Handout for Writing Papers

Name of Student

Name of University
Handout for Writing Papers

The following information and examples were taken directly from the Publication manual of the American Psychological Association. This handout should not substitute for purchasing the manual. This handout is printed in single space only to save paper. All papers produced for class credit MUST be printed in double space.

Typing Format

* Manuscript should be printed on 8.5 X 11 inch paper.
* Entire manuscript should be DOUBLE-SPACED and clean.
* Margins should be at least 1 inch at the top, bottom, right, and left of every page. Do NOT justify the right margin.
* Order of the pages:
  - title page (p. 1)
  - abstract (p. 2)
  - text (p. 3 and following)
  - references (starts on a new page following last page of text)
  - appendixes
  - author notes
  - footnotes
  - tables
  - figure captions
  - figures
* Do NOT hyphenate words and break them at the ends of lines.
* Type no more than 27 lines of text (not counting header) on each page.
* All pages should be numbered in sequence, starting with the title page. The running head is an abbreviated title that is printed in the top of the pages of a manuscript to identify it. The running head should be no more than 50 characters. It should appear flush left in all uppercase letters at the top of the title page and all subsequent pages. Page numbers should be placed in the upper right corner.
* Indent the first line of every paragraph 5 spaces or ½ inch. For consistency, use the tab key.

Levels of Headings

Headings indicate the organization of the manuscript and establish the importance of each topic. All topics of equal importance have the same level heading throughout the manuscript. Headings function as an outline to reveal a manuscript's organization. Do not use a heading for the introduction because the introduction is identified by its position in the manuscript.

One to five levels of headings are used. For most papers, three or four levels of headings are sufficient.
Level of headings: Format

1
Centered, Boldface, Uppercase and Lowercase Heading

2
Flush Left, Boldface, Uppercase and Lowercase Heading

3
Indented, boldface, lowercase paragraph heading ending with a period.

4
Indented, boldface, italicized, lowercase paragraph heading ending with a period.

5
Indented, italicized, lowercase paragraph heading ending with a period.

Use of Quotations

Quotations of fewer than 40 words should be incorporated into the text and enclosed by double quotation marks ("."). Display a quotation of more than 40 words in a free-standing block of typewritten lines and omit the quotation marks. Start a block quotation on a new line, indented five spaces (½ inch) from the left margin. Type the entire quotation double-spaced on the new margin and indent the first line of any subsequent paragraphs within the quotation five spaces from the new margin. When quoting, always provide the author, year, and specific page citation in the text and include a complete reference in the reference list.

When a period or comma occurs with closing quotation marks, place the period or comma inside the quotation mark ("for example," or with a period, "this would end the sentence."). Other punctuation marks (e.g., ?, !) are placed outside the quotation mark (e.g., Freud actually believed women had a weaker "super ego"! But does anyone really believe in "penis envy").

Referencing

Citations in text: Directly quoted material. In APA, the name of the author, year of publication, and page number should always accompany directly quoted material.

Example 1:
She stated, “The ‘placebo effect’ disappeared when behaviors were studied in this manner” (Miele, 1993, p. 276).

Example 2:
Miele (1993) stated “the ‘placebo effect’ disappeared when behaviors were studied in this manner” (p. 276).
**Citations in text: Paraphrased material.** In APA, the surname of the author and the year of publication are inserted in the text at the appropriate point. If the name of the author appears as part of the narrative, cite only the year of publication in parentheses.

Smith (1983) compared reaction times....

Otherwise, place both the name and date, separated by a comma, in parentheses.

In a recent study of reaction times ... (Smith, 1983).

In cases where both the year and the author are given as part of the textual discussion, do not add parenthetical information.

In 1983, Smith compared....

Within a paragraph, do not include the year in subsequent references to a study as long as the study cannot be confused with other studies cited in the manuscript.

In a recent study of reaction times, Smith (1983) described the method.... Smith also found....

However, if the information from the same study continues to a second paragraph, the second paragraph must also contain complete referencing information. **Note: In preparing literature reviews, every paragraph should include at least one citation.**

When a work has 2 authors, separate the names with &.

In a recent study (Smith & Jones, 1983)....

When a work has 3, 4, or 5 authors, cite all authors in the order they appear on the manuscript and separate the second and third authors’ names with &. In first citations, all authors should be listed; however, in subsequent citations, include only the surname of the first author followed by "et al." and the year. For example:

In a recent study (Williams, Jones, Smith, & Torrington, 1983) found....

Williams et al. (1983) also indicated.... OR
It was also indicated...(Williams et al., 1983).

When a work has 6 or more authors, cite only the surname of the first author followed by “et al.”

Two or more works within the same parentheses should be ordered in the same order in which they appear in the reference list (i.e., in chronological order).

Past research (Hassam & Grammick, 1981, 1982) has shown....

Several studies (Bruce, 1984; Johnson, 1981) have shown....
Reference List

References should begin on a separate page following the last page of the text of the manuscript and titled: References (centered, not underlined, not bolded, no quotation marks, not in full caps). All references should be listed double-spaced and in alphabetical order without any headings. Alphabetize letter by letter.

References to articles contain the following: author(s); date of publication; article title; journal title, volume number, issue number, page numbers, and DOI (digital object identifier).

References to books contain the following: author(s) or editor(s); date of publication; book title; city, state and publisher.

The first line of each reference should be flush left; any subsequent lines should be indented 5 spaces (½ inch). Provide the DOI if one has been assigned to the content.

Authors are listed last name first, then initials. When authors number 8 or more, include the first 6 authors’ names, then insert three ellipses (…), and add the last author’s name.

Examples

Journal articles:

Single author:


Multiple authors:


Magazine article, one author:


Newsletter article:


Daily newspaper article, discontinuous pages:

**Monograph with issue number and serial (or whole) number:**


**Book written entirely by same author(s):**


**Book (more than one edition):**


**Book (group author or government agency as publisher):**


**Book (edited volume):**


**Book, no author or editor:**

Book, revised edition:

English translation of a book:

Brochure, corporate author:

Chapter in an edited volume:

Unpublished paper presented at a meeting:

Doctoral dissertations and Master’s theses:
Report available from the Educational Resources Information Center (ERIC):


Motion picture:


Television broadcast:


Single episode from a television series:


Internet article based on a print source:


Article in an Internet-only journal:

Article in an Internet-only journal, retrieved via file transfer protocol (ftp):

Article in an Internet-only newsletter:

Multipage document created by private organization, no date:

Stand-alone document, no author identified, no date:

Report from a private organization, available on organization Web site:
Email communications from individuals should be cited as personal communications (see below).

**Personal Communications:**

Personal communications may be interviews, letters, lectures, seminars, E-mail, telephone conversations, etc., and are NOT cited in the reference list--ONLY in the text of the paper using the following format:

Life is hard and then you die (I. C. Everything, personal communication, Month Day, Year).

**Note:** When there is more than one author on a resource, authors are listed in the same order as they appear on the manuscript.

When more than one work has the same authorship, references should appear in the reference list in chronological order as follows:

Smith, B. A. (1983)
Smith, B. A. (1994b). Horses....

**Numbers: Numerals vs. words**

Numbers expressed as numerals (1, 2, 3...) include:

1. all numbers above 10
2. all numbers below 10 that are grouped for comparison with numbers 10 and above
3. numbers that immediately precede a unit of measurement
4. numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles
5. numbers that represent time, date, age, sample, subsample, or population size; specific numbers of subject or participants in an experiment; scores and points on a scale; exact sums of money; numerals as numerals
6. numbers that denote a specific place in a numbered series, part of books and tables, and each number in a list of four or more numbers
Numbers expressed in words include:

1. numbers below 10 that do not represent precise measurements and that are grouped for comparison with numbers below 10 (e.g., the only one who; nine words each)
2. the numbers "zero" and "one" when the words would be easier to comprehend than the figures or when the words do not appear in context with numbers 10 and above (e.g., one-line sentence)
3. any number that begins a sentence, title, or text heading
4. common fractions (e.g., one-fifth of the class)
5. universally accepted usage (e.g., the Fourth of July)

Plagiarism

Definitions of plagiarism. Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

Plagiarism: the offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgment (without quotation marks or offset AND reference cited) or when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer (without reference cited).

For Dr. Glover's classes, plagiarism also includes the following:

(1) using more than six (6) consecutive words from a source without indicating a direct quote;
(2) directly copying text from a source without indicating a direct quote, even though the source is referenced;
(3) using too many long direct quotes; "too many" defined as a total of more than one-half page of text when all lines of directly quoted information throughout the paper are combined; and
(4) using secondary sources (i.e., citing references used by someone else).
(5) dual submission (i.e., submitting for grading any material submitted for grading in any other class)
Examples of Plagiarism

The following is a direct quote taken from page 136 of the following source:


In a typical classroom girls can be seen waiting quietly in line to have a worksheet checked, waiting with their hands up to be called on during a lesson, and playing indoors at the art table or in the dress-up area, while boys yell out answers during lessons, race around the yard on big-wheel tricycles, topple over block towers, and push each other in line. Teachers' patterns of attention to boys and girls enhance boys' assertiveness while encouraging girls to be compliant and dependent. Teachers are most likely to pay attention to them when the girls plays quietly indoors, which encourages girls to adopt quieter, more sedentary, and structured activities (Carpenter & Huston-Stein, 1980). Teachers generally notice when a girl does something wrong, such as poke the class gerbil with a stick through its cage bars or yell at a classmate, only when the misdeed occurs close by, and teachers reprimand a girl quietly, as if out of concern that the girl not be publicly embarrassed (Serbin, O'Leary, Kent, & Tonick, 1973).

Paraphrased Version

In observations of classrooms, girls typically work more quietly than boys and are less assertive. Research suggests that teachers encourage this behavior in females in that they are more likely to pay attention to girls when they work quietly. In addition, when a teacher notices a girl's misbehavior, the teacher tends to quietly correct her behavior (Beal, 1994).

Forms of Plagiarism

(1) Failing to provide a reference:

In observations of classrooms, girls typically work more quietly than boys and are less assertive. Research suggests that teachers encourage this behavior in females in that they are more likely to pay attention to girls when they work quietly. In addition, when a teacher notices a girl's misbehavior, the teacher tends to quietly correct her behavior.

(2) Directly quoting without indicating a direct quote:

Using more than six (6) consecutive words:

In observations of classrooms, girls typically work more quietly than boys and are less assertive. Research suggests that teachers encourage this behavior in females in that they are more likely to pay attention to girls when they work quietly. *Teachers generally*
notice when a girl does something wrong, such as poke the class gerbil with a stick through its cage bars or yell at a classmate, only when the misdeed occurs close by, and teachers reprimand a girl quietly, as if out of concern that the girl not be publicly embarrassed (Beal, 1994).

(3) Using secondary sources:

In observations of classrooms, girls typically work more quietly than boys and are less assertive. Research suggests that teachers encourage this behavior in females in that they are more likely to pay attention to girls when they work quietly (Carpenter & Huston-Stein, 1980). In addition, when a teacher notices a girl's misbehavior, the teacher tends to quietly correct her behavior (Serbin, O'Leary, Kent, & Tonick, 1973).

Grammar Tips

Incorrect grammar and poorly constructed sentences distract from the quality of any written assignment and from the integrity of the author. Poorly written papers fail to clearly transmit to the reader exactly what the author intended.

Apply the basic rules of grammar in all cases. Some common guidelines are listed below:

* Never use first person pronouns: I, me, my, us, we, our, you, your, etc.

* Never use contractions: don't, shouldn't, etc.
  
  Note: The possessive of "it" is written as "its." The word "it's" is the contraction of "it is," and as contractions should never be used, "it's" should never appear in the manuscript.

* Pick one tense and stick to it -- either past or present, but never both.

* Check subject-verb agreement:
  
  The ideas most frequently expressed are....
  
  The idea most frequently expressed is....

A child should be allowed to express his/her opinion. Children should be allowed to express their opinions.

* "Their" is a possessive pronoun and refers to something belonging to them. "There" is an adverb or noun usually referring to some place, not people.

* "To" is a preposition, meaning in the direction of, toward, etc. "Too" is an adverb, meaning in addition to or also. "Two" is a noun, the written form of the numeral 2.
* Never use colloquial (i.e., informal) terms or phrases. Examples include:
  "kids" / "children"
  "kicked out of" school / "expelled from"
  when the child "messes up" / when the child "errs"
  he "came up with" an idea / he "developed" an idea
  he has to "go through" it / he has to "experience" it
  she has to "figure out" a problem / she has to "solve" a problem

* Proofread.

* Use a dictionary or a spell checker.

* Widow papers (i.e., do not put the first line of a new paragraph at the bottom of a page, and do not put the last line of an old paragraph at the top of a page).

* Do not use sexist language. Use he/she, him/her, etc.