquiry*. Princeton: Princeton University Press.

Scarr, S. (2001). Constructing psychology: Making facts and fables for questions. *American Psychologist*, 126, 57-63.



WHEN DO WE GET A BREAK?



Delta State University

The Mechanics of APA Writing



Words

Word Choice – Make certain that every word means exactly what you intend it to mean.

(2.04, p. 36)

Preferred Spelling – *Merriam-Webster's Collegiate Dictionary* is the standard spelling reference for APA journals and books. If the word is not in Webster's Collegiate, consult the more comprehensive *Webster's Third New International Dictionary*.

(3.10, p. 89)



Economy of Expression

Say only what needs to be said. The author who is frugal with words not only writes a more readable manuscript.... Weed out overly detailed descriptions of apparatus, participants, or procedures.... Short words and short sentences are easier to comprehend than are long ones.



Jargon & Wordiness

Jargon is the continuous use of a technical vocabulary even in places where that vocabulary is not relevant. The writer should avoid using jargon.

(2.03, p. 35)

Wordiness is every bit as irritating and uneconomical as jargon and can impede the ready grasp of ideas. Unconstrained wordiness lapses into embellishment and flowery writing, which are clearly inappropriate in scientific style.

(2.03, p. 35)



Redundancy

Writers often become redundant in an effort to be emphatic.

Change - They were both alike *to* They were alike

Change - Five different groups *to* Five groups

Change - small in size *to* small



ANTHROPOMORPHISM

[Giving human characteristics to animals or inanimate sources.]

The community program was persuaded to allow five of the observers to become tutors.

The staff for the community program was persuaded to allow five of the observers to become tutors.

(p. 38)



Sensitive Writing

Gender

Use third person plural (*they*) in order to avoid overuse of *he* or *she*.

(2.13, p. 66)

Racial Bias

Racial and ethnic groups are designated by proper nouns and are capitalized.

Black White Native American
Asian American Cuban
Central American American Indian

(2.15, p. 68)



Disabilities

Avoid language that equates persons with their conditions; that has superfluous, negative overtones; or that is regarded as a slur.

(2.16, p. 69)

Sexual Orientation

Sexual orientation is the preferred term. *Lesbians* and *gay men* are preferable to *homosexual* when referring to specific groups.

(2.14, p. 67)



Grammar

Incorrect grammar and careless construction of sentences distract the reader, introduce ambiguity, and generally obstruct communication. Correct grammar and thoughtful construction of sentences ease the reader's task and facilitate unambiguous communication.

(2.05, pp. 40-41)



Agreement of Subject & Verbs

The percentage of correct responses as well as the speed of the responses increases with practice.

The number of freshmen is growing.

A number of freshmen are enrolled in physics courses.

None of the information was correct.

None of the children were finished in the time allotted.

Neither the administrator nor the participants were in the room.



Pronoun Use

Use third person (*she, he, they, her, him, them*) when writing scholarly papers.

Pronouns must agree in number:

NOT: Neither the highest scorer nor the lowest scorer in the group had any doubt about their competence.

Neither the highest scorer nor the lowest scorer in the group had any doubt about his or her competence.



Pronoun Use

Who v. That

Use *who* for human beings; use *that* or *which* for animals and for things.

The teachers *who* participated were pleased with their training.

NOT: The teachers *that* participated were pleased with their training.

The rats *that* were chasing their tails were classified as neurotics.

NOT: The rats *who* were chasing their tails were classified as neurotics.



Pronoun Use

That v. Which

Use *that* when the clause is essential to the meaning of the sentence.

The animals that performed well in the first experiment were used in the second experiment.

Use *which* when the clause merely adds further information.

The animals, which performed well in the first experiment, were not proficient in the second experiment.



Parallel Structure

NOT: In the years between the games, competitors were taught wrestling, javelin throwing, and how to box.

In the years between the games, competitors were taught wrestling, javelin throwing, and boxing.

NOT: Three reasons why steel companies kept losing money were that their plants were inefficient, high labor costs, and foreign competition was increasing.

Three reasons why steel companies kept losing money were inefficient plants, high labor costs, and increasing foreign competition.



Spacing and Punctuation

Space once after all punctuation as follows:

- after commas, colons, and semicolons;
- after the punctuation mark at the end of a sentence;
- after periods that separate parts of a reference citation;
- after the periods of the initials in personal names
(e.g., J. R. Zhang).



Colon

Use a colon between a grammatically complete introductory clause (one that could stand as a sentence) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter.

For example, Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness.

They have agreed on the outcome: Informed participants perform better than do uninformed participants.



Semicolon

Use a semicolon:

to separate two independent clauses that are not joined by a conjunction.

The participants in the first study were paid; those in the second were unpaid.

to separate elements in a series that already contain commas.

The color order of the boxes was red, yellow, blue; blue, yellow, red; or yellow , blue, red.



Comma

between elements (including before *and* and *or*) in a series of three or more items.

- the height, width, or depth
- in a study by Stacy, Newcomb, and Bentler (1991)

to separate two independent clauses joined by a conjunction.

- Cedar shavings covered the floor, and paper was available for shredding and nest building.

to set off the year in exact dates.

- April 18, 1992, was the correct date.
- but - April 1992 was the correct month.



Seriation

The participant's three choices were (a) working with another participant, (b) working with a team, and (c) working alone.

We tested three groups: (a) low scorers, who scored fewer than 20 points; (b) moderate scorer, who scored between 20 and 50 points; and (c) high scorers, who scored more than 50 points.

(3.33, p. 116)



Seriation

Using the learned helplessness theory, the researchers predicted that the depressed and nondepressed participants would make the following judgments of control:

1. Individuals who... [paragraph continues]
2. Nondepressed persons exposed to ...[paragraph continues]
3. Depressed persons exposed to ...[paragraph continues]
4. Depressed and nondepressed participants in the no-noise groups... [paragraph continues]



Italics

Use italics for

titles, periodicals, and microfilm publications

The Elements of Style

genera, species, and varieties

Macaca mulatta

introduction of a new, technical, or key term or label

The term *backward masking*

box labeled *empty*

letter, word, or phrase cited as a linguistic example

words such as *big* and *little*

the letter *a*



Italics

Use italics for

words that could be misread

the *small* group

(meaning a designation, not a group size)

letters used as statistical symbols or algebraic variables

t test

Trial *n*

some test scores and scales

MMPI scales: *Hs, Pd*

periodical volume numbers in reference lists

26, 46-47

anchors of a scale

health ratings ranged from 1 (*poor*) to 5 (*excellent*)



Bold

The use of bold typeface is not acceptable in APA style except when used in some mathematical formulas.



APA Acceptable Abbreviations

ed.	edition
Rev. ed.	revised edition
2nd ed.	second edition
n.d.	no date
p. (pp.)	page (pages)
vols.	Volumes (as in 9 volumes)
Vol.	Volume (as in Vol. 6)



Paragraph Length

Single-sentence paragraphs are abrupt. Paragraphs that are too long are likely to lose the reader's attention. New paragraphs provide a pause for the reader. If a paragraph runs longer than one double-spaced manuscript page, you may lose your reader in the dense forest of typeset words.



The Mechanics of Writing

Paragraphs must consist of:

- A topic sentence

- At least 1 supporting sentence

- A concluding sentence

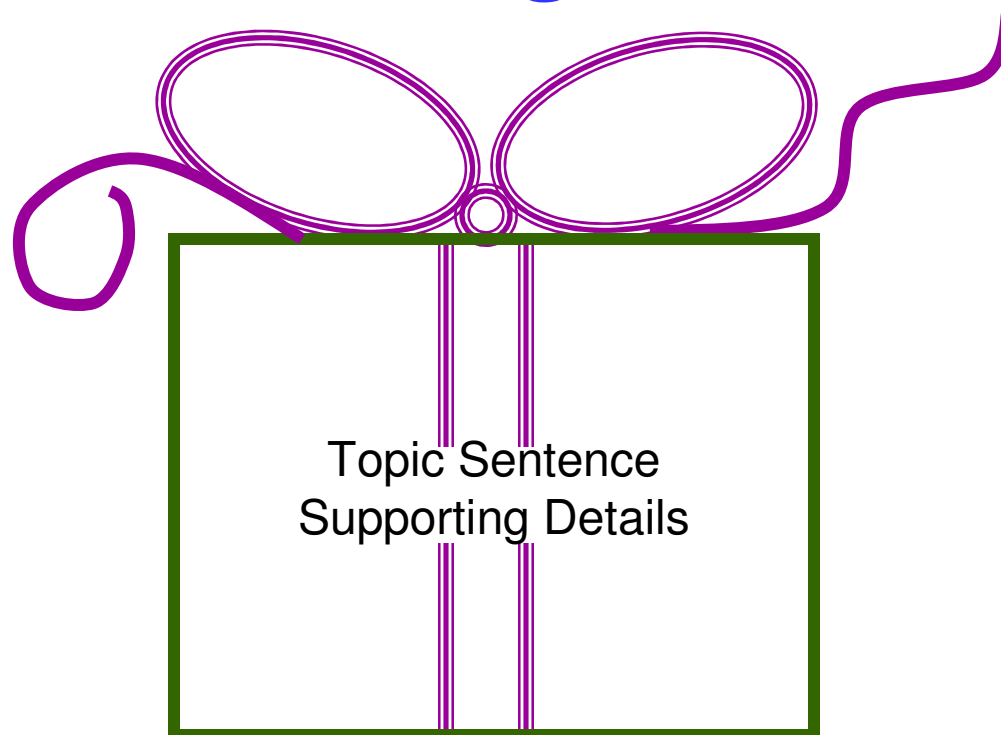


Topic Sentence

SD		SD		SD		SD
----	--	----	--	----	--	----



Concluding Sentence

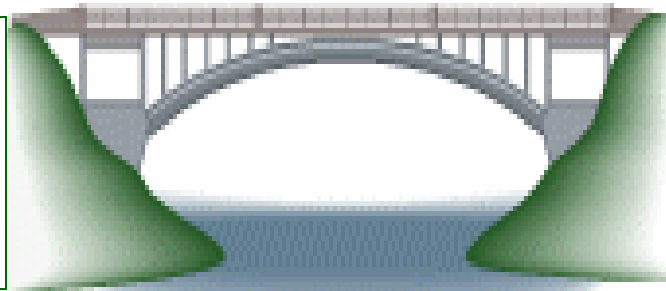




Writing Manuscripts

Concluding Sentence

Paragraph 1



Paragraph 2



the instrumentation and/or experimenters change due to a variety of reasons (Yaremenko et al., 1982). This can also have an unwanted effect on the experiment's results.

The last four types of extraneous variables—statistical regression, selection, experiment mortality, and selection interactions—are probably the most important. Statistical regression involves test scores and how they are distributed. For example, when participants are chosen “because they scored extremely high or extremely low on some measure of performance (e.g., a test, etc.), the retesting of the subjects will almost always produce a different distribution of scores, and the average for this new distribution will be closer to the population's” (Huitt et al., 1999). The researcher should try to select the comparison groups to make them as homogeneous as possible; “if the comparison groups are different from one another at the beginning of the study the results of the study are biased” (Huitt et al.). Another issue with groups of subjects is experiment mortality. This occurs when subjects for various reasons drop out of the study (Davis & Smith, 2005). In Dilbert's study, students could have moved or dropped out of high school. The last of the eight extraneous variables is selection interactions. These arise when there are combinations of interactions between extraneous variables, such as history, maturation, or instrumentation (Davis & Smith). Any and all combinations of these extraneous variables can have a profound effect on the validity of the statistical results and quite possibly render the experiment invalid and useless.

In order for her research to be valid, Dr. Dilbert must keep the eight extraneous variables in mind when she sets up her tests and views her results. By doing this, her research will yield valid results. Those results will also prove to be valuable in improving her teaching methods, as well as students' achievement.



Introduction

Needs to address these questions:

Why is this problem important?

What is the background on this subject/problem?

(1.08, p. 15)

Conclusion

The conclusion is simply a summary. Do not introduce an new information.

Do NOT use *finally*, *in conclusion*, *in short*, *in summary*, *to conclude*, etc.



Delta State University

DON'T FORGET TO...

EDIT!

EDIT!

EDIT!



Websites

<http://owl.english.purdue.edu> Purdue University

<http://leo.stcloud.edu> St. Cloud State University

<http://apa.org> APA website

<http://lib.usm.edu> University of Southern
Mississippi