

## American Psychological Association (APA) Guide Sixth Edition, 2010

### 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, 2010, p. 229). Student papers are double-spaced to include references on the reference page and long quotes (APA, 2010, p.37, example p. 59). 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, 2010, pp. 228-229). Do not justify the right margin (APA, 2010, p. 229). Font size needs to be 12 point (APA. 2010, p. 228).
3. Past tense (e.g. “Smith (1996) *showed*”) or present perfect tense (“researchers *have shown*”) is appropriate for literature review (APA. 2010, p.77-78).
4. After a period at the end of a sentence, you will space twice. Spacing twice after punctuation marks at the end of a sentence aids reader of draft manuscripts (APA, 2010 p. 87-88).  
Example: The researchers examined gender differences in math. They found...
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, 2010, p. 229).
6. Remember, it is **PLAGIARISM** to copy someone else’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, 2010, p. 170-171).

### 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, 2010, p. 170). This can be done in two ways as follows:

**Example 1:** According to Smith and Jones (1995), “the gender difference was not significant” (APA, 2001, p. 456).

OR

**Example 2:** The results indicated “the gender difference was not significant” (Smith & Jones, 1995) with males and females performing equally (APA, 2001, pp. 456-457).

- \*Citation will immediately follow the end quotation mark (APA, 2010, p. 170).
- \* If quote falls on two pages, use “pp.” instead of “p.” (APA, 2010, p. 170).
- \* For electronic sources that do not provide page numbers, indicate paragraph of the quote by using the paragraph symbol: (Smith, 1999, ¶6).

8. 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, 2010, p. 175).

9. 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, 2010, p. 172).

10. Again, a quote must be exact. 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, 2010, p. 173).

11. 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 the sentence, or a double quote to a single quote (APA, 2010, p. 172).

12. 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* in italic. Then, continue your quote (APA, 2010, p. 172). 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.”



*indicates that the mistake was in the original text as quoted*

13. If you need to add your own words to a quote for clarification, then your words must be placed in brackets (APA, 2010, p. 173).

Example from p. 173: “They are studying, from an evolutionary perspective, to what extent [children’s] play is a luxury that can be dispensed with when there are too many other competing ↓ claims on the growing brain...” (Henig, 2008, p. 40).

*Indicates that these are your own words*

14. 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 point at the beginning or end

of the quotation unless, in order to prevent misinterpretation, you need to emphasize that the quotation begins or ends mid-sentence (APA, 2010, p. 209).

Example: Smith (1992) felt that “gender bias is evident on the SAT-Math . . . in favor of males” (APA, 2001, p. 209).

↓  
*Indicates that more came after this, but it was left out*  
*Please note that there ARE blank spaces between the ellipsis points.*

15. 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, double-spaced. 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, 2010, p. 171).

Example from p. 171:

----- (double spacing paper)

Others have contradicted this view:

Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event. In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly. (Purcell, 1997, pp.111-112)

*\*Note the period goes at the end of the sentence, not after the citation.*

16. If you quote something that is itself inside quotation marks, then use single quotes inside of double quotes (APA, 2010, p. 92).

Example: Johnson (1990) found that the “the ‘normal’ children did not score differently from the special education children” (APA 2001, p. 204).

*Johnson (1990) had the word normal in quotes within a quotation, so normal was put inside of single quotation marks.*

17. Quotations should be used to make emphasis in the paper. They should not be used when you just do not feel like putting things in your own words or when you do not 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)**

18. Paraphrasing requires the author’s last name and the year of publication. Including the page number is acceptable, but not required. (APA, 2010, p. 15). This can be done in two ways as follows:

**Example 1:** Smith and Jones (1995) did not find any significant differences between males and females.

OR

**Example 2:** Research has not indicated any significant differences between males and females (Smith & Jones, 1995).

19. If you want to cite more than one reference at a time, you list references in alphabetical order and separate by semicolons (APA, 2010, p. 178).

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

20. Begin the paragraph by 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.

21. The first time in **each** paragraph you paraphrase and use the author’s name as part of the sentence, you must follow the name by the date of the journal in parenthesis. After that, you just use the author’s name (no date) in that paragraph **if** the author’s last name is in the paraphrased sentence (APA, 2010, p. 174).

However, if the citation does not use the author’s last name as part of the paraphrase sentence but it cited in parentheses at the end of the sentence then the date **MUST** always follow the author’s name (APA, 2010, p. 174).

Example:

Smith (1990) ----- *date follows since this is the first mention of Smith*  
- -----*Smith also* --- *no date since this is the second*  
*time Smith’s name is mentioned* -----  
---- Smith (1990) said “-----” (p. 20) *date follows since this sentence is a quote* ---  
----- Janis (1991) disagreed *date follows since this is the first mention of Janis* -

----- (Smith, 1990) *date follows since Smith is not in sentence but is in parentheses*

### **For Both Quoting and Paraphrasing**

22. 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 and the year if it is the first citation of the reference within a paragraph (APA, 2010, p. 175).

\*Please note that et al. has a period after al and is not italicized. Also note that since “et al.” stands for “and others”, it takes a **plural verb**.

Example: Smith et al. (1995) were investigating

23. For six or more authors, you can use “et al.” after the first author for all cites in the body of the paper, including the first cite. On the reference page, you list them all if there are three to seven authors. If there are eight or more, you list the first six followed by an ellipsis and add the last author’s name (APA, 2010, p.184).

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

24. Don’t talk about “the research” or “the study” without giving a citation in first sentence of paragraph.

25. Don’t refer to “the article.” Refer to the authors. For example, do not say, “in the article it was found . . .” Instead, say “Smith and Brown (1995) found. . .”

26. Be concise and specific. For example, it is wordy to say “The study conducted by Lev (1990) found . . .” instead, say “Lev (1990) found . . .”

27. When citing, only use the author’s last name. Do not put first name, title of article, where the author works, etc. (APA, 2010, p. 170).

28. 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.

### **Reference Page:**

29. 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, 2010, p.37). Double-space after the title, References, and double-space the citations. List the references in alphabetical order according to the first author’s last name (APA, 2010, p. 181).

30. To reference a **journal** article APA style (APA, 2010, p.198):

References – center and type in plain text; double space before first reference

*First initial of first name*

↓ *First initial of middle name*

↓ ↓

↓ (*Comma before ampersand is necessary even if there are only 2 authors*)

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

(double space)

*Journal Name, Volume Number*, (page numbers). →Page numbers in parentheses

↓

↓

Italicized

Italicized

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

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

31. In the journal reference, only the first letter of the title of the journal is capitalized unless title contains a proper noun, or a word follows a colon or dash (APA, 2010, pp. 198-200).

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

*“A” capitalized because it is the first letter of the first word after a colon*

*“Tennessee” capitalized because it is a proper noun*

32. If the journal has a volume and an issue number (e.g., Volume 16 No.4), and if each issue of a journal begins on page 1, give the issue number in parentheses immediately after the volume number. Do not italicize the issue number (APA, 2010, p. 186).

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.*

33. In general, it is not necessary to include database information for journal articles accessed through a database. Journal coverage in a particular database may change over time; also, if using an aggregator such as EBSCO, OVID, or ProQuest (each of which contain many discipline-specific databases, such as PsychINFO), it may be unclear exactly which database provided the full text of an article (APA, 2010, p.192). For further information on electronic sources, see APA, 2010, pages 187-192.

34. To reference a **magazine** article APA style (APA, 2010, p. 200):

<i>Month and day</i>	<i>Title of Article</i>	<i>Name of magazine</i>	<i>Volume &amp; pg. number</i>
↓	↓	↓	↓
Schrof, J.M. (1993, August 2).	The gender machine.	<i>U.S. News &amp; World Report</i> ,	<i>115</i> , 42-44.

35. To reference a **book**, APA style, (APA, 2010, 202-205):

*\*Remember, even if just two authors, a comma is placed before ampersand\**

↓	<i>The title of the book (italicized)</i>	<i>Edition of the book</i>
	↓	↓
Smith, L.R., & Jones, S.T. (1992).	<i>Education research: An introduction</i>	(4 <sup>th</sup> ed.).
	Scottsdale, AZ,: Gorsuch Scarisbrick Publishers.	
↓	↓	
<i>City &amp; State of Publishers(Not italicized)</i>	<i>Publishers (Not italicized)</i>	

36. For the reference of books, reports, presentations, brochures, and other separate nonperiodical publications, the two letter abbreviation of the state is cited (APA, 2010, p. 187).

### Rules with Numbers:

37. Basically, numbers nine and lower must be spelled out (ninth grade); numbers ten and greater should be expressed as a figure (12<sup>th</sup> grade) (APA, 2010, p. 111). As usual, there are exceptions. These include the following:

38. If a number is the first word in a sentence, it is always spelled out. However, if possibly, try to write the sentence so that a number is not the first word (APA, 2010, p. 112).

39. 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 ½ times, the 1<sup>st</sup> quartile)
- percentages (e.g. 5% of the sample)
- 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)
- denote a specific place in a numbered series (e.g. Grade 8)

(APA, 2010, pp. 111-112)

40. When typing percentages, you will use the % sign to mean percent (APA, 2010, p. 112)

Example: If you want to express ninety percent in APA, you type **90%** but if you want to indicate the ninetieth percentile, you type **90<sup>th</sup> percentile**.

41. To form the plurals of numbers, whether expressed as figures or as words, add *s* or *es*, alone without an apostrophe (APA, 2010, p. 114).

Example: In the 1980s. . .

42. 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, degree of temperature, the date expressed in years, and numbers to the right of the decimal place (APA, 2010, p. 114).

43. For other rules concerning numbers, see pages 111-115 in APA Manual.

### **Referring to persons with disabilities:**

44. If your paper refers to people with disabilities, the disability needs to be mentioned **after** the person is mentioned (APA, 2010, 72-73).

Example of correct way: A student with a learning disability (*student mentioned first*)

Example of incorrect way: A learning disabled student (*disability mentioned before student*)

### **Using Abbreviation or Acronym**

45. If you want to use an abbreviation like ADD for attention deficit disorder, the abbreviation must be defined first before you can use it. To do this, first spell out what the abbreviation means following by the abbreviation in parentheses (APA, 2010, p. 107)

Example: The student with attention deficit disorder (ADD) can be seen to . . .

Then you **MUST** use the abbreviation ADD with no parentheses for the rest of your paper.

46. Do NOT use periods in capital letter abbreviations (APA, 2010, p. 88). In other words, do not abbreviate as A.D.D. but use ADD.

47. To make an abbreviation plural, simply add an *s* without using an apostrophe or italicized (APA, 2010, p. 110).

Example: IQ

48. Do not overuse abbreviations. The whole point is to help the reader. Overuse hinders reading comprehension; therefore, only use abbreviations that will help you communicate to the reader (APA, 2010, p. 106). Further, do NOT ask the reader to learn an abbreviation that you never use.

49. APA allows one to use abbreviations that are accepted as word entries in *Merriam-Webster Collegiate Dictionary* without having to spell out their meaning so you do not have to write them out the first time you use them (APA, 2010, p. 107). These include:

IQ REM ESP AIDS HIV NADP ACTH

50. You also cannot use Latin abbreviations in the text in nonparenthetical material. In other words, use Latin abbreviations only when they are inside parentheses. Otherwise, you use the English translation (APA, 2010, p. 108). Examples:

CANNOT USE	INSTEAD USE
e.g.	for example
etc.	and so forth
vs.	versus, against
i.e.	that is

The exception to this rule is the Latin abbreviation et al., which means “and others”.

### **Commas:**

51. With a series of three or more, a comma **is used** before the word “and” (APA, 2010, p. 88).

Example: Smith’s (1990) subjects included 66 African Americans, 83 Hispanic Americans, and 89 Native Americans.



*Comma must be used*

### **Colons:**

52. 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, 2010, p. 90).

### **Misuse of Slashes:**

53. A slash CANNOT be used in and/or constructions (APA, 2010, p. 95).

Example of incorrect use: The students are majoring in elementary education and/or early childhood education.

Example of correct use: The students are majoring in elementary education, early childhood education or both.

54. 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, 2010, pp. 95-96). 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:**

55. Hyphenate when using two or more compound modifiers having a common base (APA, 2010, p. 97).

Example of two correct ways:

The subjects were given pre- and post-test.

The subjects were given a pretest and a posttest.

56. The dash is only used to indicate a sudden interruption in the continuity of a sentence (APA, 2010, p. 90).

Example: These 2 participants – 1 from the first group and 1 from the second – were tested separately.

## **Spelling:**

57. The “official” dictionary chosen by the APA is the *Merriam-Webster Collegiate Dictionary* (APA, 2010, p. 96).

- If the dictionary gives a choice of how to spell a word, then use the first spelling listed (APA, 2010, p. 96). 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, 2010, pp. 23-24)

58. **Title Page** (APA, 2010, p. 41)

*One-inch margin for entire paper: left, right, top, and bottom*

*A Comparison 1 - header is right justified on every page. Tab before inserting page number*

*Running head: A COMPARISON OF DESIGNS- Running head is flush left*

*A Comparison of Analysis of Covariance and Blocking Designs in Distance Education - Title of the paper is centered*

*Elizabeth Grace Eller – Author’s name is centered*

*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, 2010, p. 23). The title should identify the actual variables under investigation (APA, 2010, p. 23). It will include a running head, a page number, and the page header (APA, 2010, p. 41). 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, 2010, p. 229).

59. **Abstract** (APA, 2010, p. 41)

A Comparison 2 - *Page header and number are right justified*

Abstract – *Center the word “Abstract”*

This study compared the sensitivity of eight analyses procedures using data from a pilot of distance education project, Integrated Science 7. *The first sentence is not indented and the paragraph should be double spaced.*

The second page is the abstract, which is a summary paragraph of the contents of the paper (APA, 2010, p. 25). It is numbered and contains the page header (APA, 2010, p. 27). It should not be longer than 150-250 words and it is only **one** paragraph (APA, 2010, p. 27). However, it is a paragraph, and therefore, should be at least three sentences in length.

60. **Body of the Paper** (APA, 2010, p. 307)

A Comparison 3 – *Page header and number are right justified*

A Comparison of Analysis of Covariance and Blocking Design in Distance Education – *Title of paper is centered. If title does not fit on one line, double space.*

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 . . . *Body of the paper is double-spaced*

The third page starts the body of the paper. It is numbered and contains the page header. The title on this page should match the title on the title page. For this assignment, it is the **body** of the paper that must be the required length (I will begin counting pages on page three of your paper).

61. **Reference Page** (APA, 2010, p. 49)

A Comparison 8 – *Page header and number are right justified*

References – *Center the word, “Reference”*

Bonnett, D.G. (1982). On post-hoc blocking. *Educational and Psychological Measurement, 42*, 35-38.

*Double space between references*

Campbell, D.T., & Stanley, J.C. (1963). *Experimental and quasiexperimental designs for research*. Chicago: Rand McNally & Company.

***Double-space references***

Your last page(s) will be the reference page(s). It is numbered and contains the page header. If the reference page is longer than one page, you do not put the title, References, on succeeding pages.

**Grammar and Usage Tips:**

62. Good to have at least three sentences in a paragraph.
63. Do not use words like “we”, “us”, “our”, or “you” (APA, 2010, p. 69).
64. Effect and affect: Usually, “effect is used as a noun. “Affect” is used as a verb.
65. “Group” takes a singular verb. For example, “the group **was**” **NOT** “the group **were**”
66. “Data” takes a plural verb. For example, “these data were, **NOT** “this data was” (APA, 2010, pp. 78-79).
67. Remember, results from a study **DO NOT prove**, only give a support for a theory. So **DO NOT** say “Smith’s (1990) results proved. . . “Say something like “Smith’s (1990) results indicated that . . .” or “Smith’s (1990) results gave support for. . .”
68. Do not use contractions; for example, use “do not” instead of “don’t.”
69. 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 the first page of the body of the paper.
70. Correct any noun/verb disagreement. Writing center can help out in this area.
71. Further, correct any noun/pronoun disagreement (APA, 2010, pp. 79-80).  
Example of incorrect way: If **a student** misbehaves, then **their** teacher should . . .  
Example of correct way: If **students** misbehave, then **their** teacher should. . .
72. Do not end a sentence with a preposition. Examples of prepositions include: “in”, “at”, “for”, and “on”.
73. 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)

74. 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.

75. “Two” is a number. “Too” means also, excessive, or very. “To” is moving towards.

76. 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.

77. **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 will not use contractions in APA papers.

78. 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.*

79. To make a word plural, you add *s*. To make a word possessive, you add ‘*s*. If the word is plural and possessive, you add *s’*.

Examples:

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

A student’s paper was graded (One student had a paper. 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).

80. 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 77-88.

A WONDERFUL book that I HIGHLY recommend is Nitty-Gritty Grammar by Edith H. Fine and Judith P. Joesphson published in 1998. The publisher is Ten Speed Press, Berkley, 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 website to offer helpful hints: <http://www.apastyle.org/pubmanual.html>