Writing Style

- Orderly presentation of ideas - 2.01
- Continuity
  - Use punctuation to support meaning
- Transitional words
  - Pronoun referring to noun in previous sentence
  - Timelinks - (then, next, after, while, since)
  - Cause-effect links (therefore, consequently, as a result)
  - Addition links (in addition, moreover, furthermore, similarly)
  - Control links (but, conversely, nevertheless, however, although, whereas)
- Smoothness of Expression - 2.02
  - Creative prose and scientific writing serve different purposes
  - Have a colleague read your paper looking for ambiguity or lack of objectivity
  - Put the manuscript aside and read later
- Consistent use of verb tenses
  - Past tense (showed) or future perfect tense (have shown) appropriate for literature review and description of procedures
  - Use past tense to describe results
  - Use present tense to discuss results and to present conclusions

Economy of expression - 2.03

- Say only what needs to be said.
- Eliminate redundancy, wordiness, jargon, evasiveness, overuse of the passive voice
- Varied sentence length maintains reader interest and aids in comprehension
- No one sentence paragraphs - not too long either
- Unity, cohesiveness, and continuity for all paragraphs

Precision and Clarity - 2.04

- Word choice - make sure every word means exactly what you intend
- Pronouns can be confusing unless the referent is obvious
- Do NOT attribute human characteristics to nonhuman animals or inanimate objects (anthropomorphism)

Strategies to improve writing - 2.05

- Writing from an outline
- Put aside a first draft, reread after a delay (read aloud to yourself)
- Ask a colleague to critique a draft for you
Grammar

- Verbs – use active voice whenever possible – 2.06
- Use past tense to express an action or a condition that occurred at a specific, definite time in the past, as when discussing another researcher’s work and when reporting your results
  - Ex. Sanchez (2000) presented the same results.
- Use present perfect tense to express a past action or condition that did not occur at a specific time, or an action beginning in the past and continuing to the present
  - Ex. Since that time investigators from several studies [have] used this method.
- Verb must agree in number (singular or plural) with its subject - 2.07
- A pronoun must agree in number (i.e., singular or plural) with the noun it replaces - 2.08
- A pronoun must agree in gender with the noun it replaces. - 2.08
  - Use who for human beings; use that or which for nonhuman animals and for things.
- Pronouns can be subjects or objects of verbs or prepositions
  - If you can substitute he or she, who is correct; if you can substitute him or her, whom is the correct pronoun.
- Relative pronouns – 2.10
  - That versus which. That clauses (called restrictive) are essential to the meaning of the sentence:
    - The animals that performed well in the first experiment were used in the second experiment.
    - Which clauses can merely add further information (nonrestrictive) or be essential to the meaning (restrictive) of the sentence.
    - Nonrestrictive: The animals, which performed well in the first experiment, were not proficient in the second experiment. (the second experiment was more difficult for all the animals)
    - Restrictive: The animals which performed well in the first experiment were not proficient in the second experiment. (Only those animals that performed well in the first experiment were not proficient in the second; prefer that).

Guidelines to reduce bias in language - 2.12
Test your writing for implied evaluation by reading it while (a) substituting your own group for the group or groups you are discussing or (b) imagining you are a member of the group you are discussing (Maggio, 1991). If you feel excluded or offended, your material needs further revision. Another suggestion is to ask people from that group to read your material and give you candid feedback.

1. Describe at the appropriate level of specificity

   When in doubt, it is better to be more specific rather than less, because it is easier to aggregate published data than to disaggregate them.
   - using man to refer to all human beings is simply not as accurate as the phrase men and women.
   - To describe age groups, it is better to give a specific age range (ages 65-83) instead of a broad category (over 65).
   - When describing racial and ethnic groups, be appropriately specific and sensitive to issues of labeling.
   - Sexual orientation – realize that some people interpret gay as referring to men and women, whereas others interpret the term as including only men (for clarity, gay men and lesbians currently are preferred).
   - Gender is cultural and is the term to use when referring to men and women as social groups. Sex is biological; use it when the biological distinction is predominant. Note that the word sex can be confused with sexual behavior.

Part of writing without bias is recognizing that differences should be mentioned only when relevant.

2. Be sensitive to labels

   - Respect people’s preferences; call people what they prefer to be called (Maggio, 1991).
   
   Preferences will change with time and individuals within groups often disagree about the designations they prefer.
   - Avoid labeling people when possible. A common occurrence in scientific writing is that participants in a study tend to lose their individuality; they are broadly categorized as objects (the gays, the elderly)

3. Acknowledge participation

   - Write about the people in your study in a way that acknowledges their participation. Replace the impersonal term subjects with a more descriptive term when possible and appropriate ---
participants, individuals, college students, children, or respondents, for example.

**Gender - 2.13**

Avoid ambiguity in sex identity or sex role by choosing nouns, pronouns, and adjectives that specifically describe your participants. Be clear about whether you mean one sex or both sexes.

There are many alternatives to the generic he including rephrasing, using plural nouns or plural pronouns, replacing the pronoun with an article (his or the), and dropping the pronoun. Replacing he with he or she or she or he should be done sparingly because the repetition can become tiresome. Alternating between he and she may be distracting as are combination forms such as he/she or (s)he.

**Sexual Orientation 2.14**

Sexual orientation is not the same as sexual preference. In keeping with Guideline 2, sexual orientation currently is the preferred term and is to be used unless the implication of choice is intentional.

**Racial and Ethnic Identity - 2.15**

Ask participants about preferred designations. Racial and ethnic groups are designated by proper nouns and are capitalized.

**Disabilities - 2.16**

The guiding principle for “nonhandicapping” language is to maintain the integrity of individuals as human beings.

Terminology. Use disability to refer to an attribute of a person and handicap to refer to the source of limitations, which may include attitudinal, legal, and architectural barriers as well as the disability itself.

**Age - 2.17**

Be specific in providing age ranges; avoid open-ended definitions such as “under 18” or “over 65). Boy and girl are correct terms for referring to people of high school age and younger. Young man and young woman and male adolescent and female adolescent may be used as appropriate. For persons 18 and older use men and women. Elderly is not acceptable, older person is preferred.
See Table 2.1 for many examples

**Punctuation**

**Period - 3.01**

Use a period to end a complete sentence – see also abbreviations, section 3.27; quotations, sections 3.36-3.39; numbers, section 3.46; and references, Chapter 4.

**Comma - 3.02**

Use a comma

- Between elements (including before and and or) in a series of three or more items – see section 3.33 for use of commas in numbered or lettered series
  - The height, width, or depth
  - In a study by Stacy, Newcomb, and Bentler (1991)
- To set off a nonessential or nonrestrictive clause
  - Switch A, which was on a panel, controlled the recording device.
- 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.
- To set off the year in parenthetical reference citations.
  - (Patrick, 1993)
  - (Kelsey, 1993, discovered . . .)

**Semicolon - 3.03**

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
  - See section 3.33 for the use of semicolons in numbered or lettered series.
  - The color order was red, yellow, blue; blue, yellow, red; or yellow, red, or blue.
Colon - 3.04

Use a colon

- Between a grammatically complete introductory clause (one that could stand as a sentence) and a final 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, Fred (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.
- In ratios and proportions
  - The proportion (salt:water) was 1:8.
- In references between place of publication and publisher

Dash - 3.05

Use the dash to indicate only a sudden interruption in the continuity of a sentence.

These 2 participants – 1 from the first group, 1 from the second – were tested separately.

Quotation Marks

Use double quotation marks

- To introduce a word or phrase used as an ironic comment, as slang, or as an invented or coined expression.
- Considered “normal” behavior
- The “good-outcome” variable . . . the good-outcome variable (no quotation marks after the initial usage)
- To set off the title of an article or chapter in a periodical or book when the title is mentioned in the text
- To reproduce material from a test item or verbatim instructions to participants

Parentheses - 3.07

Use parentheses

- To set off structurally independent elements
• The patterns were significant (see figure 5).
• To set off reference citations in text
  • Dumas and Dore (1991) reported
  • As fully described elsewhere (Hong & O’Neil, 1992)
• To introduce an abbreviation
  • Effect on the galvanic skin response (GSR)
• To set off letters that identify items in a series (a)
• To group mathematical expressions
• To enclose the citation or page number of direct quotation

**Brackets - 3.08**

Use brackets
• To enclose parenthetical material within parentheses
• To enclose material inserted in a quotation by some person other than the original writer

**Slash - 3.09**

Use a slash
• To clarify a relationship in which a hyphenated compound is used
  • The classification/similarity-judgment condition hits/false-alarms comparison
• To indicate per to separate units of measurement accompanied by a numerical value
  • 0.5 deg/s 7.4 mg/kg
• to cite a republished work in text
  • Freud (1923/1961)

**Preferred Spelling - 3.10**

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.

**Hyphenation - 3.11**

If you have a question about appropriate hyphenation, refer to the dictionaries mentioned above. (See Table 3.1 for a Guide to Hyphenating Terms)
Capitalization

• The first word in a sentence and the first word after a colon that begins a complete sentence. – 3.12
• Major words in titles of books and articles within the body of the paper. Conjunctions, articles, and short prepositions are not considered major words; however, capitalize all words of four letters or more. – 3.13
• Exception: In titles of books and articles in reference lists, capitalize only the first word, the first word after a colon or a dash, and proper nouns.
• Major words in article headings and subheadings
• Major words in table titles and figure legends. In table headings and figure captions, capitalize only the first word and proper nouns – see sections 3.67 for headings and 3.84 for captions – 3.13
• References to titles of sections within the same article

Proper Nouns and Trade Names - 3.14

Capitalize

• Proper nouns and adjectives and words used as proper nouns.
• Names of university departments if they refer to a specific department within a specific university and complete names of academic courses if they refer to a specific course
• Trade and brand names of drugs, equipment, and food

Italicizing Words - 3.19

• Use italics for titles of books, periodicals, and microfilm publications
• Genera, species, and varieties
• Introduction of a new, technical, or key term or label (after a term has been used once, do not italicize it)

Use of Abbreviations - 3.20

Use sparingly. Consider whether the space saved by abbreviations justifies the time necessary to master the meaning.

The advantage of the LH was clear from the RT data, which reflected high FP and FN rates for the RH.
Abbreviations introduced on first mention of a term and used less than three times thereafter, particularly in a long paper, may be difficult for a reader to remember and probably serve the reader best if written out each time.

A term to be abbreviated must, on its first appearance, be written out completely and followed immediately by its abbreviation in parentheses. Thereafter, the abbreviation is used in text without further explanation (do not switch between the abbreviated and written-out forms of a term) – 3.21

**Headings and Series**

Levels of Headings - see section 3.31 you have some choices

**Seriation - 3.33**

Within a paragraph or sentence, identify elements in a series by lowercase letters (not italicized) in parentheses.

The participant’s three choices were (a) working with one other participant, (b) working with a team, and (c) working alone.

Within a sentence, use commas to separate three or more elements that do not have internal commas; use semicolons to separate three or more elements that have internal commas.

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

Separate paragraphs in a series, such as itemized conclusions or steps in a procedure are identified by an Arabic numeral followed by a period but not enclosed in or followed by parentheses.

In any series, with or without enumeration, any item should be syntactically and conceptually parallel to the other items in the series – see section 2.11.

**Quotation of Sources - 3.34**

Incorporate a short quotation (fewer than 40 words) into text, and enclose the quotation with double quotation marks.
Display a quotation of 40 or more words in a freestanding block of typewritten lines, and omit the quotation marks.

When quoting, always provide the author, year, and specific page citation in the text, and include a complete reference in the reference list. See section 5.13 for formatting instructions.

She stated, “The ‘placebo effect’ . . . disappeared when behaviors were studied in this manner” (Miele, 1993, p. 276), but she did not clarify which behaviors were studied.

Miele (1993) found that “the ‘placebo effect,’ which had been verified in previous studies, disappeared when [only the first group’s] behaviors were studied in this manner” (p. 276).

Miele (1993) found the following:

The “placebo effect,” which had been verified in previous studies, disappeared when behaviors were studied in this manner.

Furthermore, the behaviors were never exhibited again [italics added], even when real [sic] drugs were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect. (p. 276)

**Changes from the source requiring no explanation - 3.37**

The first letter of the first word in a quotation may be changed to a capital or lowercase letter. The punctuation mark at the end of a sentence may be changed to fit the syntax. Single quotation marks may be changed to double quotation marks and vice versa. Any other changes (e.g., italicizing words for emphasis or omitting words) must be explicitly indicated.

**Changes from the source requiring explanation - 3.38**

Omitting Material. Use three ellipsis points ( . . . ) within a sentence to indicate that you have omitted material from the original source. Use four points to indicate any omission between two sentences.

Inserting material. Use brackets, not parentheses, to enclose material (additions or explanations) inserted in a quotation by some person other than the original author.
Adding emphasis. Italicize the word or words to be emphasized. Immediately after the italicized words, insert within brackets the word italics added, that is [italics added].

Citation of Sources - 3.39

For a direct quotation in the text, the information provided will vary depending on whether your source was in print or electronic form. When citing print sources, give the author, year, and page number in parentheses. Many electronic sources do not provide page numbers (unless they are PDF reproductions of printed material). If paragraph numbers are visible, use them in place of page numbers. Use the paragraph symbol or the abbreviation para. If there are headings in the document and neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reading to the location of the quote material.

When paraphrasing or referring to an idea contained in another work, authors are not required to provide a page number. Nevertheless, authors are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text.

Punctuation around source citations will differ depending on whether the quotation or paraphrase material falls within a sentence or the text.

In midsentence. End the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence.

At the end of a sentence. Close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and end with the period or other punctuation outside the final parenthesis.

At the end of a block quote. Cite the quoted source in parentheses after the final punctuation mark.

Numbers - 3.42

Use figures to express numbers 10 and above and words to express numbers below 10.

Relation of tables and text - 3.63
An informative table supplements—not duplicates—the text. Tables cannot stand on their own. In the text, refer to tables by their numbers:

As shown in Table 8, the responses were . . .

Children with pretraining (see Table 5) . . .

Do not write “the table above/below” or “the table on page 32”.

**Table numbers - 3.65**

Number all tables with Arabic numerals in the order in which the tables are first mentioned in text, regardless of whether a more detailed discussion of the tables occurs later in the paper. Do not use suffix letters to number tables; that is, label tables as Tables 5, 6, and 7 instead of 5, 5a, and 5b. Table labels and titles are positioned at the top of the table.

**Figures - 3.75**

Any illustration other than a table is called a figure. A figure may be a chart, graph, photograph, drawing, or other depiction. Figure labels and titles are positioned at the bottom of the figure.

**Appendixes - 3.90**

Two purposes: allows the author to provide the reader with detailed information that would be distracting to read in the main body of the article, and it enables production staff to be more flexible with rules of style and layout.

If your paper has only one appendix, label it Appendix; if your paper has more than one appendix, label each one with a capital letter (Appendix A, Appendix B, etc.) in order in which it is mentioned in the main text. Each appendix must have a title. In the text, refer to appendixes by their labels.

**Reference Citations in Text**

**One Work by One Author - 3.94**

APA uses the author-date method of citation; that is, the surname of the author (do not include suffixes such as *Jr.*) and the year of publication are inserted in the text at the appropriate point:
Rogers (1994) compared reaction times
In a recent study of reaction times (Rogers, 1994)
In 1994 Rogers compared
In a recent study of reaction times, Rogers (1994) described the method...
Rogers also found

**One Work by Multiple Authors - 3.95**

When a work as two authors, always cite both names every time the reference occurs in text. When a work has three, four, or five authors, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by “et al.” and the year if it is the first citation of the reference within a paragraph:

Wasserstein, Zappulla, Rosen, Gerstman, and Rock (1994) found [first citation in text]

Wasserstein et al. (1994) found [subsequent first citation per paragraph thereafter]

Wasserstein et al. found [omit year from subsequent citations after first citation within a paragraph]

**Work by Six or More Authors**

Cite only the surname of the first author followed by “et al.” and the year for the first and subsequent citations.

If two references with six or more authors shorten to the same form, cite the surnames of the first authors and of as many of the subsequent authors as are necessary to distinguish the two references, followed by “et al.”

Kosslyn, Koenig, Barrett, Cave, Tang, and Gabrieli (1992)

Kosslyn, Koenig, Gabrieli, Tang, Marsolek, and Daly (1992)

Would be cited in text as:

Kosslyn, Koenig, Barrett, et al. (1992) and
Kosslyn, Koenig, Gabrieli, et al. (1992)
Join the names in a multiple-author citation in running text by the word and. In parenthetical material, in tables and captions, and in the reference list, join the names by an ampersand (&):

As Nightlinger and Littlewood (1993) demonstrated

As has been shown (Joreskog & Sorbom, 1989)

**Two or more works by the same authors in the same order by year of publication.** – 3.99

Place in-press citations last.


Past research (Gogel, 1984, 1990, in press)

**Identify works by the same author (or by the same two or more authors in the same order) with the same publication date** by the suffixes a, b, c, and so forth after the year; repeat the year.


**List two or more works by different authors** who are cited within the same parentheses in alphabetical order by the first author’s surname. Separate the citations by semicolons.

Several studies (Balda, 1980; Kamil, 1988; Pepperberg & Funk, 1990)

**Specific Parts of a Source** - 3.101

To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give the page numbers for quotations.

(Cheek & Buss, 1981, p. 332)
(Shimura, 1989, chap. 3)
For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material.

**Personal Communications - 3.102**

May be letters, memos, some electronic communications (e.g., e-mail, discussion groups, messages from electronic bulletin boards), telephone conversations, etc. Because they do not provide recoverable data, personal communications are not included in the reference list. Cite in text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.

K. W. Schaie (personal communication, April 18, 1993)
(V. G. Nguyen, personal communication, September 28, 1993)

**Reference List**

APA journals require reference lists, not bibliographies.

**Agreement of Text and Reference List - 4.01**

References cited in text must appear in the reference list; conversely each entry in the reference list must be cited in text.

Reference list must be double-spaced, and entries should have a hanging indent.

Acceptable abbreviations in the reference list for parts of books and other publications are listed on page 217.

Publisher’s locations. Publishing cities that do not require states or countries to be listed are also on page 217.

**Order of References in the Reference List - 4.04**

Alphabetizing names

- Alphabetize letter by letter
- Alphabetize the prefixes M', Mc, and Mac literally.
• Alphabetize surnames that contain articles and prepositions (de, la, du, von, etc.) according to the rules of the language of origin.

• Alphabetize entries with numerals as if the numerals were spelled out.

Order of several works by the same first author.

• One-author entries by the same author are arranged by year of publication, earliest first.

• One-author entries precede multiple-author entries beginning with the same surname.

• References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author, and so on.

• References with the same authors in the same order are arranged by year of publication, the earliest first.

• References by the same author (or by the same two or more authors in the same order) with the same publication date are arranged alphabetically by the title (excluding A or The) that follows the date.

• Works by different authors with the same surname are arranged alphabetically by the first initial.

• Alphabetize group authors, such as associations or government agencies, by the first significant word of the name.

• If there is no author, the title moves to the author position, and the entry is alphabetized by the first significant word of the title.

Introduction to APA Reference Style - 4.07 - 4.15

Journal article, one author

Journal article, two authors, journal paginated by issue


Journal article, three to six authors


Journal article, six or more authors


Journal article in press


Magazine article


Daily newspaper article, no author

Entire issue of a journal

Book, third edition, Jr. in name

Book, group author (government agency) as publisher

Edited book

Book, no author or editor

Article or chapter in an edited book, two editors
Electronic Media - p. 268

General Instructions for Preparing the Paper Manuscript

Paper - 5.01

8-1/2 x 11 inch, heavy white bond paper

Typeface - 5.02

Serif rather than sans-serif typeface is preferred.

Acceptable typefaces:
Palatino, Times Roman, Book Antiqua

12 point

Double-Spacing - 5.03

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, quotations, references, figure captions, and all parts of tables.

Margins - 5.04

- 1 inch margins at top, bottom, left, and right, except when the document will be bound; then leave 1-1/2 inch on the left.
- Do not justify lines
- Do not divide words at the end of a line

Page Numbers and Manuscript Page Headers - 5.06

- Number pages consecutively, beginning with the title page.
- Number all pages except those for artwork in Arabic numerals in the upper right-hand corner. The number should appear at least 1 inch from the right-hand edge of the page, in the space between the top edge of the paper and the first line of text.

APA Workshop, College of Technology, BGSU, K.S. Hoff
All material was excerpted from:
Paragraph and Indention - 5.08

- Indent the first line of every paragraph
- For consistency, use the tab key - not the space bar

Spacing and Punctuation - 5.11

Space once after all punctuation as follows:

- After commas, colons, and semicolons
- After punctuation marks at the ends of sentences
- After periods that separate parts of a reference citation
- After the periods of the initials in personal names

Hyphens, dashes, and minus signs are each typed differently.

- Hyphen: use no space before or after (e.g., trial-by-trial analysis)
- Dash: type as two hyphens with no space before or after (e.g., Studies—published and unpublished—are)
- Minus: type as a hyphen with space on both sides (e.g., a – b)
- Negative value: type as a hyphen with a space before but no space after (e.g., -5.25).

Quotations - 5.13

Short quotations – fewer than 40 words should be incorporated into the text and enclosed by double quotation marks (“”).

Long quotations – indent from the left margin without the usual opening paragraph indent. If the quotation is more than one paragraph, indent the first line of second and additional paragraphs five to seven spaces from the new margin.

Quoted material within quotation – enclose direct quotations within a block quotation in double quotation marks. In a quotation in running text that is already enclosed in double quotation marks, use single quotation marks to enclose quoted material.

Ellipsis points – type three periods with a space before and after each period to indicate any omission within a sentence. Type four periods to indicate any omission between two sentences.
Brackets – use brackets, not parentheses, to enclose material inserted in a quotation by some person other than the original writer.

Quotation marks and other punctuation – when a period or comma occurs with closing quotation marks, place the period or comma before rather than after the quotation marks. Put other punctuation outside quotation marks unless it is part of the quoted material.