Using the Sixth Edition of the APA Manual: A Guide for Students [1]

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Author Note

The authors of this manuscript are all faculty in the Department of Psychology and Counseling at Valdosta State University.

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Abstract

Teachers, school counselors, and educational leaders should learn, or become familiar with, APA style because of their important role as consumers and authors of research. By consuming and sharing the results of research in a standardized format, educators are able to efficiently share best practices to a broad audience which in turn helps other educators meta-analyze results and use those findings to coordinate their efforts in improving student learning. The sixth edition of the *Publication Manual of the American Psychological Association* (2010) provides the means by which students and educators can communicate. This manual contains considerable information for the student or educator to process. Thus, this manuscript was created as a tool to support those who are learning the style by providing additional examples and also by providing access to a downloadable checklist to assist in meeting APA style requirements. This manuscript represents a supplement to the style manual that will help the reader further consider paper organization, ethical considerations, construction of tables and figures, typing instructions, citing within text, and referencing resources.

Using the Sixth Edition of the APA manual: A Guide for Students

One of the goals of a researcher is to communicate findings clearly and concisely. Good writers take the viewpoint of the reader in order to determine or decide how best to clearly present the information. Effortless reading of information invariably stems from authors putting forth a lot of work to make it easy to read and understand. To facilitate the understanding of the intended audience, good writers also give considerable attention to how the content in a manuscript is organized. By engaging in these activities, good writers become adept at organizing their thoughts and analyzing information. A fortunate consequence of this process is that it helps develop critical thinking and writing skills related to the upper levels of the Bloom, Englehart, Furst, Hill, and Krathwohl (1956) taxonomy of cognitive objectives.

To this end, we believe that the use of the American Psychological Association (APA) style guide is important for teachers, school counselors, and educational leaders. In helping practitioners use the style manual, providing an explanation for why there is a need for a system that guides writing in education and the social sciences is essential. Without a coherent argument for such a system, practitioners may view writing in APA style as a burdensome hurdle to navigate instead of as a means to efficiently and clearly communicate within a discipline.

There are at least two plausible reasons why a universal format is helpful. First, papers organized and executed in a common manner allow the reader to focus his or her time and effort on understanding and reacting to the content of the writing, not the format. This helps the readers of your work efficiently consume the written material by being able to anticipate the information being presented next. For example, if one wanted to know the operational definitions of the variables mentioned in the abstract or introduction, then one would only need to turn to the procedure section of the article.

Second, being familiar with the style guide will not only help a writer, but will also help a consumer of journal text. By learning the setup and organization of the style, one will understand the framework and blueprint that other researchers are using. This knowledge should enable one to more quickly determine the research most relevant to a particular situation. When systematically written, other researchers are able to properly replicate and, if appropriate, meta-analyze previous work by knowing which specific sections contain the relevant information.

While we see these two reasons as important, we recognize that students are often overwhelmed by the APA manual, and learning APA style for the first time seems like a very daunting task. By summarizing the key aspects of the manual, the learning process for beginners is simplified by focusing their attention to most relevant aspects of the manual. The purpose of this paper is to help readers use the newest version of the manual, the sixth edition, in their own research and writing. We believe this paper will help both writers and readers of research in education and the social sciences.

This article provides an overview to the latest edition of the *Publication Manual*. The fundamental requirements or guidelines are covered to provide a synopsis of APA style. We extracted what we believe are the fundamental requirements for those required to use this editorial style of report writing. The information provided in this article reinforces, rather than replaces, the *Publication Manual*.

Paper Organization

APA style refers to editorial style rather than how one expresses an idea. Editorial style involves how manuscripts or papers are formatted; it allows for consistency in presentation across authors. As such, format of an APA style paper provides rules or guidelines for how scientific or academic reports are organized. The standards set forth in the *Publication Manual* are widely used in other disciplines.

An APA style manuscript is organized into four main sections (i.e., introduction, **Method**, **Results**, and **Discussion**). Each of the main sections is typed on continuous pages with subsections specified in the **Method** section, which will be described later. The *Publication Manual* recommends that one's writing reflect an economy of expression and the consistent use of verb tense. These two overall recommendations keep the reader focused and help facilitate the flow of thought. Past and present perfect tense (e.g., participants *had completed*) are suggested for the introduction and **Procedure** sections when discussing prior events. Past tense alone and present tense, respectively, are recommended for the **Results** and **Discussion** sections. Although not directly mentioned, the **Participants, Apparatus,** and **Materials** sections are presented in past tense, active voice. There are exceptions to the use of past tense in these, and other, sections in the *Publication Manual*. For example, when describing a published instrument in the materials section, the use of the present tense is appropriate. The Abstract is written using the same verb tense from the section(s) where the content is obtained.

The use of first person pronouns (*I* and *we*) is preferred over more ambiguous third person pronouns (e.g., the researchers) when referencing the author(s) of the study. The use of the second person (*you*) is not explicitly mentioned in the manual, though one should use good judgment when deciding whether to use it. The manual is explicit in its recommendations to avoid the use of colloquial expressions, jargon, and ambiguous pronouns. It also makes specific recommendations on the use of comparisons and attributions (i.e., third person, anthropomorphism, and the editorial *we*).

The current edition of the manual represents somewhat of a departure from previous editions' reliance on rules that may have appeared rigid in nature. For example, the current *Publication Manual* encourages authors to balance the rules with their own judgment. As Captain Hector Barbossa so eloquently stated in *Pirates of the Caribbean: The Curse of the Black Pearl*, ". . . the code is more what you'd call 'guidelines' than actual rules" (Bruckheimer & Verbinski, 2003).   However, there are numerous formatting rules that must be used. All manuscripts use a running head, 1 inch margins, left-justification, double-spacing throughout, and two spaces after end punctuation in the body of the manuscript. We created a downloadable set of instructions for formatting an APA style paper in Microsoft Word 2007. This may be downloaded from the following URL:

http://mypages.valdosta.edu/mwhatley/3600/apaformat2007.pdf

The first page of an APA style paper is the title page. All APA style papers have a running head, which consists of a brief title that serves as an article identifier for readers, and pagination. The running head is located .5 inch down from the top of the page above the 1 inch margin and is left-justified. The page numbers are typed flush with the right margin. The remaining parts of the title page are center justified in the upper half of the page, and include the title, author(s), and affiliation of each of the author(s). In 12 words or less, the title of the paper should succinctly identify the nature of the investigation and variables/issues studied. In the title, wording such as *investigation of* . . . or *study of* . . . is avoided because such wording unnecessarily increases the length of the title and can pose problems for indexers. The name(s) of the author(s) is presented below the title followed by each author's institutional affiliation(s) underneath.

Under the institutional affiliation, an author note is likely to be included for manuscripts being prepared for publication. The format of the author note is to type the words Author Note and center them on the page. Although no specific rules exist for how far down from the institutional affiliation the author note should begin, we suggest spacing down twice. The author note consists of up to four paragraphs of information, but we suggest that department affiliation and contact information, at a minimum, be provided. Each paragraph begins with a .5 inch tab indent. The first paragraph provides information on the department affiliation of each author. The second paragraph provides information on any changes in the affiliation of an author. The third paragraph is where acknowledgments are provided for those who assisted in the development and/or critiquing of the study in a meaningful manner. The last paragraph provides contact information of the author who should be contacted for additional information.

The Abstract begins on the second page. It is typically a 150-250 word summary of the manuscript providing an overview of the content. In essence, the abstract is a blocked, single paragraph representing each of the four main sections of an APA style paper. Because the abstract contains the first words the reader encounters, the author should take great care to write in a clear and concise manner because not doing so could result in the reader choosing to avoid the article altogether. The *Publication Manual* provides very detailed information on writing the abstract in section 2.04 (pp. 25-27).

The introduction begins on the third page and is headed by the title of the manuscript exactly as it appears on the title page (centered using upper and lower case letters). The heading Introduction is never used. The purpose of the introduction is to provide the rationale for why the study is being conducted and to address the particular theory or theories being used as a basis for the study. A well-written introduction can be developed along any number of guidelines or strategies. For example, it may present relevant ideas from the general to the specific in a logical progression or by reviewing increasingly relevant studies as the problem under investigation is examined. The introduction concludes with a purpose and hypothesis paragraph where the research purpose and hypotheses and/or predictions are stated. The *Publication Manual* provides a set of general guidelines to consider when composing the introduction in section 2.05 (pp. 27-28).

Method

The next portion of the report is designated by the Level 1 heading **Method** as illustrated above. The method section is comprised, minimally, of two subsections: **Participants** and **Procedure** but may have additional subsections as warranted (e.g., **Research Design**, **Apparatus**, **Materials**). They are designated as Level 2 headings that use upper and lower case bolded letters, and begin flush with the left margin. If the design, complexity, number, or sequence of conditions is complicated a **Research Design** or **Summary of Design** section may be used. The *Publication Manual* provides a set of general guidelines to consider when composing the method in section 2.06 (pp. 29-32).

The **Participants** section details the characteristics of the sample, how it was selected, and the determination of sample size (i.e., power analysis). Authors should use *participants* when referring to humans and *subjects* for animals. One should include the number of male and female participants, the type of sample (i.e., haphazard, convenience, random, etc.), age range including descriptive statistics, and the diversity of the sample (i.e., American Indians, Asians, etc.). If applicable, the method used to assign participants to conditions and number of participants in each condition can be presented in this section or in the results section dependent upon author preference. Some authors also include a statement indicating compliance with ethical standards at the end of this section (see section 8.04, pp 231-236 of the manual). The Ethical Considerations section of this manuscript provides additional information about this topic.

The **Apparatus** (i.e., equipment) or **Materials** (i.e., measures and/or covariates used) section(s) provide descriptive content of the measuring instruments used so that such descriptions do not interrupt the flow of the procedure section. For apparatus, the description should identify model number(s) and supplier information. In the case of complex or custom-made equipment, a drawing or illustration of such equipment can be included in a figure or appendix. Typical laboratory equipment can be mentioned without going into a detailed description. For materials, the description should include the trait(s) the instrument was designed to measure, sample items, response options, items that are reverse scored, the meaning of a lower or higher score, special instructions, and psychometric information (i.e., past reliability and validity, if available, and the reliability of the measure in the present sample).

The **Procedure** section is perhaps the most straightforward part of an APA style paper. In this section, an exact description detailing how the experiment was conducted is provided. It specifies what was done in all conditions/phases of the study (e.g., instructions, method of manipulation, debriefing, etc.). Additionally, the procedure section is typically written in past tense from the point of view of the participant. The information contained within the procedure section should provide enough detail so that the procedures could be replicated by the reader.

Results

After the **Method** section, the **Results** section begins with a level 1 heading. In this section, one reports the finding(s) in an unbiased manner. All findings are explicitly stated without interpretation; as Officer Joe Friday stated in multiple episodes of *Dragnet*, “All we want are the facts" (Hayde, 2001, pp. 72-73). As previously stated in the participants section, the author(s) may prefer to include the method used to assign participants to conditions and the number of participants in each condition in this section. If an author prefers to do so, then we recommend including such information in the first paragraph of this section. We also recommend specifying which effect size will be reported.

The results are organized with level 2 headings to help the reader navigate the information provided. When reporting each set of findings, present the analysis conducted, the measure or dependent variable used, and whether the finding was significant supported by an appropriate statement (e.g., *F*-statement). When the results are significant, describe those results using group means and standard deviations when appropriate. Results that fail to reach traditional level of significance are usually not discussed, at least not without a more in-depth critical analysis and/or argument of the role of statistical power.

The findings are often presented in order from most important or relevant to those that are of lesser importance. If a manipulation check was conducted, as is the case in many experimental studies, then the results of that analysis should come first as such information assists in establishing internal validity. When deciding to use tables and/or figures in the results section, one should organize such information so that it complements the information in the text rather than duplicates it.

When writing the results section, one should assume the reader has a working knowledge of statistics. One reports the type of statistic, degrees of freedom, value obtained in the comparison (magnitude), the exact probability level, and the effect size (e.g., *r*, *d*, omega-squared, etc.). For example, a *t* test analyzing two groups with 128 degrees of freedom would be reported as: $t(128) = 14.64$, $p = .002$ ($r = .79$). Because the finding is significant, one would describe what was found, for example "Participants reading about an attractive witness rated that witness as more believable (M = 6.28, SD = 1.45) than participants reading about an unattractive witness (M = 2.02, SD = 1.37)." Notice that all statistical copy is italicized and numerical values are rounded to hundredths. In cases where a particular value cannot exceed 1.0 (e.g., Pearson r), one does not place a zero (i.e., 0) before the decimal point. When reporting a value that can exceed 1.0 (e.g., F value) but the value is less than 1.0, one places a zero before the decimal point (e.g., 0.54). When the probability value is .000 or less, one uses "$p < .001$" instead of listing smaller values.

The use of tables and/or figures to communicate findings is common. There is a delicate balance that drives the decision to present information graphically, as well as how many graphics to include. Too many graphics, at the expense of sparse text, and the reader may be unable to maintain and comprehend the overall point(s). A basic guideline is to include graphics when doing so aids the presentation and understanding of the results section. The *Publication Manual* presents almost 40 pages of information and details concerning the creation of tables and figures in an electronic format. As such, addressing the various nuances is beyond the scope of this paper. However, representing graphical information in the form of tables and figures is a skill that must be developed to convey data succinctly. While tables and figures are referenced in the results section, they are presented on separate pages after the references, respectively.

Tables. Tables are used primarily to report quantitative data. The table number, using an Arabic numeral, appears at the top of the page and is left justified, as is the italicized caption or title of the table that appears below it. It is explicitly labeled so that the table is easily interpreted without needing to refer to the text in the results section. Within the text, the table must be referenced, for example "The means and standard deviations are presented in Table 1." Below each table, table notes may be presented that cover general (e.g., explains abbreviations), specific (i.e., references a particular table cell with superscript lowercase letters), and/or probability notes (i.e., defines probability levels with asterisks or other symbols). The *Publication Manual* provides numerous layout examples of tables. Table 1 contains a hypothetical sample layout of a table. As seen in Table 1, the exact probabilities for multiple comparisons are not listed. In cases where reporting exact probabilities might lead to an unmanageable graphic, return to using the "$p <$ " style that was the standard in the fifth edition of the *Publication Manual*. Also, note that only the first letter of the first word of a label is capitalized.

Figures. Figures are most often used to illustrate a general pattern of results minus the quantitative elements found in a table. However, any graphic that is not a table is considered a figure. Because of the advances in technology, researchers have many options regarding figure creation. The approach selected to create a figure varies dependent upon the content of the graphic. Line and bar graphs, though, are more frequently used than others. When creating a line graph, the independent variable is always plotted on the horizontal axis (x) and the dependent variable on the vertical axis (y). The measurement scale of the dependent variable is presented in equal intervals along the y axis as well. To avoid distorting the findings pictorially, a general guideline is to make the y axis two-thirds the length of the x axis. A notable exception is a 2 x 2 comparison where displayed results are not distorted by a symmetrical presentation. For example, Figure 1 illustrates an interaction from a hypothetical 2 x 2 analysis of variance. The caption is presented below the figure and in the same font as the figure labels (i.e., Arial, Futura, Helvetica, or other sans-serif font). The label of the independent variable along the horizontal axis is presented in boldface type using upper and lower case letters as is the dependent variable label along the vertical axis. The levels of the independent variable along the horizontal axis, within the figure itself, and the values along the vertical axis are presented in regular typeface in upper and lower case letters. The caption begins with the italicized identifier "*Figure 1*." followed by a descriptive phrase that serves as the title of the figure. One presents additional clarifying information after the descriptive phrase, because, as with a table, the figure should be self-explanatory. A general rule is to use line graphs when illustrating continuous categories of data and bar graphs to represent discrete categories or data.

As previously stated, the results section contains "just the facts" and any interpretation of the data is limited to a description of the findings. One may find a description of the results containing a statement illustrating support of the hypothesis, for example, "Contrary to the hypothesis regarding attractiveness, an attractive witness was not found more believable than an unattractive witness."   An inappropriate statement would be: "The results are inconsistent with Camaro (2010)." The previous statement is an interpretation of the data, which more appropriately belongs in the discussion section.

Discussion

The **Discussion** (level 1 heading) begins with an interpretation of the findings as they relate to the hypothesis(es). In essence, the purpose of this section is to inform the reader what has been learned in a clear and concise manner. This section may include methodological limitations, alternative explanations of the findings, theoretical implications, application(s) for applied settings, and future research suggestions. Some suggest that this section is perhaps the most difficult part of the paper to write.

Each hypothesis is discussed in a single paragraph to avoid confusing the reader. Often, the discussion section is opened with an account of how well the data supported the hypothesis. Then, the results are re-stated describing the pattern of findings for the majority of participants.

Next, the findings are compared to the relevant literature reviewed in the introduction in terms of the findings supporting or failing to support past research. There likely will be studies which the present results support or fail to support; the author(s) job is simply to state which studies are supported and refuted by the current findings, and perhaps why.

For each investigation, a theoretical framework is typically used to examine the phenomena under study. As such, the theoretical importance or relevance of the findings must be discussed. For example, how do the results support and/or refute the theory? The implications of these findings are often developed in one or more paragraphs. The author(s) should be reasonable and justified when discussing how the findings impact theoretical or applied problems.

No single study is perfect. There are always aspects of a study that, in retrospect, we would change if we could. A discussion of known or plausible or possible concerns of the study should be addressed. A common concern involves the generalizability of the findings due to the sample of participants used in the study that may pose problems for replication with other populations. Research is often criticized on the use of a relatively narrow and/or biased participant sample (e.g., college students), but such a criticism does not mean that the research is flawed. In fact, such criticism must present a strong argument why such findings would not be present in other populations. One benefit to more and varied individuals attending colleges and universities is that generalizability becomes less of a criticism.

The concluding paragraph of the discussion should be broad and have a closing statement. This statement should end the discussion on a high note or in a powerful way. The recommended practice is to focus on the most important findings related to the problem statement or hypotheses, limit speculation, and avoid rationalization of statistical results that were not significant.

The remainder of this paper is divided into the following sections: (a) ethics associated with research, (b) typing instructions, (c) citations used in the paper, and (d) reference page construction. Instructions consist of a list of *do's and don'ts* with examples and referrals to the *Publication Manual* where appropriate. A downloadable checklist is available to assist in meeting APA Style requirements (http://mypages.valdosta.edu/mwhatley/3600/apachck.pdf); an interactive tutorial on the 6th edition of APA style is also available (http://teach.valdosta.edu/mawhatley/APAStyleInteractiveTutorial.pptx).

Ethical Considerations

With acknowledgement of possible ethical conflicts related to research and scholarship, the sixth edition of the *Publication Manual* includes guidelines for protecting the rights and welfare of research participants, disclosing conflicts of interests, and protecting intellectual property rights (APA, 2010). This version contains more detail on ethics and copyrights than previous editions (See sections 1.11-1.16, pp. 16-20, and section 8.04, pp. 231-236).

Participants' Rights and Welfare

Authors should clearly document their adherence to ethical standards when describing their participants for data-based manuscripts. For example, clear documentation of ethical adherence may include: (a) procedures used for obtaining a representative sample, (b) safeguards used to avoid excessive or coercive incentives to recruit participants, (c) procedures for obtaining informed consent, (d) efforts made to protect vulnerable or subordinate participants, (e) justification and/or limitation of the use of deception, and (f) opportunities for debriefing. Additionally, researchers are expected to maintain confidentiality and avoid exploitation of participants. This may prove particularly challenging when presenting case studies within a manuscript. When using case studies, authors may choose to allow participants to review the paper and then obtain written consent for publication before submission or change various aspects of the case slightly to preclude identification of participants. As previously stated, authors are required to certify in writing that they have followed all ethical standards in conducting their research when submitting a research study for publication. For more information on ethical standards, see the Ethical Principles of Psychologists and Code of Conduct available at www.apa.org/ethics/code2002.html

Conflicts of Interest

Conflicts of interest resulting in real or perceived bias may negatively influence research and scholarship by compromising scientific objectivity. To document research integrity, authors submitting a manuscript for publication are asked to certify in writing any conflicts of interests or affiliations with products or services referenced in the manuscript. As an additional safeguard, authors may choose to disclose any relationship or affiliation that may be perceived as a conflict of interest in the author note of the manuscript.

Intellectual Property Rights

Authorship credit (i.e., order of authorship) is based upon the individual's unique contribution to the publication. Usually, the ordering reflects the contribution of each author from greatest to least. Minor contributions may be acknowledged and credited in a footnote or introductory statement of the manuscript. Before a paper is submitted for publication, all authors must be in agreement with the order of authorship credit as well as the content of the paper.

Typing Instructions

1. Find additional typing instructions in chapter 4, pp. 87-124, of the manual.

2. Use a *serif* typeface with 12-point type. The preferred typeface of the *Publication Manual* is Times New Roman.

3. Use 1 inch margins for the entire paper.

4. Left-justify all content.

5. End each line of text with a complete word; no hyphens. Double-space after end punctuation (except in references); single-space after all other punctuation.

6. Double-space all lines including references.

7. Number all pages starting with the title page. Page numbers are flush with the right margin and located in the upper-right corner of each page's running head 1 inch in from the right margin and .5 inch from the top of the page.

8. Include a title page containing the title of the paper (no longer than 12 words), name(s) of the author(s), and their affiliation(s) (centered left-to-right in the top 1/2 of the page, with each component on a separate line). All papers must have a running head that is on the same line as the pagination. Type the phrase "Running head:" flush with the left margin followed by a descriptive mini-title in all capitalized letters of the paper's content that is 50 characters or less including spaces and punctuation. On subsequent pages, the phrase "Running head:" is omitted.

Example of a Title Page

Running head: SELF-MODIFICATION PROJECT 1

Decreasing Nail Biting

Ima A. Student

PSYC 3110A

8. Term papers and data-based reports have an abstract unless otherwise indicated by the professor, but article summaries and critiques usually do not have either an abstract or running head. The abstract, a single paragraph with no indentation summarizing the content of the paper, is always on page 2 of the paper by itself. Center the word Abstract at the top of the page. Abstracts range in length between 150-250 words.

9. Indent new paragraphs using the word processor's default tab setting (i.e., .5 inch) for all indentations except for long quotes (more than 39 words).

10. Most papers will require headings when changing from one topic to another. Headings should be as brief as possible. The full title of the manuscript is used as a Level 1 heading, in plain text rather than bold, at the top of page 3 of all manuscripts; the title functions as the heading to the introduction/review of literature. There are five levels of headings used in APA-style manuscripts. Many papers use only one or two levels of headings; most manuscripts require no more than three levels of headings unless multiple studies are reported. If only one heading level is needed, it should be Level 1. Level 1 headings consist of centered words that are capitalized (except for articles, prepositions, and conjunctions) and in bold. Papers needing two levels of headings should use Levels 1 and 2; those requiring three levels should use 1, 2, and 3. Level 2 headings are left-justified, with each word capitalized, in bold print. Text following level 1 and 2 headings begins on the next line. Level 3 headings are indented and bolded. Only the initial letter of the first word is capitalized and the heading ends with a period. Text following a level 3 heading begins on the same line as the heading. All headings should be brief (i.e., 2 or 3 words) and describe the section being introduced. Examples of levels 1, 2, and 3 are presented below.

Level One

Level Two

Level three. Refer to pp. 62-63 (sections 3.02-3.03) of the *Publication Manual* for additional information on headings, including levels 4 and 5.

11. Words and phrases are typically not emphasized through the use of bold print, underlining, single/double quote marks, or all uppercase characters. Instead, writers must construct sentences so that emphasis is understood. The exceptions to this rule are described and illustrated in Section 4.21 (pp. 104-106) of the manual.

Citations

1. Quotations must have a citation that includes the surname(s) of the author(s), the publication date, and the page(s) where the quotation is located. Follow the *5-word rule*: If five or more words from the source are used and are in the same order, then the rules for quoting need to be followed. All paraphrased works must also be cited within the body of the paper unless a single article is being reviewed. Always paraphrase accurately. Citations for paraphrased works require the surnames of the authors and the date (one is strongly encouraged to also cite the page(s) where the paraphrased content is located). Cite as early in a paragraph as possible. Once a source is cited, the reader understands that everything from that point forward is from either that source or the author, until another source is cited. Cite the appropriate source as you move from information in one source to information from another source, then back to the original. If citing a source in a paragraph parenthetically [i.e., name, date], later citations to that source in the same paragraph require the date of the source. If citing the author(s) in text with the date given parenthetically, later citations to that source (in the same paragraph) do not require the date parenthetically.

When a work has multiple authors, link the last author's name with the others using an ampersand (&) if the citation is in parenthesis; otherwise the word *and* is used (see examples below).

2. Use only the sources that you have actually read. If there is no alternative to the use of a secondary source, the guideline presented in section 6.17 (p. 178) must be followed. The first time a work is cited, all authors (if five or less) are cited in order, by their surnames. Sources with only one or two authors require that their surnames be reported each time the work is cited. Works with three to five authors, require that all of their surnames are given in the first citation. Later citations to that source will give the first author's last name followed by the expression *et al.*, date, and specific page number(s). If the work has more than five authors, all citations to that source consist of the primary author's surname followed by et al. When a point is made by multiple sources, alphabetize them using the primary authors' surnames in the parenthetical citation, and separate each source with semicolons.

Example of a Long Quote with Multiple Sources

> Richard Whelan (1998) indicated that “the profession [teachers of students with disabilities] has not adopted the principles of effective teaching” (p. 53). Gunter and Denny (1998) suggested that Whelan’s position seems to be supported by the limited research available; they concluded that the procedures recommended in the steps of effective instruction are not demonstrated by teachers of students with behavior disorders. This conclusion is based on a series of investigation conducted in classrooms for students with emotional and behavioral disorders (e.g., Gunter, Jack, Shores, Carrell, & Flowers, 1993; Shores et al., 1993). In these studies, a sequential analysis technique was used to

determine interaction patterns between students and their teachers. (Gunter, Hummel, & Venn, 1998, p. 6)

3. Obtain permission to quote when necessary. APA-copyrighted works require written permission before using 500 or more words from a single source. Quotations from a single source should be limited to fewer than 500 words.

4. A complete quotation of 39 or fewer words should be incorporated within the paper's text, begun and ended with double quotation marks (i.e., " "), and must be followed by a parenthetical reference citing the author(s), date of publication, and the page(s) where the quotation is printed.

Example A: Embedded Text Reference for Paraphrasing

Although many behavioral scientists feel that punishment should never be used, Deitz and Hummel (l978) describe two situations where it may be ethical to use the procedure.

Example B: Embedded Text Reference for Paraphrasing

There are two situations where punishment procedures may be warranted: When all other deceleration methods have failed or when the behavior is a clear and present danger to self or others (Deitz & Hummel, l978, p. 81).

Example C: Embedded Text Reference for Direct Quotations

Using punishment instead of other procedures to decelerate behavior is problematic. "Punishment should be reserved for only very serious misbehaviors and should be used only when other alternatives have been exhausted" (Deitz & Hummel, l978, p. 81).

Example D: Embedded Text Reference for Direct Quotations

Using punishment to decelerate behavior is problematic. According to Deitz and Hummel (l978), "Punishment should be reserved for only very serious misbehaviors and should be used only when other alternatives have been exhausted" (p. 8l).

Long quotes, more than 39 words, must be presented as an indented block. The easiest way to do this is to use the tab key, though one could also reset the hanging indent (i.e., the lower triangle on the ruler bar) value to .5 inch. Long quotes are presented without quotation marks and end with the original punctuation, followed by a parenthetical reference that cites the page(s) where the quoted materials are located in the original work (the parenthetical citation is not followed by punctuation).

Example E: Direct Quotation Longer Than 39 Words

In schools, punishment is one of the most widely used procedures to decrease behavior because teachers are not familiar with other deceleration procedures, and because it works quickly and effectively.

> The decision to use punishment should be made carefully. Special consideration should be given to whether or not the procedure can be implemented properly. If implemented correctly, punishment will reduce a misbehavior faster and more efficiently than any other reductive technique. However, in many cases, once the procedure is stopped, there is a high probability that the misbehavior will return to its original level unless the child has been taught alternate, desirable behavior that can be done instead of the misbehavior. (Deitz & Hummel, l978, p. 96)

Example F: Direct Quotation Longer Than 39 Words

Punishment is one of the most widely used procedures to decrease behavior in school settings because teachers are not familiar with other deceleration procedures, and because it works quickly and effectively. Still, Deitz and Hummel (l978) do not advocate reliance on punishment:

> The decision to use punishment should be made carefully. Special consideration should be given to whether or not the procedure can be implemented properly. If implemented correctly, punishment will reduce a misbehavior faster and more efficiently than any other reductive technique. However, in many cases, once the procedure is stopped, there is a high probability that the misbehavior will return to its original level unless the child has been taught alternate, desirable behavior that can be done instead of the misbehavior. (p. 96)

5. Quotations that cite or quote another copyrighted work should be avoided. However, if quoting content that cites another source is necessary, then be sure to include the other source(s) in the verbatim quotation. The other source(s) cited does not have to be referenced if this is the only place in the paper where it occurs (See Section 6.17, p. 178 of the *Publication Manual*).

6. The use of spaced ellipsis points (. . .) is not recommended for use in text because such quotations can be misinterpreted when not in the proper context. These are used when one omits part of an original source (i.e., when not quoting an entire sentence). Three spaced ellipsis points (illustrated above) are used to indicate omitted words from the original source and four spaced ellipsis points (. . . .) are used to indicate omitted information between two or more sentences.

7. Footnotes are usually not needed in most manuscripts. If necessary, their appropriate use is specified on pp. 37-38, Section 2.12, of the *Publication Manual*.

8. At times, one may wish to use an idea that does not come from a published source (e.g., ideas from talks, conversations, etc.). To cite such sources, one constructs a *personal communication* citation. Personal communications are excluded from the reference section, because they are not retrievable data. In personal communications, paraphrase or quote the content then give a parenthetical citation that gives the person’s initials and surname, the phrase “personal

communication" along with the month, day, and year of the communication. For example, one of our colleagues, after reading this manuscript told us that this paper should benefit students because, "As college students develop problem-solving and analytical skills, technical writing becomes a primary means of expressing those behaviors using an agreed upon technical standard" (R. E. L. Bauer, personal communication, September 2, 2009).

Constructing References

1. The list of references is always started on a new page.

2. The word "References" should be centered at the top of the page in regular typeface.

3. References are presented in alphabetical order using the primary author's surname of each source only for sources directly cited in the manuscript.

4. Use only a single space after all punctuation in a reference section.

5. The first line of each reference is flush with the left margin. All other lines in a single reference are indented. Again, use the tab key or move the hanging indent (i.e., the lower triangle on the ruler bar) value to .5 (i.e., the longer tick-mark halfway to the #1).

6. The general format for a book reference includes the following components. First, all authors are listed (in the order in which the names appeared on the original manuscript) by their surname followed by the initials of their first and middle name (if known). The date of publication is presented in parentheses after the listing of authors, and is followed by a period. The italicized title follows the publication date, and only the first word of the title is capitalized with two exceptions: Proper nouns are capitalized and when the complete title of the book has a colon, the first letter of the word following the colon is capitalized if it is an independent clause. If the book is a second or later edition, after the title, in parentheses without italicizing, the edition is indicated using the following type of abbreviations: (2nd ed.). The last component of a book

reference is publication information including the city and state abbreviation, where the book was published, and the name of the publisher (separate the publisher from the state abbreviation with a colon). If the name and location of the city are well-known, the state's abbreviation can be omitted. Information about the publisher should be as brief as possible (e.g., do not use Co., Inc.). Section 7.02 (pp. 202-205) illustrates the variations of book references (e.g., second and later editions, edited books, corporate authors).

Example of a Book Reference

Tuckman, B. W., & Monetti, D. M. (2010). *Educational psychology*. Boston, MA: Wadsworth Cengage Learning.

7. Journal references include many of the same components used in book references, and begin with a listing of the surnames and initials for all authors (if the source has 7 authors, list all their surnames and initials; if there are more than 7 authors, cite the names and initials of the first six followed by 3 ellipsis points and the last author's surname and initials.), separating each author with commas. An ampersand (&) is used instead of the word and before the surname of the last author (if 7 or fewer). The date of publication, in parentheses, comes after the authors' names, and is followed by a period. Only the first word in the article's title is capitalized (again, proper nouns such as a person's name or use of a colon in the title require additional capitalization). The article title is followed by period. The next part of the journal reference is the name of the journal, italicized, with each word capitalized except for articles, prepositions and conjunctions (e.g., a, of, and), followed by a comma, and the numeric volume number, also italicized. When needed, issue numbers, in parentheses, follow the volume number with no space and typed in regular typeface. Issue numbers are only used when each issue of the journal begins with page 1. A comma separates the journal's volume and the inclusive range of pages of the article. If an

issue number is included, it is presented directly next to the volume number in parentheses with no spaces [e.g., *22*(5)]. Pages 198-202 of Section 7.01 in the *Manual* illustrate different types of references for periodicals.

Example of a Journal Reference

Monetti, D. M., Hummel, J. H., & Huitt, W. G. (2006). Educational psychology principles that contribute to effective teaching and learning. *International Journal of Arts and Sciences, 1*, 22-25.

Today, many articles from periodicals are downloaded from the Internet. In such cases, one follows the inclusive range of pages with a sentence that begins "Retrieved from" followed by a Uniform Resource Locator (URL) address (example A below), or one provides, instead of a URL, a digital object identifier (DOI) (see example B below).

Example A of a Downloaded Article

Reffel, J. A., Monetti, D. M., & Hummel, J. H. (2004). The impact of interactive computer-based cases on motivation and achievement. *Georgia Educational Research Journal*, *1*, 1-12. Retrieved from http://coefaculty.valdosta.edu/lschmert/gera/current_issue.htm

Example B of a Downloaded Article

Briihl, D. S., & Wasieleski, D. T. (2004). A survey of master's-level psychology programs: Admissions criteria and program policies. *Teaching of Psychology, 31*, 252-256. doi: 10.1207/s15328023top3104_5

7. The general format for a conference paper requires that the authors be listed the same way they are listed in book and journal references. After the authors' names, the year and month of presentation, separated by a comma, is given in parentheses followed by a period. After the presentation date, the italicized title of the paper is presented; only the first word of the title

capitalized (exceptions include proper names and the word following a colon). The title is followed by a period. The last part of a convention paper reference is a short statement naming the group to whom the paper was presented and the city and state (abbreviated) in which the meeting was held. Pages 259-260 of Section 4.16 illustrate 5 types of references for papers, symposia, and posters.

Example of a Reference to a Paper

Reffel, J., Monetti, D., & Hummel, J. H. (2000, June). *Interactive cases enhance classroom management skills in educational psychology students*. A paper presented at the annual meeting of the American Psychological Society, Washington, DC.

8. The primary function of all references is to efficiently allow a reader to access the source. Not all electronic sources provide all of the desirable components associated with a complete reference. The general format for referencing electronic media is: (a) author surnames and initials separated by commas in the order in which they appear on the paper, with the last author's surname connected to the others with an ampersand (&); (b) the date, in parentheses, of publication or copyright (if available) followed by a period; (c) the full title, italicized, ending with a period, and (d) either a retrieved from statement with a URL, or the manuscript's DOI that permits a reader to directly access the document. Do not end the reference with a period.

Example of Electronic Media Reference

Huitt, W. G., Hummel, J. H., & Kaeck, D. (1999, January). *Internal and external validity: General issues*. Retrieved from http://www.valdosta.edu/~jhummel/psy310/!tchrass.htm

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Reffel, J. A., Monetti, D. M., & Hummel, J. H. (2004). The impact of interactive computer-based cases on motivation and achievement. *Georgia Educational Research Journal*, *1*, 1-12. Available at http://coefaculty.valdosta.edu/lschmert/gera/current_issue.htm

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Table 1

Participants Mean Ratings of Self-Esteem as a Function of Ability Feedback and Participant Sex

	Self-esteem	
Participant sex	Ability lower	Ability higher
Male		
n	23	20
M	31.48[a]	35.70[b]
SD	5.01	6.74
Female		
n	40	25
M	31.78[a]	31.64[a]
SD	5.01	2.55

Note. Means sharing common subscripts do not differ significantly from one another ($p > .05$). Means sharing dissimilar subscripts differ significantly (ps < .05). All comparisons made with Tukey's Honestly Significant Difference (HSD) test.

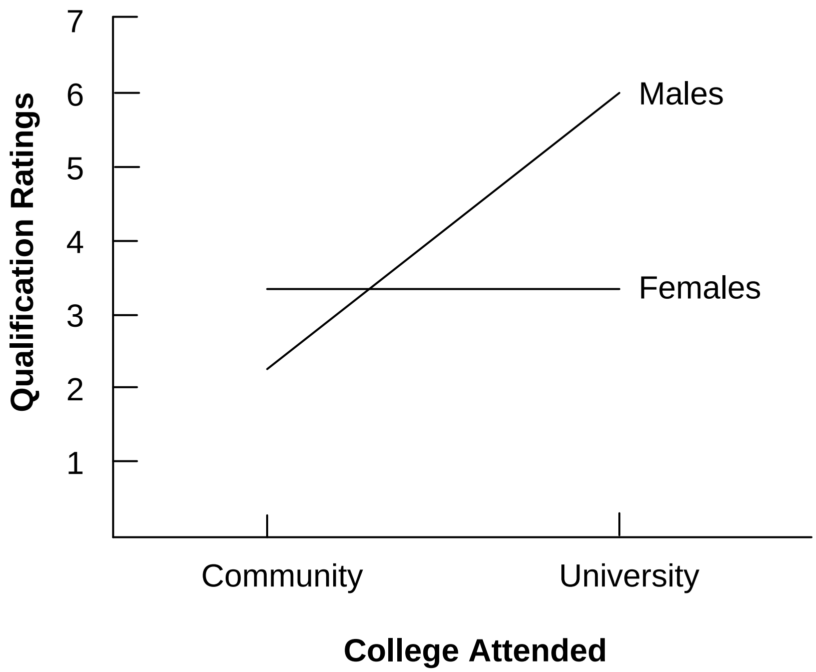

Figure 1. Mean difference ratings of applicant qualifications as a function of college attended and sex of the participant.