

A Quick Guide to APA Style

Ray M. Zeisset, PhD
Doane College-Lincoln

When writing a paper is required in a course at Doane, use of “APA style” is frequently specified. This Quick Guide to APA Style is intended to help students comply with this requirement and reduce the confusion that sometimes occurs as students adapt a style that was originally intended for manuscripts for publication in journals to papers that are final end products, not intended for further publication.

APA style is the style of writing specified in the *Publication Manual of the American Psychological Association* (6th ed., 2010). The publication manual has its roots in a 1928 meeting of representatives from anthropological and psychological journals “to discuss the form of journal manuscripts” and an article in *Psychological Bulletin* in 1929 reporting those discussions. By 1952 the guidelines were issued as a separate document called the *Publication Manual*. Today the manual is in its sixth edition, and APA format is now the widely recognized standard for scientific writing in many different fields.

Some of the most common rules and reference formats from the manual are included here. However, this summary is not a substitute for the 272 page manual itself, which is a desirable investment for any student who anticipates doing advanced graduate study in psychology or plans to publish research.

While the *Publication Manual* is specifically written for preparation of research manuscripts for publication, it is widely used in colleges and universities as a format for papers. This provides a standard format and prepares students for later professional publication. However, many schools modify the style requirements when a paper is an end product itself (for example, a term paper that is not intended to be published). **In this guide, the phrase “in a paper” will be used to specify the style to be used at Doane for student papers, when that style differs from what is to be used “in a manuscript” as specified in the *Publication Manual* when one is submitting an article for publication.** Note, however, that each journal now has its own specific rules, published on the journal’s website, so some manuscript-specific conventions are no longer included in the *Publication Manual*.

General format

Margins should be at least 1" all around. If using a word processor or computer, justification should be set to "off" or "left margin only" (the right margin should be uneven). Hyphenation should not occur at the end of lines to divide words, only between words when necessary.

Use a 12 point serif type (like this, Times New Roman) for text. However, lettering on figures should be san serif (like this, Arial or Gothic). Stick with standard typefaces like these; do not use ornate, compressed or all-caps typefaces.

A manuscript for publication is *all* double-spaced. In a paper, most text is double-spaced but some single spacing increases readability. The following should be single-spaced in papers at Doane: (a) table titles and headings, (b) figure captions, (c) references, (d) footnotes, and (d) long quotations. Tables may be single spaced for readability. Similarly, triple- or quadruple-spacing may be used to improve appearance or readability in such places as before chapter titles or major headings, before footnotes, and before and

after tables in the text. There should be no more than 27 lines of double-spaced text (not counting page header) on a page.

Paragraphs should be indented five to seven spaces or ½ inch, using the tab key (rather than automatic indenting, which complicates proper formatting of headers). Indent the first line of *every* paragraph except the abstract, block quotations, titles and headings, table titles and notes, and figure captions. References use hanging indents.

Use *italics* and **boldface** as appropriate if using a word processing program. However, be aware that in scientific writing, boldface for emphasis is not common and italics is used sparingly except in titles. Please note: this Quick Guide is intended as a training tool and thus uses italics and boldface more often than one would do in scientific writing. A sample paper available to accompany this guide illustrates current APA style, while this guide does not.

Parts of a Paper or Manuscript

The first page, or in a paper the **Title Page**, contains these elements:

- Title. The title should summarize the main idea of paper--it should be a concise statement of the main topic and the variables and issues examined, and their relationship to each other. Avoid words that serve no useful purpose, such as “a study of”. Avoid using abbreviations in a title. Recommended length is 10 to 12 words. The title should shorten easily to create the Running head.
- Author’s name (first, middle initial, and last name) without titles or degrees.
- Institutional affiliation--where the investigation was conducted. Only the name of the institution should appear in the byline on the title page. In papers at Doane, include the course name and number and the term or calendar date.
- Running head is an abbreviated title (maximum of 50 characters, including punctuation and spaces) which appears at the top of each page of a paper and is printed at the top of pages of a published article. The words “Running head” precede the running head on the title page, placed flush left. On subsequent pages, only the running head, in all capitals, is flush left at the top of the page, and the page number is flush right (see title page example).
- Page number appears flush-right on the top line of every page. The running head and page number provide identification in case pages of the manuscript get mislaid (the title

page will be removed for reviewers when an article is submitted for publication.) In most word processing programs, the running head and page number (what we will call the page header) can be inserted into a “header” that then appears on all pages after the first page. *All pages in a paper have the running head and page number.* In a manuscript for publication, all pages are numbered except pages with figures. The title page is always page 1.

Running head: ASSESSMENT IN MARRIAGE AND FAMILY THERAPY 1

Using Objective Assessment Tools in Marriage and Family Therapy

Jane J. Student

Doane College-Lincoln

Clinical Assessment, COU 612

Spring, 2010

The top of subsequent pages omit the words “Running head.” (Hint: don’t use the “header” function of the word processor until page 2.)

ASSESSMENT IN MARRIAGE AND FAMILY THERAPY

2

In typing the title page, the title is centered on the line and in the upper half of the page (above the 5.5" mark), in uppercase and lowercase letters (double space if the title takes more than one line). In a manuscript for publication, the author's name is on the next double-spaced line of a first page, and the institutional affiliation is on the following double-spaced line. In a paper's title page, the title is centered on the line, above the center of the page vertically, and the student may put several spaces between the title and the author's name. The author's name comes below the middle of the page vertically. At Doane, the course for which the paper was prepared and the date (either term or calendar date) should also be included. See the example above. **The author's name on the title page is the *only* place a first name is used in APA Style**; in all other cases, initials and the surname (or just the surname) are all that are used.

In a manuscript for publication, the author's departmental affiliation within the institution is included in the author note, a footnote on the bottom of the first page. Also included in the author note are any changes in affiliation since the paper was completed, acknowledgments, special circumstances, and the person to contact (with mailing address and e-mail) for more information.

Abstract. All papers in APA style should have an abstract. While the abstract appears at the beginning of an article, *it serves as a summary* of the article's findings. It should **not** tell what the paper is "going to do" but should be as complete a summary of the study and its findings as is possible in the space allowed, a maximum of 150 words. (Note: some journals allow somewhat longer abstracts; check the website if preparing a manuscript.) Begin the abstract on page 2, with the centered label "Abstract" in upper- and lowercase letters. The abstract itself is typed as a single paragraph without indentation.

Make each sentence in the abstract as informative as possible, particularly the first sentence. Do not include anything in the abstract that is not included in the text. The abstract is nonevaluative; report on, but do not comment on, what is in the text. Do not quote in the abstract, though paraphrasing is acceptable. All numbers appear as digits unless they begin a sentence. The abstract is self-contained, so any abbreviations used need to be explained in the abstract as well as in the text.

Body. The text begins on page 3. After the header comes the title of the paper, centered at the top of the page. Double-space and begin the introduction (which is not labeled as such). For most papers, do not begin a new page each time you begin a new section (for example, Introduction, Method, Results, etc.) For an extended paper (such as a thesis or independent study) where sections each may be similar to a chapter, each may begin on a new page.

Headings. Headings help the reader grasp a manuscript or paper's organization and the relative importance of its parts. Within the body of the text of a paper or manuscript, the following types of headings are used. Many research papers use the headings Method, Results, Discussion, and References; these are 1st level headings. Many papers further divide the Method section into subsections such as Participants, Measures, and Procedure; these would be 2nd level headings. Breaking the Measures subsection by the different measures used could result in 3rd level headings.

1st level: **Centered, Boldface, Upper and Lowercase Heading**

2nd level: **Flush-Left, Boldface, Upper and Lowercase Side Heading**

3rd level: **Indented, boldface, lowercase paragraph heading ending with a period.**
Only the first word and proper nouns are capitalized in the 3rd, 4th, and 5th levels.

4th level: ***Indented, boldface, italics lowercase paragraph heading ending with a period.***

5th level: ***Indented, italicized, lowercase paragraph heading ending with a period.***

An example of headings for a paper with three levels:

Method

Participants

Procedures

Delay conditions. Text begins immediately in the paragraph for this third level of heading. Note that only the first word is capitalized, and the heading ends with a period.

Follow-up testing. Going right on with the text of the paragraph here as well. Do use headings in your papers to reveal the organization and the relative importance of what you say.

Results

Discussion

If a heading comes at the bottom of a page without any text following, put in a page break so the heading appears on the next page with the text it relates to. Avoid having only one subsection heading within any given section; use at least two subsection headings or none, just as you would do in an outline.

Figures, tables and footnotes should be incorporated at the appropriate point in the text of a paper. Short tables in a paper may appear on a page with some text. Figures and tables that are nearly a page long should appear alone on a page. In a manuscript for publication, all figures and tables appear at the end, with a note in the text of an appropriate place to insert each. Tables and Figures are numbered consecutively in the order they are mentioned in the text, identified by word Table or Figure and its arabic numeral flush left at the top of the table. [Table 1, Table 2, Figure 1, etc.]

References. Start the reference list on a new page. Type the word References (boldface, upper & lowercase), centered, at the top of the page. Only references cited in the text are included in references. To make clear the alphabetical order of references, references use hanging indents (1st line flush left, subsequent lines indented 5 spaces. In Word, use the Format menu, Paragraph, Indents & Spacing, Special, Hanging. In WordPerfect, use Format, Paragraph, Hanging Indent. An easy way is to type all your references without indentation, then highlight them all, then apply the hanging indent format.) References in a paper are single spaced, but double space *between* references.

Appendixes. If there are Appendixes, they come after References. Begin each on a separate page. Type the word Appendix with an identifying capital letter (A, B, C, etc.) in the order they are noted in the text. [Appendix A, Appendix B, etc.]

Writing Style

Aim to present your findings and ideas in an orderly way, with good continuity of ideas that helps the reader understand what is being described. Punctuation cues the reader to pauses, inflections, and pacing heard in speech. Transition words (like *then*, *while*, *therefore*, *similarly*, *however*) help maintain the flow of thought. Pronouns pointing to nouns in a previous sentence provide transition without repetition.

Smoothness of expression is also important. Many devices used in creative writing, such as ambiguity, sudden shifts in topic, and inserting the unexpected, are inappropriate in scientific writing where clear, logical communication is essential. We want to avoid abruptness, omissions, and irrelevancies. Reading

your paper after laying it aside for a period, or reading it aloud, or having a colleague read it can help you assure smoothness of expression. Look specifically for sudden shifts in topic, tense, or person. Make sure elements of a sentence joined by *and*, *but*, *or*, and *nor* are parallel (e.g., if the first element began with *that*, the second element should begin with *that* as well). Avoid noun strings, several nouns used to modify a final noun, such as “investigative expanded issue control question technique,” because the reader has to stop to figure out how the words are related.

Smoothness of expression requires consistent use of verb tense. Use past tense (“Jones demonstrated”) or present perfect tense (“Jones has demonstrated”) in your review of literature and your description of procedures that have been used. Use past tense to describe results (“women scored significantly higher”), but present tense to discuss results and to present conclusions (“results of the experiment indicate”). Using present tense allows the reader to join in the deliberation. Use subjunctive to describe conditions that are contrary to fact or improbable (“If the experiment were not designed this way, participants’ performance would suffer.”)

Verbs must agree with the subject in number (singular or plural) regardless of intervening phrases (“percentage of correct responses as well as the speed of the responses increases with practice”). When the subject of a sentence has both a singular and a plural noun joined with *or* or *nor*, the verb agrees with the noun that is closer. (Neither the man nor his children were.... Neither the children nor their father was....)

Say only what needs to be said. Economy of expression is facilitated by avoiding redundancy, wordiness, jargon, overuse of passive voice and clumsy prose. Use metaphors sparingly and avoid rhyming, poetic expressions and clichés. Avoid overly detailed descriptions. Short words and short sentences are easier to understand than long ones, though longer technical terms are appropriate when they increase precision. Keep paragraphs a reasonable length, not too long and not too short; single-sentence paragraphs are too short, while paragraphs that go for more than a double-spaced page are apt to lose the reader’s attention.

Some examples of wordy phrases and better substitutes:

| <u>Avoid</u> | <u>Better</u> |
|------------------------|----------------------|
| based on the fact that | because |
| at the present time | now |
| for the purpose of | for (or <i>to</i>) |
| the present study | this study |

In the following examples, the italicized words are redundant and should be omitted:

| | | |
|-----------------------------------|-----------------------------------|----------------------------------|
| They were <i>both</i> alike | <i>one and</i> the same | has been <i>previously</i> found |
| <i>a total of</i> 68 participants | in <i>close</i> proximity | small <i>in size</i> |
| Four <i>different</i> groups saw | <i>completely</i> unanimous | <i>period of</i> time |
| they were <i>exactly</i> the same | <i>just</i> exactly | summarize <i>briefly</i> |
| <i>absolutely</i> essential | <i>very</i> close to significance | |

Be precise in your choice of words. Be sure every word means what you intend it to mean. For example, in informal style *feel* often is used instead of *think* or *believe*. In scientific writing, go with meanings indicated in the dictionary. Avoid colloquial expressions that may be interpreted differently by others; especially avoid approximations of quantity like *quite a large part*, *practically all*, or *very few*.

Speaking of dictionaries, the current Merriam-Webster Collegiate Dictionary is the official source in APA Style for spelling and meanings. If more than one spelling is given, go with first. The spelling of plural forms of some words of Latin or Greek origin can be confusing. Use *appendixes* as the plural of

appendix. Use *datum* as singular, *data* as plural. Use *matrix* as singular, *matrices* as plural. Use *phenomenon* as singular, *phenomena* as plural. Use *schema* as singular, *schemas* (not *schemata*) as plural.

Pronouns should refer clearly to, and agree in number (singular or plural) and gender with, the nouns they replace. Sometimes it is unclear what is meant when using *this*, *that*, *these* and *those*; it may help to say something like *this test* or *these reports*. For relative pronouns use *who* for humans, and *that* or *which* for animals or things. Use *who* as the subject of a verb and *whom* as the object of a verb or preposition.

Adjectives and adverbs should be placed as close as possible to the words they modify. The word *only* is frequently misplaced; it should be next to the word or phrase it modifies. ("The data provide only a partial answer," not "The data only provide a partial answer.") Be careful about using adverbs as transitional words, such as beginning a sentence with *fortunately*, *importantly*, or *interestingly*; avoid that kind of word use when you can ("It is fortunate that..." is better). *Hopefully* should never be used to mean "I hope" or "it is hoped."

There is often confusion about the use of *that* and *which*. *That* clauses 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 in scientific writing merely add further information and are set off by commas. ("The animals, which performed well in the first experiment, were not proficient in the second experiment" [all animals found the second experiment more difficult than the first]).

In scientific writing, *while* and *since* should only be used to refer to time. Use *while* only when the events are occurring simultaneously; use *although*, *whereas*, *and*, or *but* instead of the conventional *while* when not describing simultaneous action. Use *because* instead of *since* when it is not a time reference.

Avoiding Biased and Pejorative Language

In general, avoid anything that causes offense. For example:

| DO NOT use... | when you can use... |
|---------------------------------------|---|
| "men" (referring to all adults) | "men and women" |
| ethnic labels (for example, Hispanic) | geographical labels (Mexican Americans) |
| "homosexuals" | "gay men and lesbians" |
| "depressives" | "people with depression" |

Be sensitive to labels. A person in a clinical study should be called a "patient," not a "case." Avoid equating people with their conditions, for example, do not say "schizophrenics," say "people diagnosed with schizophrenia." Use the term "sexual orientation," not "sexual preference." The phrase "gay men and lesbians" is currently preferred to the term "homosexuals." To refer to all people who are not heterosexual, the manual suggests "lesbians, gay men, and bisexual women and men."

In racial references, the manual simply recommends respecting current usage. Currently both the terms "Black" and "African American" are widely accepted, while "Negro" and "Afro-American" are not. Capitalize Black and White when the words are used as proper nouns to refer to social groups. Do not use color words for other ethnic groups. Hyphens should not be used in multiword names such as Asian American or African American. "American Indian" and "Native American" are both acceptable usages, but there are nearly 450 Native American groups, so specific group names are more informative. The terms Hispanic, Latino, and Chicano are preferred by different groups. The safest procedure is to use geographical references. Just say "Cuban American" if referring to people from Cuba. The term Asian American is preferable to Oriental, and being specific about country of origin, when this is known (for example, Chinese or Vietnamese) is best.

People from northern Canada, Alaska, eastern Siberia, and Greenland often prefer *Inuk* (singular) and *Inuit* (plural) to "Eskimo." But some Alaska natives are non-Inuit people who prefer to be called Eskimo.

This difficulty is avoided by using geographical references. For example, in place of "Eskimo" or "Inuit" one could use "people from northern Canada, Alaska, eastern Siberia, and Greenland."

In general, call people what they want to be called, and do not contrast one group of people with another group called "normal" people. Write "we compared people with autism to people without autism" not "we contrasted autistics to normals." Do not use pejorative terms like "stroke victim." Use a more neutral terminology such as "people who have had a stroke." Avoid the terms "challenged" and "special" unless the population referred to prefers this terminology (for example, Special Olympics). As a rule, use the phrase "people with ____" (for example, "people with AIDS," not "AIDS sufferers").

In referring to age, be specific about age ranges; avoid open-ended definitions like "under 16" or "over 65." Avoid the term "elderly." "Older adult" is preferred. "Boy" and "girl" are acceptable referring to children under 12. "Young man" and "young woman", or "male adolescent" and "female adolescent" are acceptable for those between 13 and 17. For persons 18 and older use "men" and "women."

The term "gender" refers to culture and should be used when referring to men and women as social groups, as in this example "sexual orientation rather than gender accounted for most of the variance in the results; most gay men and lesbians were for it, most heterosexual men and women were against it." The term "sex" refers to biology and should be used when biological distinctions are emphasized, for example, "sex differences in hormone production." Avoid gender stereotypes. For example, "An American boy's infatuation with football" could be replaced with "An American child's infatuation with football."

Three ways to improve one's writing style are: (a) writing from an outline; (b) putting aside a first draft, then rereading after a delay (reading out loud can be particularly effective); and (c) asking a colleague to critique the draft for you. Which of these you use may depend in part on your personality and style, and these techniques may take more time. However, greater accuracy, thoroughness, and clearer communication can be the result. Note that APA maintains a website, www.apastyle.org, which is updated periodically to reflect changes in acceptable usage regarding possible bias.

Rules and Conventions

Abbreviations

Use abbreviations sparingly. Don't use abbreviations if it garbles communication with the reader. In general, use abbreviations when an abbreviation is more familiar than its complete form (e.g., MMPI) or when abbreviating saves considerable space or avoids cumbersome repetition. *If a term is used fewer than three times after the first mention of the term, it may be best to spell the word out each time.* The following are some rules regarding use of abbreviations.

- Explain what an abbreviation means the first time it occurs, giving the full name followed by the abbreviation in parentheses, as Beck Depression Inventory (BDI). After that, use only the abbreviation. If the abbreviation is for the name of a test you are reviewing, you do use the whole name in a heading.
- If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP).
- The following abbreviations should **not** be used outside parenthetical comments [outside parentheses, use the words in brackets instead]:

| | | | |
|------|----------------------------|------|-----------------------|
| cf. | [use <i>compare</i>] | i.e. | [use <i>that is</i>] |
| e.g. | [use <i>for example</i>] | viz. | [use <i>namely</i>] |
| etc. | [use <i>and so forth</i>] | vs. | [use <i>versus</i>] |
- Use periods when making an abbreviation within a reference (Vol. 3, p. 6, 2nd ed.)
- To form plurals of abbreviations, add s alone, without apostrophe (PhDs, IQs, vols., Eds).
- In using standard abbreviations for measurements, like m for meter, do not add an s to make it plural (100 seconds is 100 s), and when referring to more than one page, use the abbreviation pp. (with a

period after it and a space after the period).

- Do not use periods within degree titles and organization titles (PhD, APA).
- Do not use periods within measurements (lb, ft, s) except inches (in.). Use s for second, m for meter.
- Do not use the abbreviation “pp” for magazine or journal citations, encyclopedia entries, newspaper articles, or chapters or articles in edited books; just give the numbers.
- Use two-letter postal codes for U.S. state names (NE, KS, OK).

Capitalization

- Capitalize the first word in a complete sentence. After a colon or comma, capitalize the first word that begins a complete sentence. For example, "This is a complete sentence, so it is capitalized." As a counter example, "no capitalization here."
- Capitalize proper nouns and trade and brand names (Stroop Color-Word Interference Test). Do not capitalize generic names (Stroop color test). “Stroop” is a proper name, so it remains capitalized.
- Capitalize major words and all other words of four letters or more, in headings, titles, and subtitles outside reference lists, for example, "A Study of No-Win Strategies." Note that both words in hyphenated compounds are capitalized in headings and titles.
- Capitalize names of conditions, groups, effects, and variables only when definite. (Group A was the control group; an Age x Weight interaction showed lower weight with age.)
- Capitalize specific course and department titles (GSU Department of Psychology, Psych 150).
- Capitalize nouns before numbers or letters that denote a specific place in a series (Trial 2), but not before variables (trial x). Do not capitalize common parts of books or tables followed by numbers or letters (chapter 4, row 3, page iv).
- Do not capitalize names of laws, theories, and hypotheses (the law of effect).
- Do not capitalize when referring to generalities (any department, any introductory course) but do capitalize specific names (UNL Psychology Department; COU 612, Clinical Assessment).

Colons and Semi-colons

- Use a colon between a complete introductory clause (it could stand as a sentence) and a clause that illustrates or extends the introductory clause. If the clause following the colon is a complete sentence, it begins with a capital. “Freud (1930) wrote of two urges: an urge toward union with the other and an egoistic urge...” “They have agreed on the outcome: Informed participants perform better than uninformed participants.”
- Use colons to separate terms in ratios: “The observed ratio (men:women) was 3:2.”
- Do not use a colon or other punctuation after an introduction that is not a complete sentence such as this one, or any other sentence in the body of text that flows into a quote. The quote "picks up where the sentence leaves off" and provides the punctuation.
- Use semi-colons to separate two independent clauses that are not joined by a conjunction. (The first dish was cold; the second was hot.)
- Use semi-colons to separate elements in a series that contains commas. (The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.)

Commas

- Use commas before *and* and *or* in lists of 3 or more items, for example, height, width, and depth.
- Use commas between groups of three digits, for example, 1,453.
- Use commas to set off the year in a parenthetical reference citation, as “(Patrick, 1993, suggested....).”
- Use commas in exact dates, for example, April 18, 2002 (but not in April 2002).
- Use commas to set off nonessential clauses (ones that would leave the structure of the sentence intact if removed) but not for essential or restrictive clauses. Note that *which* introduces nonessential clauses that are set off by commas, and *that* introduces essential clauses that are not set off by commas.
- Do not use commas to separate parts of measurement (9 lbs 5 oz). Use the metric system, as a rule.

Hyphenation

When to hyphenate can be confusing, particularly because standards change. The dictionary can be a good guide for these decisions. Generally, do not use a hyphen unless it serves a purpose. If the compound is not in the dictionary, it may use a hyphen if it precedes what it modifies, but not use a hyphen when it follows what it modifies.

- Hyphenate all *self*-compounds, whether adjectives or nouns (self-esteem).
- When two or more compound modifiers have the same base, the base is included with only the last modifier (long- and short-term memory).
- Hyphenate adjectival phrases (role-playing technique, high-anxiety group, two-way analysis).
- Hyphenate compound adjectives preceding nouns (client-centered therapy, *t*-test scores) unless the compound adjective involves a superlative (best written paper). Do not hyphenate if a noun comes first (a therapy was client centered, results of *t* tests).
- Hyphenate if the base is an abbreviation or compounded (pre-UCS, non-college bound).
- Hyphenate if the base word is capitalized or a number (pre-Freudian, post-1960).
- Hyphenate if the words could be misunderstood without a hyphen (re-pair, un-ionized, co-worker) or when if the prefix ends and the base word begins with the same vowel (pre-existing).
- Do not hyphenate words at the end of a line. Use hyphens only within words when needed.
- Do not hyphenate *-ly* and superlative words (widely used test, best informed students).
- Do not hyphenate common prefixes (posttest, prewar, multiphase, nonsignificant) unless needed for clarity (pre-existing).
- Do not hyphenate foreign, letter, numeral terms (a priori hypothesis, Type A behavior) when the meaning is clear without it (least squares solution, heart rate scores).
- Do not hyphenate common fractions used as nouns (one fourth of students).

Italics

- Italicize titles of books and journals, species names, introduction of new terms and labels (the first time only), words and phrases used as linguistic examples (the letter *a*; words such as *big* and *little*), letters used as statistical symbols (*t* test), journal volume numbers in reference lists, and anchors of a scale (ranging from *poor* to *excellent*).
- Do not italicize common foreign abbreviations (vice versa, et al., a priori).
- Use italics for emphasis sparingly. Note that italics is used to emphasize key points in a quotation, followed by “[italics added].”

Numbers

- Spell out common fractions and common expressions (one half, Fourth of July).
- Spell out large numbers beginning sentences (Thirty days hath September...).
- Use numerals for numbers 10 and above, or lower numbers grouped with numbers 10 and above (for example, from 6 to 12 hours of sleep).
- Use a zero before the decimal point with numbers less than 1 when the statistic can exceed 1 (0.37 in) but do not use a zero before a decimal fraction when the statistic cannot be greater than 1 ($p = .03$, $r = -.72$).
- Spell out numbers that are inexact, or below 10 and not grouped with numbers over 10 (one-tailed *t* test, eight items, three-way interaction, five trials).
- To make plurals out of numbers, add *s* only, with no apostrophe (the 1950s).
- Treat ordinal numbers like cardinal numbers (the first item of the 75th trial...).
- Use combinations of written and Arabic numerals for back-to-back modifiers (five 4-point scales).
- Use combinations of numerals and written numbers for large sums (over 3 million people).
- Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample).
- Use metric abbreviations with figures (4 km) but not when written out (many meters distant).
- Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).

Parentheses

- Use parentheses to introduce an abbreviation, for example, the galvanic skin response (GSR).
- (When a complete sentence is enclosed in parentheses, place punctuation inside parentheses, like this.) If only a part of a sentence is enclosed in parentheses, place punctuation outside the parentheses (like this).
- Do not use parentheses within parentheses; use brackets instead, as in (Beck Depression Inventory [BDI]). However, don't use brackets if commas could be used instead without confusing the meaning. For example, if citing a reference within a parenthetical statement, use commas instead of brackets to set off the year of publication. (This principle was first suggested by Jones, 1991, in his study of....)
- Do not use parentheses back to back. Instead, include both expressions in one set of parentheses separated by a semi-colon. (i.e., pervasive pessimism; Jones & Smith, 2007).

Quotation Marks

- Use quotation marks for an invented, odd or ironic usage the first time but not thereafter. Example: This is the "good-outcome" variable, but we see the good-outcome variable predicts trouble later on...
- Use quotation marks for article and chapter titles cited in the text but not in the reference list. Example: In Smith's (1992) article, "APA Style and Personal Computers," computers were described as "here to stay" (p. 311). [Smith's book is listed in the references by title, but this chapter isn't cited specifically.]
- 'Single quotation marks' are often used in advertising and other places in modern culture, but they are never used in APA style except for quotes within quotes. Otherwise, use "double quote marks".
- Do **NOT** use quotes to
 - cite a linguistic example; instead, italicize the term (the verb *gather*).
 - hedge, cast doubt, or apologize (he was "cured"). Leave off the quotes.
 - identify endpoints on a scale; italicize instead (*poor* to *excellent*).
 - introduce a technical or key term; italicize instead (the *neoquasipsychoanalytic* theory).

Quotations

To indicate **short quotations** (fewer than 40 words) in your text, enclose the quotation within double quotation marks. Provide the author, year, and specific page or paragraph citation in the text, and include a complete reference in the reference list. Examples:

- He stated, "The placebo effect disappeared when behaviors were studied in this manner" (Smith, 1982, p. 276) but he did not clarify which behaviors were studied.
- Smith (1982) found that "the placebo effect disappeared when behaviors were studied in this manner" (p. 276). [If an electronic reference, this might have been (para. 17)]

Place **quotations longer than 40 words** in a free-standing block of typed lines, and omit the quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation single-spaced for a paper (double-spaced for a manuscript) on the new margin and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. Example:

Smith (1982) found the following:

The placebo effect disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again, even when real drugs were administered. Earlier studies conducted by the same group of researchers were clearly premature in attributing the results to a placebo effect.

In addition, it now seems apparent that previous authors misunderstood a key element of Brown's theory when they attributed . . . to the subject's behavior. (p. 276)

- Reproduce a quote exactly. If there are errors, introduce the word *sic* italicized and bracketed, for example, [*sic*] immediately after the error. Use brackets to enclose additions or explanations inserted in a quotation by someone other than the original author.
- Use three spaced dots (ellipsis points) when omitting material, four if the omitted material includes the

end of a sentence. ("The winner knew . . . the time had come.") Do not use dots at the beginning or end of a quotation unless it is important to indicate the quotation begins or ends in midsentence.

- Add emphasis in a quotation with italics, immediately followed by the words [italics added] in brackets. Brackets are not necessary when changing the first letter of a quotation to upper case.
- Periods or commas that come at the end of quoted material are placed within the closing quotation marks. Other punctuation is placed inside quotation marks only if they are part of the quoted material.

Serialization

- To show serialization (numbering) within a paragraph or sentence, use lowercase letters (not italicized) in parentheses. For example, the tasks were (a) running, (b) jumping, and (c) rolling. In this example, commas were used. One would use semicolons for serialization if there are commas within the items. For example, (a) here, in the middle of the item, there are commas; (b) here there are not; (c) but we use semicolons throughout.
- To number paragraphs, use an arabic numeral, followed by a period, but not enclosed in or followed by parentheses. [1. Text goes here.]
- Use of bullets may be preferable to numbering when one wants to avoid implying that items are in any kind of rank order.

Slashes, dashes, and spaces

- Use a slash (/) to separate numerator from denominator, to indicate *per* to separate units of measurement accompanied by a numerical value (7.4mg/kg), to set off English phonemes (/o/), and to cite a republished work in text, such as Freud (1923/1961).
- Do not use "and/or." Write things out. For example, "Monday, Tuesday, or both" is preferable to "Monday and/or Tuesday."
- Do not use a slash (/) when a phrase would be better, as "parent or guardian" instead of parent/guardian.
- Use a dash (rendered on typewriters and computers as a double hyphen) when there is a sudden interruption in the flow of a sentence, like "the participants—one of each gender—were given..." Don't overuse dashes, which tend to weaken the flow of your writing.
- The 5th edition stated only one space follows a period before the beginning of a new sentence. The 6th edition notes that copy editors think two spaces (what most of us learned originally) is easier to read. So you may choose, one space or two (though many other style guides seem to favor one space).

References

References are citations of other works such as books, journal articles, electronic documents, or private communications. Citation of references in text are treated differently from references in the complete list at the end of a paper.

In-text citations

- Use the author-date format to cite references in text. For example: as Smith (1995) points out, a recent study (Jones, 1990) shows...
- For two-author citations, spell out both author names on all occurrences. (Smith & Jones, 1996)
- For multiple-author citations (more than two and up to five authors) name all authors the first time, then use *et al.*, so the first time it is Smith, Jones, Pearson and Sherwin (1990), but the second time it is Smith *et al.* (1990), with a period after *al* (but no italics).
- For six or more authors, use *et al.* the first time and give the full citation in the reference list. However, if there are eight or more authors, in the references list the first six authors' names, then insert three ellipsis points, and add the last author's name.
- The first time a reference is used in a paragraph, give the year; after that, if the citation is repeated in

- the paragraph, omit the year. For example, “. . .according to Jones (1997). Jones notes, however . . .”
- Always give page numbers for quotations. Give the page number after the year, outside the quote marks but inside the punctuation; for example: The author stated, "The effect disappeared within minutes" (Lopez, 1993, p. 311), but she did not say which effect. If quoting from an electronic source that does not provide page numbers, use paragraph numbers if available, preceded by the abbreviation *para*. If neither a page nor paragraph number is visible, list the previous heading and the number of paragraphs following that heading the quote comes from (e.g., Discussion section, para. 3).
 - If two or more multiple-author references shorten to the same *et al.* form, making it ambiguous, give as many author names as necessary to make them distinct, before *et al.* For example: (Smith, Jones, et al., 1991) to distinguish it from (Smith, Burke, et al., 1991).
 - Join names in a multiple-author citation with *and* in text that is not in parentheses, or an ampersand (&) in reference lists and parenthetical comments. For example: As Smith and Sarason (1998) point out, the same point was made in an earlier study (Smith & Sarason, 1995).
 - If a group author is readily identified by its initials, spell it out only the first time. For example, "As reported in a government study (National Institute of Mental Health [NIMH], 1991), schizophrenics..." and thereafter, "The previously cited study (NIMH, 1991) found that..."
 - If the author is unknown or unspecified, use the first few words of the reference list entry (usually the title), for example: ("Study Finds," 1992).
 - If citing multiple works by the same author at the same time, arrange dates in order, earliest first. Use letters after years to distinguish multiple publications by the same author in the same year. For example: Several studies (Johnson, 1988, 1990a, 1990b, in press-a, in press-b) showed the same thing.
 - For old works cite the translation or the original and modern copyright dates (Aristotle, trans. 1931) or (James, 1890/1983).
 - E-mail and other "unrecoverable data" are called *personal communication*, for example: (V. G. Nguyen, personal communication, September 28, 1993). These citations do not appear in the reference list. However, because it is possible to send an email note disguised as being from someone else, authors need to verify the source of email communications before citing them as personal communications.
 - If multiple references are cited at the same point in the text because they make the same point, list them in a single set of parentheses, separated by a semi-colon: (Jones, 1981, 1987; Phillips & Smith, 1970). Note that if more than one publication by the same author is included, you don't repeat the name. Also note that references within the parentheses are arranged alphabetically, in the same order as they appear in the reference list.

Citing electronic sources in text

To cite an entire Web site (but not a specific document on the site), it is sufficient to give the address of the site in the text. Example: Kidspsych (<http://www.kidspsych.org>) is an excellent interactive Web site for children. [No entry in the reference list is needed for this kind of citation.]

To cite electronic documents in the text, use the same author and date format as with printed documents. To cite specific parts of a Web document, indicate the chapter, figure, table, or equation as appropriate. If you quote from the source, give page numbers (or paragraph numbers) if they are available. If page or paragraph numbers are not available (i.e., they are not visible to every reader), cite the heading and the number of paragraphs following it to direct the reader to the location of the material. Use the abbreviation *para*. Examples: (Jones, 2007, para. 4), (Smith, 2005, Conclusion section, para. 2)

Reference List Conventions

Abbreviating within a reference

Here are approved abbreviations for use in a reference list:

| | | | |
|----------|---|------------|-----------------------------|
| ed. | for <i>edition</i> | Vol. | for <i>Volume</i> |
| Rev. ed. | for <i>revised edition</i> | Vols. | for <i>Volumes</i> |
| 2nd ed. | for <i>second edition</i> | No. | for <i>Number</i> |
| Ed. | for <i>Edited by</i> | Pt. | for <i>Part</i> |
| (Eds.) | for <i>multiple editors</i> | Suppl. | for <i>Supplement</i> |
| Trans. | for <i>Translated by</i> | Tech. Rep. | for <i>Technical Report</i> |
| p. | for page number, with a space after the period | | |
| pp. | for page numbers, with a space after the period | | |

Alphabetizing within reference lists

- In references, authors' names are inverted; last name first, then initials. [Note that initials and last name are all that are given in any mention of a person in the body of your paper. Your first name as author is the only name that will be fully spelled out.]
- Reference list entries are alphabetized by last name of the first author. References with the same first author are alphabetized by name of the second author.
- If authors' names are the same, earlier works are listed first.
- Use prefixes in alphabetizing names if commonly part of the surname (De Vries).
- Do not use "von" in alphabetizing (Helmholtz, H. L. P. von).
- Treat Mc and Mac literally; Mac comes before Mc.
- Disregard apostrophes and capitals in alphabetizing; D'Arcy comes after Daagwood.
- Single-author citations precede multiple-author citations (Zev, 1990 before Zev et al., 1990).
- Alphabetize corporate authors by first significant word. Do not use abbreviations in corporate names.

Electronic sources

Although Web sites often reflect the biases of the site sponsors, the amount of solid, useful information on many topics has grown rapidly. In addition to resources on the World Wide Web, many current academic and research journals and similar authoritative sources are accessible on personal computers through databases available from libraries.

The standards for how electronic sources should be referenced in papers have been evolving. As a general rule, you include the same elements, in the same order, in a reference to an electronic source as you would if a print source were used. In addition, you need to include as much electronic retrieval information as is needed for others to locate the source. Because many Internet sources do not have title and copyright pages, finding the needed information is not always easy.

The date an electronic source was retrieved is important if the content is likely to be changed or updated. A retrieval date is needed whenever an item has no fixed publication date, edition, or version number which can be cited, or when an article has not yet been formally published. In the past, every electronic reference had a retrieval statement with the date retrieved, but now no retrieval date is necessary for content that is not likely to be changed or updated, such as a published journal article or book.

Retrieval statements in the past also needed the location of the source for the material cited, often using the URL of the site. Use of the Digital Object Identifier (DOI) by most scholarly journals since about 2000 simplifies finding electronic sources. A DOI is a unique alphanumeric string that is maintained by CrossRef.org to provide a persistent link to the location of the document on the Internet. DOIs typically are located at the top of the first page of an article, but may be hidden under a button labeled "Article," "CrossRef," or the name of a full-text vendor such as PsychINFO. When a DOI is available, it should be

used in a reference, even if you retrieved the article from a printed journal.

In the past, one included the name of the database used when articles were obtained electronically (e.g., PsychARTICLES, Wilson Web, EBSCO). Unless the source is a hard-to-find book or document, the database used in finding the source does **not** need to be noted. If you access something online through the Doane Library, you will be using one of the standard databases and do not need to record any retrieval information. If you find something from another electronic source, such as a website you found through a search, then you need to include the URL and the retrieval date.

Reference List Format Examples

The following examples use Doane paper format. If you were preparing a manuscript for publication, the references would be double-spaced throughout, but in a paper at Doane, single space within the reference list and double space between references. Each section below begins with the generic format, followed by specific examples. Correct in-text references are given in brackets for some of the references.

An article in a periodical (e.g., a journal, newspaper, or magazine)

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages. DOI

NOTE: For a magazine or newspaper article, you need to include specific publication dates (month and day, if applicable) as well as the year. Journal articles don't need the month or day of publication, just the year. List both the journal's volume number and the issue number if each issue begins with page 1; if you aren't sure, include the issue number. *The general rule is that it is better to include too much information in references than not enough.* Note that the issue number is not italicized. If the journal does not use volume or issue numbers, use the month, season, or other designation within the year to designate the specific journal issue.

Locke, B. D., & Mahalik, J. R. (2005). Examining masculinity norms, problem drinking, and athletic involvement as predictors of sexual aggression in college men. *Journal of Counseling Psychology*, 52(3), 279-283. doi: 10.1037/0022-0167.52.3.279

Because this is a published article, no retrieval date is needed. The article was retrieved from the PsycARTICLES database, but the DOI provides all the information needed to access the article so there is no need to list the database or the URL. [In text this would be cited as Locke and Mahalik (2005) or (Locke & Mahalik, 2005)] Because this journal does not begin each issue with page 1, the (3) issue number was really not needed, but it is OK to include it.

Spitch, M. L., Verzy, H. N., & Wilkie, D. M. (1993). Subjective shortening: A model of pigeons' memory for event duration. *Journal of Experimental Psychology: Animal Behavior Processes*, 9, 14-30.

This article was published before DOIs were listed, but because we got the article from PsycARTICLES we don't need retrieval information. [Citing in text the first time: Spitch, Verzy, and Wilkie (1993); after the first time: Spitch et al. (1993).]

Caffeine linked to mental illness. (2009, July 13). *The New York Times*, pp. B13, B15.

[This article with anonymous or unknown authorship, common in newspapers, would be cited: "Caffeine Linked" (2009)]

Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

The previous reference was to a paper copy of the *Times*, whereas this one was retrieved online. The article will be searchable on the site, so the full URL is not needed.

University of Pittsburgh. (1993). The title goes here. *Journal of Something*, 8(1), 5-9.
[Group or institutional authors are listed by the name of the institution or group.]

Brown, L.S. (2003, Spring). My research with oranges. *Blackstone University Psychology Department Newsletter*, 3(1), 2.

O'Neill, G. W. (2002, January). In support of DSM-IV [Letter to the editor]. *APA Monitor*, pp. 4-5.

Gardner, H. (1991, December). Do babies sing a universal song? *Psychology Today*, pp. 70-76.
[In text this would be cited: Gardner (1991). Note that *pp.* is used in this reference list entry so it is clear that these are page numbers and not volume or issue numbers.]

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38–48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap/article/view/71/100>

If there is no DOI and if the content is open-access (not from a standard database like EBSCO accessed through the library), give the exact URL. If the content is available only by subscription, give the URL of the journal home page. No retrieval date is needed because this is the final version of the article.

A nonperiodical (e.g., book, report, brochure, or audiovisual media)

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.

[Note: "Author" is used when author and publisher are identical. In text this could be cited: American Psychiatric Association [APA](2000) the first time, then APA (2000). **It is never correct to cite "DSM" like one would an author, or to mention DSM without including it in the references.**]

Just Say No Foundation. (1992). *Saving our youth*. (9th ed.) [Brochure]. Washington, DC: Author.

NOTE: Except for a few major publishing cities (e.g., New York, Boston), cite the city **and state** of book publishers. For example: Lincoln, NE: University of Nebraska Press.

Part of a nonperiodical (e.g., a book chapter or an article in a collection)

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

NOTE: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references except when needed to make clear the numbers are page numbers and not volume numbers, as was illustrated in the Gardner reference earlier. Note also that the inverted order of initials and surname only occurs when the authors' names come at the beginning of a reference. The editors' initials come before their surnames because their names are not being used for arranging references in alphabetical order.

Freud, S. (1961). The ego and the id. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3-66). London: Hogarth Press. (Original work published 1923)

[In text this would be cited as (Freud, 1923/1961).]

Berndt, T. J. (1996). Exploring the effects of friendship quality on social development. In W. M. Bukowski, A. F. Newcomb, & W. W. Hartup, (Eds.), *The company they keep: Friendship in childhood and adolescence* (pp. 346-365). Cambridge, UK: Cambridge University Press.

Sleek, S. (1996, January). Psychologists build a culture of peace. *APA Monitor*, pp. 1-33. Retrieved from <http://www.apa.org/monitor/peacea.html>

Do not include “hyperlinks” in papers when you list a URL. Take out the blue and underlining that many word processors will put in automatically (right-clicking on the hyperlink allows you to undo the link). If the URL is long, do not use a hyphen at the end of a line. Instead, divide a URL at any punctuation mark within the URL. Do not put a period at the end of a URL.

In-press article or manuscript in preparation, retrieved from institutional or personal Web site

Smyth, A. M., Parker, A. L., & Pease, D. L. (in press). A study of enjoyment of peas. *Journal of Abnormal Eating*. Retrieved February 20, 2008, from www.ukansas.edu/users/smyth/readings/Smyth-jae-08.pdf

Some journals allow authors to post a prepublication version of an article on a personal or institutional Web site. Because definitions of “prepublication” vary, be sure an article has been accepted for publication before saying “in press.”

Von Ledebur, S. C. (2007) Optimizing knowledge transfer by new employees in companies. *Knowledge Management Research & Practice*. Advance online publication. doi:10.1057/palgrave.kmrp.8500141

Some journals offer “preprints” of articles online before the article has actually been published. If an article were a preprint, the phrase “Advance online publication” appears just before the DOI. A retrieval date is not needed in this situation because a reader looking up the article by DOI would be directed to the most recent version.

Schneiderman, R. A. (n.d.). *Librarians can make sense of the Internet*. Manuscript in preparation.

Retrieved January 27, 2007, from <http://newton.bhsu.edu/eps/LibAndJRST2006.pdf>

If an article is in draft version or has been submitted for publication but not yet accepted, do not list a journal name. “Unpublished manuscript” or “Manuscript submitted for publication” are other possible descriptors. Note that in this case the title of the article is italicized.

Nonperiodical Internet Document (e.g., a Web page or report)

Author, A. A., & Author, B. B. (Date of publication). *Title of article*. Retrieved month date, year, from <http://Web address>.

NOTE: When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. If there isn't a date available for when the document was created, use (n.d.) for no date.

American Psychological Association. (2005, September 15). *APA public policy action alert: Legislation would affect grant recipients* [Announcement]. Retrieved January 25, 2006 from <http://www.apa.org/ppo/istook.html>

Federal Bureau of Investigation. (1998, March). *Encryption: Impact on law enforcement*. Retrieved from SIRS database (SIRS Government Reporter, CD-ROM, Fall 1998 release)

Book or book chapter accessed from the Internet

O’Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Available from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

In this case, the words “Available from” are used instead of “Retrieved from” because the URL leads to information on how to obtain the cited material rather than to the material itself.

Mitchell, H. W. (1913). Alcoholism and the alcoholic psychoses. In W. A. White & S. E. Jelliffe (Eds.), *The modern treatment of nervous and mental diseases* (Vol. 1, pp. 287–330). Retrieved from PsycBOOKS database.

This illustrates using the database name when the reference might be hard to find. The book is nearly 100 years old and may be difficult to find in print.

Miscellaneous electronic references

In some of these examples the type of item (abstract, letter to the editor, PowerPoint slides, etc.) is indicated in brackets after the title.

Morrissey, J. P. (2004). *Medicaid benefits and recidivism of mentally ill persons released from jail* (NCJ No. 214169) [Abstract]. Retrieved from National Criminal Justice Reference Service abstracts database.

Using a full report is usually best, but sometimes abstracts are good sources when they are easily available and the full report is not. If a publication number is assigned, include it in parentheses after the title of the report.

Brieger, B. (2005). *Lecture 3: Recruitment and involvement of trainees* [PowerPoint slides]. Retrieved from Johns Hopkins Bloomberg School of Public Health OpenCourseWare Web site: <http://ocw.jhsph.edu/courses/TrainingMethodsContinuingEducation/lectureNotes.cfm>

Graham, G. (2005). Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. Retrieved January 28, 2007, from <http://plato.stanford.edu>

If an entry in an online encyclopedia has no byline, place the title in the author position. Because entries may be updated from time to time, a retrieval date is included. Give the home or index page URL for reference works.

Heuristic. (n.d.). In *Merriam-Webster's online dictionary*. Retrieved October 20, 2005, from <http://www.m-w.com/dictionary/>

When no date is indicated or apparent on a site, use “n.d.” to indicate no date.

Psychometric assessment. (n.d.). Retrieved January 28, 2007, from The Psychology Wiki: http://psychology.wikia.com/wiki/Psychometric_assessment

Wikis (including Wikipedia) are collaborative Web pages that anyone can write, review, and edit. There is no guarantee that experts have contributed to the information found in a wiki.

California Board of Psychology. (2005) *For your peace of mind: A consumer guide to psychological services* [Brochure]. Retrieved from <http://www.psychboard.ca.gov/pubs/consumer-brochure.pdf>

Columbia University, Teachers College, Institute for Learning Technologies. (2000). *Smart cities: New York: Electronic education for the new millennium* [PowerPoint slides]. Retrieved from <http://www.ilt.columbia.edu/publications/index.html>

Mental Measurement Yearbook

A frequently used source for papers in some courses is the Buros *Mental Measurement Yearbook*, which is typically accessed through an online database. Citations from this source should list the reviewers of the test as authors, the year of the specific edition of the Yearbook as the reference date, and the editors of the specific edition as the volume editors. Each MMY entry includes an eight-digit Accession Number. The first two digits in the Accession Number are the number of the edition. The following table gives Edition numbers, Year, and Editors, that do not appear in the database itself. The Accession Number is placed in parentheses at the end of the listing. An example follows the list of editions and editors.

Mental Measurement Yearbook

| Edition | Year | Editors |
|---------|------|--|
| 18 | 2010 | R. A. Spies, J. F. Carlson, & K. F. Geisinger |
| 17 | 2007 | K. F. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake |
| 16 | 2005 | R. A. Spies & B. S. Plake |
| 15 | 2003 | B. S. Plake, J. C. Impara, & R. A. Spies |
| 14 | 2001 | B. S. Plake & J. C. Impara |
| 13 | 1998 | J. C. Impara & B. S. Plake |
| 12 | 1995 | J. C. Conoley & J. C. Impara |
| 11 | 1992 | J. J. Kramer & J. C. Conoley |
| 10 | 1989 | J. C. Conoley & J. J. Kramer |
| 9 | 1985 | J. V. Mitchell, Jr. |

Fleenor, J. W., & Mastrangelo, P. M. (2001). Review of Myers-Briggs Type Indicator. From B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurement yearbook*. (14122331).

Sometimes the two reviewers in a Buros MMY review have different opinions about the test. If you want to cite just one of the authors you might say, using the example above, “Fleenor (Fleenor & Mastrangelo, 2001) suggests that the instrument...” Alternatively, you can reference the two reviews separately (i.e., you would have a Fleenor reference and a Mastrangelo reference.)

A Final Word. Be sure to proofread your paper carefully before turning it in. Don't count on your spellchecker to catch all the errors. Reading your paper aloud is a good way to catch problems, and having a friend or fellow student read it is also a good idea. A person who knows you very well may not be as helpful as someone who has only general familiarity with you and your work.

Acknowledgements

This Quick Guide incorporates portions of the APA Publication Manual Crib Sheet by Russ Dewey, the latest revision of which is available at www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm.

“APA style” results in many hits on most search engines. Many have not yet upgraded to the 6th edition of the *Publication Manual*, and none make the same distinction that is made here between “manuscript” and “paper” format. **For papers at Doane, only “paper” format as presented here is correct.** However, a helpful Web page, especially for its examples of reference formats, is from the Online Writing Lab at Purdue University, <http://owl.english.purdue.edu/owl/resource/560/01/>

This Quick Guide was first distributed at Doane in January 2001, and suggestions for revisions are welcome (rzeisset@aol.com).