A Quick Guide to APA Style

Master of Arts in Counseling Program at Doane College

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Courses at Doane frequently require writing a paper or assignment in “APA style.” The purpose of this Quick Guide to APA Style is to help students comply with this requirement and to adapt a style that is designed for manuscripts for publication in journals to papers that are instead final end products.

APA Style is the style of writing specified in the Publication Manual of the American Psychological Association (6th ed., 2010). It is now the standard for scientific writing in many different fields, not just psychology. Many colleges and universities use it to provide a standard format and to prepare students for later professional publication, but they often modify the style requirements when a paper is an end product itself (for example, a term paper that is not intended to be published). This guide uses the phrase “in a paper” to specify the style to be used at Doane for student papers, when that style differs from requirements “in a manuscript” when one is submitting an article for publication. Anyone submitting an article for publication should also check the specific journal’s website for some manuscript-specific conventions that are not included in the Publication Manual.

This guide includes some of the most common rules and reference formats from the manual. 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. Because this guide is a training tool, it does not always follow APA Style itself. A sample paper that does illustrate current APA Style accompanies this guide; ask your instructor for directions to access it.

General format

Margins
- Margins should be 1" all around.
- Set justification to off or left margin only (the right margin should be uneven).

Fonts
- Stick with standard typefaces; do not use ornate, compressed or all-caps typefaces.
- Use a 12 point serif type for text.
- Lettering on figures should be san serif
  - Example: Arial or Gothic 12 pt.

Spacing
- In a paper, double-space most text.
- In papers at Doane, single-space the following: (a) table titles and headings, (b) figure captions, (c) references, (d) footnotes, and (e) long quotations.
- Single-space tables for readability when that allows related material all to be on the same page.
- Triple- or quadruple-spacing may improve appearance or readability in such places as before chapter titles or major headings, before footnotes, and before and after tables in the text.
APA Style Quick Guide

- Use double-spacing in all of a manuscript for publication.
- Use no more than 27 lines of double-spaced text (not counting page header) on a page.

**Indenting**
- Indent paragraphs five to seven spaces or one half inch, using the tab key. Automatic indenting complicates proper formatting of headings.
- 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; 1st line flush left, subsequent lines indented 5 spaces or one half inch.

**Highlighting**
- Use *italics* and **boldface** sparingly. Be aware that in scientific writing, **boldface** for emphasis is not common and *italics* is infrequent except in titles.
- Please note: this Quick Guide is a training tool and uses italics and boldface more often than one would do in scientific writing.

**Parts of a Paper or Manuscript**

The first or **Title Page**, contains these elements:
- **Title.** The title should summarize the main idea of the 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. Use only the name of the institution in the byline on the title page, not the department or program. In papers at Doane, do 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; the running head is what is printed at the top of pages of a published article. (In a manuscript, the words “Running head” precede the running head on the title page, placed flush left.) Place the running head, in all capitals, flush left at the top of every page. (See title page example at right).
- **Page number** appears flush-right (at the right 1" margin) on the top line of every page. In this guide the term page header refers to the line that has the running head and page number. Most word processing programs allow the user to insert the page header into a “header” that appears on all pages. **All pages in a paper have the running head and page number.** The title page is always page 1. (In a manuscript for publication, pages with figures are not numbered).

Center the title of a paper on the line, and place it in the upper half of the page (above the 5.5" mark). Use uppercase and
lowercase letters (double-space if the title takes more than one line). The author’s name comes below the middle of the page vertically. **The author’s name on the title page is the only place a first name is used in APA Style**; in all other cases, use only initials and the surname, or just the surname.

If preparing a manuscript for publication, vertical spacing on the title page is different; the author’s name is on the next double-spaced line after the title, and the institutional affiliation is on the following double-spaced line. Include the author’s departmental affiliation within the institution in the author note, a footnote at the bottom of the title page of a manuscript. Also include in this author note 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. Although 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. (Some journals allow somewhat longer abstracts; check the journal’s website if preparing a manuscript.) Begin the abstract on page 2, with the centered, boldfaced label **Abstract** in boldface upper- and lowercase letters. The abstract itself is a single, double-spaced 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 focus should be on the conclusions reached. Summarize, but do not comment on, what is in the text. Do not quote in the abstract, although paraphrasing is acceptable. All numbers appear as digits unless they begin a sentence. The abstract is self-contained, so any abbreviations need to be explained in the abstract as well as in the text. Be sure to use specific key words you believe your audience might use in electronic searches.

**Body.** The text begins on page 3. After the header comes the title of the paper, boldfaced and 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, five levels 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:**
  - Flushed-Left, Boldface, Upper and Lowercase Side Heading
    - **3rd level:** Indented, boldface, lowercase paragraph heading ending with a period. Capitalize only the first word and proper nouns 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:

<table>
<thead>
<tr>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
</tr>
<tr>
<td>Procedures</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Follow-up testing. Going right on with the text of the paragraph here as well. Headings in your papers help reveal the organization and the relative importance of what you say.</td>
</tr>
<tr>
<td>Results</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
</tbody>
</table>

- 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.

Incorporate figures, tables and footnotes 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.
- Number tables and figures consecutively in the order they are mentioned in the text; identify by word Table or Figure and its arabic numeral flush left at the top of the table.
  Examples: Table 1, Table 2, Figure 1, Figure 2
- 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.

Discussion. The Discussion section of a paper or manuscript provides an opportunity to evaluate and interpret the findings, including theoretical or practical importance and consequences. It is the one section of the paper where an author can appropriately present personal opinions about the results; the remainder of the paper is presented objectively. In a paper, the Discussion typically recaps the purpose of the paper and the major findings in the text, and draws appropriate conclusions.

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

Footnotes. APA Style does not often use footnotes because they can be distracting and are difficult for publishers to produce. Sometimes a footnote amplifies content in the text, but only for a single idea that is not complicated or that gives nonessential information. In most cases it is best to include useful
information in the text. Permission to use copyrighted information in a manuscript can be acknowledged in a footnote. Indicate footnotes with superscripted Arabic numerals in the order they appear in the paper or manuscript; place footnotes at the bottom of the page on which they are noted.

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

Examples: Appendix A, Appendix B

Writing Style

Aim to present findings and ideas in an orderly way, with good continuity and flow of ideas that help the reader understand what is being described. 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. These techniques may take time. However, they can result in greater accuracy, thoroughness, and clearer communication.

Smoothness of Expression

Smoothness of expression is 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.

- 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.
- Avoid abruptness, omissions, and irrelevancies.
- Punctuation cues the reader to pauses, inflections, and pacing that would be 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.
- 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 (for example, if the first element began with that, the second element should also begin with that.).

Be consistent in verb tense and number.

- Use past tense or present perfect tense in your review of literature and your description of procedures that have been used.
  
  Examples: Past tense: Jones demonstrated
  Present perfect tense: Jones has demonstrated

- Use past tense to describe results but present tense to discuss results and to present conclusions. Using present tense allows the reader to join in the deliberation.

Examples: Past tense: women scored significantly higher
Present tense: results of the experiment indicate

- Use subjunctive to describe conditions that are contrary to fact or improbable

  Example: If the experiment were not designed this way, participants’ performance would suffer.

- Avoid the passive voice of verbs whenever possible; use active voice instead.

  Examples: Passive voice: Only references cited in the text are included.
             Active voice: Include only references cited in the text.
• Verbs must agree with the subject in number (singular or plural) regardless of intervening phrases.
   Example: percentage of correct responses as well as 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.
   Examples: Neither the man nor his children were… Neither the children nor their father was.

Seek clarity when using pronouns.

• 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.

Economy of Expression

Say only what needs to be said.

• Avoid 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.

Some examples of wordy phrases and better substitutes:

<table>
<thead>
<tr>
<th>Avoid</th>
<th>Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on the fact that</td>
<td>because</td>
</tr>
<tr>
<td>at the present time</td>
<td>now</td>
</tr>
<tr>
<td>for the purpose of</td>
<td>for (or to)</td>
</tr>
<tr>
<td>the present study</td>
<td>this study</td>
</tr>
</tbody>
</table>

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

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

Precision in Word Choice

Be precise in the choice of words.

• Be sure every word means what you intend it to mean. For example, informal style often uses the word feel; more precise words are think or believe.
• 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.

In scientific writing, go with meanings indicated in the dictionary.

• 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 the first.
The spelling of plural forms of some words of Latin or Greek origin can be confusing.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>appendix</td>
<td>appendixes</td>
</tr>
<tr>
<td>datum</td>
<td>data</td>
</tr>
<tr>
<td>matrix</td>
<td>matrices</td>
</tr>
<tr>
<td>phenomenon</td>
<td>phenomena</td>
</tr>
<tr>
<td>schema</td>
<td>schemas (not schemata)</td>
</tr>
</tbody>
</table>

Place adjectives and adverbs as close as possible to the words they modify.

- Place the word *only* next to the word or phrase it modifies.
  
  Example: Do say: The data provide only a partial answer
  Do not say: The data only provide a partial answer.

- Avoid using adverbs as transitional words, such as beginning a sentence with *fortunately, importantly,* or *interestingly*.
  
  Better to say: It is fortunate that... . It is important that . . . It is interesting. . .

- Never use *hopefully* to mean “I hope” or “it is hoped.”

There is often confusion about the use of *that* and *which* at the beginning of a clause.

- *That* clauses are essential to the meaning of the sentence.
  
  Example: 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.
  
  Example: 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].

- The key thing to remember is that you must use a comma before a *which* clause; if the pause a comma implies is not appropriate, then use *that*.

In scientific writing, use *while* and *since* only to refer to time.

- Use *while* only when the events are occurring simultaneously; use *although, whereas, and, or but* instead of *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...**
  - men (referring to all adults)
  - ethnic labels (for example, Hispanic)
  - homosexuals
  - depressives

- **when you can use...**
  - men and women
  - geographical labels (Mexican Americans)
  - gay men and lesbians
  - 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
  
  Example: Do not say: schizophrenics
  Do say: people diagnosed with schizophrenia.

- Use the term *sexual orientation*, not *sexual preference*. To refer to all people who are not heterosexual, the manual suggests *lesbians, gay men, and bisexual women and men*.

In racial and ethnic 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 proper nouns that refer to social groups. Do not use
color words for other ethnic groups.

- Do not use hyphens 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. Be specific about country of origin when this is known.
  
  Example: Chinese or Vietnamese

- 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. Avoid this difficulty by using geographical references.

  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.

  Example: 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 _____"  
  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 to refer 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.

  Example: sexual orientation rather than gender accounted for most of the variance in the results; most gay men and lesbians were for the bill, most heterosexual men and women were against it.

The term *sex* refers to biology and should be used to emphasize biological distinctions.

  Example: sex differences in hormone production

Avoid gender stereotypes.

  Example: An American child's infatuation with football.
  Not: An American boy's infatuation with football.

Note: 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. Do not use an abbreviation 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 out the word or term each time.**
- Explain what an abbreviation means the first time it occurs, giving the full name followed by the abbreviation in parentheses.
  
  Example: Beck Depression Inventory (BDI). After that, use only the abbreviation, except in headings, where you would spell out the whole name.
- If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP).
- Some abbreviations are used only within parentheses and should **not** be used outside parenthetical comments:

<table>
<thead>
<tr>
<th>In parentheses use</th>
<th>Outside parentheses use</th>
</tr>
</thead>
<tbody>
<tr>
<td>cf.</td>
<td>compare</td>
</tr>
<tr>
<td>e.g.</td>
<td>for example</td>
</tr>
<tr>
<td>etc.</td>
<td>and so forth</td>
</tr>
<tr>
<td>i.e.</td>
<td>that is</td>
</tr>
<tr>
<td>viz.</td>
<td>namely</td>
</tr>
<tr>
<td>vs.</td>
<td>versus</td>
</tr>
</tbody>
</table>

- 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).
- Do not use periods within degree titles and organization titles (PhD, APA).
- Do not use periods within measurements except inches (in.). Use s for second, m for meter. In using standard abbreviations for measurements do not add an s to make it plural.
  
  Examples: lb, ft, s, in.; 100 seconds is 100 s, and 10 meters is 10 m
- 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 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.
  
  Example: 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.
  
  Example: Stroop Color-Word Interference Test.
- Do not capitalize generic names
  
  Example: Stroop color test. Note: 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 the References list.
  
  Example: article entitled "A Study of No-Win Strategies."
  
  Note: both words in hyphenated compounds are capitalized in headings and titles.
- Capitalize names of conditions, groups, effects, and variables only when definite, that is, indicating a specific group or variable.
  
  Examples: Group A was the control group; an Age x Weight interaction showed lower weight with age.
- Capitalize nouns before numbers or letters that denote a specific place in a series, but not before variables.
  Examples: Trial 2; trial x
- Do not capitalize common parts of books or tables followed by numbers or letters.
  Examples: chapter 4, row 3, page iv
- Do not capitalize names of laws, theories, and hypotheses.
  Example: the law of effect
- Do not capitalize when referring to generalities, but do capitalize specific names.
  Examples: any department; 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.
  Example: Freud (1930) wrote of two urges: an urge toward union with the other and an egoistic urge...
  Example: They have agreed on the outcome: Informed participants perform better than uninformed participants.
- Use colons to separate terms in ratios.
  Example: The observed ratio (men:women) was 3:2
- Do not use a colon or other punctuation after an introduction to a sentence unless that introduction is a complete sentence.
  Example: The instructions were to go to the . . .
- Do not use a colon or other punctuation in a sentence that flows into a quote.
  Example: 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.
  Example: The first dish was cold; the second was hot.
- Use semi-colons to separate elements in a series that contains commas.
  Example: The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.

Commas
- Use commas before and and or in lists of three or more items.
  Example: height, width, and depth
- Use commas between groups of three digits.
  Example: 1,453
- Use commas to set off the year in a parenthetical reference citation.
  Example: (Patrick, 1993, suggested . . .)
- Use commas in exact dates with month, day, and year, but not for month and year.
  Examples: April 18, 2002; 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: which introduces nonessential clauses that are set off by commas, and that introduces essential clauses that are not set off by commas. See examples in the Precision in Word Choice section.
- Do not use commas to separate parts of measurement. Use the metric system whenever possible.
  Example: 9 lbs 5 oz

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

**Italics**
• Italicize titles of books and journals.
• Italicize journal volume numbers in reference lists.
• Italicize a new term or label the first time it is introduced.
  Example: the box labeled *empty*
• Italicize words and phrases used as linguistic examples.
  Examples: the letter *a*, words such as *big* and *little*
• Italicize letters used as statistical symbols.
  Example: *t* test
• Italicize anchors or markers of a scale.
  Example: ranging from 1 (*poor*) to 5 (*excellent*)
• Italicize species names.
  Example: *homo sapiens*
• Do not italicize common foreign abbreviations.
  Examples: vice versa, et al., a priori
• Use italics for emphasis sparingly. Note: Italics may be used to emphasize key points in a quotation, followed by [italics added].
**Numbers**
- Spell out common fractions and common expressions.
  
  Examples: one half, Fourth of July
- Spell out numbers that begin sentences.
  
  Example: Thirty days hath September
- Use numerals for numbers 10 and above, or smaller numbers grouped with numbers 10 and above.
  
  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, but do not use a zero before a decimal fraction when the statistic cannot be greater than 1.
  
  Examples: 0.37 in., p = .03, r = -.72
- Spell out numbers that are inexact, or below 10 and not grouped with numbers over 10.
  
  Examples: one-tailed t test, eight items, three-way interaction, five trials
- To make plurals out of numbers, add s only, with no apostrophe.
  
  Example: the 1950s
- Treat ordinal numbers in the same way you would cardinal numbers regarding use of numerals or words.
  
  Example: the first item of the 75th trial
- Use combinations of written and Arabic numerals for back-to-back modifiers.
  
  Example: five 4-point scales
- Use combinations of numerals and written numbers for large sums.
  
  Example: over 3 million people
- Use numerals for exact statistical references, scores, sample sizes, and sums.
  
  Example: multiplied by 3, or 5% of the sample
- Use abbreviations for units of measurement with numerals but not when numbers are written out.
  
  (Note: APA encourages use of metric measurements in publications.)
  
  Examples: 4 km; many meters distant; 6 in.; measured in inches
- Use the percent symbol (%) only with figures, not with written numbers.
  
  Examples: 5%, five percent

**Parentheses**
- Use parentheses to introduce an abbreviation.
  
  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.
  
  Example: (Beck Depression Inventory [BDI])
- However, do not 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.
  
  Example: (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.
  
  Example: (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 do not use quotes in the reference list.
  Example: In Smith's (1992) chapter, "APA Style and Personal Computers," computers were described as "here to stay" (p. 311).
  Note: Smith's book is listed in References by title, but this chapter is not 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 hedge, cast doubt, or apologize.
  Example: he was "cured." (Leave off the quotes.)
- Do NOT use quotes to cite a linguistic example, to identify markers or endpoints on a scale, or to introduce a technical or key term. Instead, italicize them.
  Examples: the verb gather; ranging from poor to excellent; the neoquasipsychoanalytic theory

Quotations

- To indicate short quotations in the text (fewer than 40 words), 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.
  Example: 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.
  Example: Smith (1982) found that "the placebo effect disappeared when behaviors were studied in this manner" (p. 276).
  Note: 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 (or one half inch) 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, use the word sic italicized and bracketed immediately after the error.
- Use brackets to enclose additions or explanations inserted in a quotation by someone other than the original author. Brackets are not necessary when changing the first letter of a quotation to upper case.
- Use three spaced dots (ellipsis points) when omitting material, four if the omitted material includes the end of a sentence.
  Example: "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 mid-sentence.
- Add emphasis in a quotation with italics, immediately followed by the words [italics added] in brackets.
- 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.

**Seriation (Numbering)**

- To show seriation (numbering or other series) within a paragraph or sentence, use lowercase letters in parentheses. Do not italicize.
  
  Example: the tasks were (a) running, (b) jumping, and (c) rolling. Note: this example uses commas. One would use semicolons for seriation if there are commas within the items. 
  
  Example: (a) here, in the middle of the item, there are commas; (b) here there are not; (c) but we use semicolons throughout if at least one element has commas.

- To number paragraphs, use an arabic numeral followed by a period. Do not enclose in or follow by parentheses.
  
  Example: 1. Text goes here for the first paragraph.  
  2. Text goes here for the second paragraph.

- 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.

  Example: Monday, Tuesday, or both is preferable to Monday and/or Tuesday

- Do not use a slash (/) when a phrase would be better.

  Example: parent or guardian instead of parent/guardian.

- Use a dash (typed as a double hyphen) when there is a sudden interruption in the flow of a sentence, 

  Example: the participants—one of each gender—were given…

- Do not overuse dashes, which tend to weaken the flow of the writing.

- Use either one space or two spaces after a period before the beginning of a new sentence. The 5th edition of the manual mandated one space, but the 6th edition notes that copy editors think two spaces makes writing easier to read. So you may choose, one space or two (though other style guides seem to favor one space). Be consistent.
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 reference list at the end of a paper.

In-Text Citations

Authors
- Use the author-date format to cite references in text, with the author’s surname (without suffixes such as Jr.) and the year of publication.
  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 the first author’s name and et al.
  Example: First time use Smith, Jones, Pearson, and Sherwin (1990)
  Second time use Smith et al. (1990)
- For six or more authors, use the first author’s name with et al. the first time and subsequent times, and give the full list of authors in the reference list. However, if there are eight or more authors, in References use the first six authors’ names, then insert three ellipsis points, and add the last author’s name.
- 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.
  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 with an ampersand (&) in References and parenthetical comments.
  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.
  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).

Dates
- The first time a reference is cited in a paragraph, give the year; after that, if the citation is repeated in the paragraph, omit the year.
  Example: “... according to Jones (1997). Jones notes, however...”
- 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.
  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
  Examples: (Aristotle, trans. 1931) (James, 1890/1983).
- In a citation that appears within parentheses, use a comma to set off the date.
  Example: (See Figure 7 in Williams & Martin, 2008, for details.)

Page or Paragraph Numbers
- Always give page numbers for quotations. Give the page number after the year, outside the quote marks but inside the punctuation.
  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 \textit{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.

\textbf{Example:} (Discussion section, para. 3)

When paraphrasing rather than quoting, it is appropriate to include a page or paragraph number when the relevant passage is in a long or complex text.

\section*{Secondary Sources, Personal Communications}

When an original source is out of print, not available in English, or otherwise difficult to find, cite the secondary source and list it on the References page. It may also be appropriate to cite a secondary source when you have not seen the primary source.

\textbf{Example:} In text say: Mitchell and Brown’s study (as cited in Jones & Smith, 2012).

In References list only the Jones and Smith source.

E-mail, interviews, letters, phone conversations, and other "unrecoverable data" are called \textit{personal communication}. These citations do not appear in the reference list.

\textbf{Example:} (V. G. Nguyen, personal communication, September 28, 2008).

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.

\section*{Multiple References}

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:


\textbf{Note:} If more than one publication by the same author is included, you don’t repeat the name.

Also note: Citations within the parentheses are arranged alphabetically, in the same order as they appear in References.

\section*{Electronic Sources}

To cite an entire Web site in text (but not a specific document on the site), it is sufficient to give the address of the site in the text.

\textbf{Example:} Kidspsych (http://www.kidspsych.org) is an excellent interactive Web site for children.

\textbf{Note:} This kind of citation does not need an entry in References.

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. For a quote from the source, give page numbers or paragraph numbers. If page or paragraph numbers are not visible, cite the heading and the number of paragraphs following it to direct the reader to the location of the material. Use the abbreviation \textit{para}.

\textbf{Examples:} (Jones, 2007, para. 4), (Smith, 2005, Conclusion section, para. 2)

\section*{Reference List Conventions}

\section*{Abbreviations Within a Reference}

Use these approved abbreviations in a References entry:

\begin{tabular}{|l|l|l|l|l|}
\hline
Rev. ed. & \textit{revised edition} & p. & \textit{page number} & Trans. & \textit{Translated by} \\
2nd ed. & \textit{second edition} & pp. & \textit{page numbers} & Vol. & \textit{Volume} \\
Ed. & \textit{Edited by} & Pt. & \textit{Part} & Vols. & \textit{Volumes} \\
(Eds.) & \textit{multiple editors} & Suppl. & \textit{Supplement} & & \\
\hline
\end{tabular}
Alphabetizing Within Reference Lists

- In References, invert authors’ names; last name first, then initials.
- Alphabetize Reference list entries by last name of the first author. For References with the same first author, alphabetize by name of the second author.
- If authors’ names are the same, list earlier works first.
- Use prefixes in alphabetizing names if commonly part of the surname.
  
  Example: De Vries
  
  Exception: 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'Argey comes after Daagwood.
- Single-author references precede multiple-author references.
  
- Alphabetize corporate authors by first significant word. Do not use Inc. and other abbreviations in corporate names.

Electronic Sources

In general include the same elements, in the same order, in a reference to an electronic source as if a print source were used. In addition, the reference may need to include electronic retrieval information to help others to locate the source. The general rule is: If it came from a library database, no retrieval information is needed; if it came from a different Internet source, it probably does need both the date and source of retrieval.

Include the date an electronic source was retrieved if the content is likely to be changed or updated (e.g., when an item has no fixed publication date, edition, or version number, or when an article has not yet been formally published.) A published journal article or book is not likely to be changed or updated.

Early in the availability of electronic sources, references included the name of the database or URL site (e.g., PsychARTICLES, Wilson Web, EBSCO); some older references provide this kind of information. Currently, unless the source is a hard-to-find book or document, the database used to find the source does not need to be noted.

- Information accessed online through the Doane Library does not require any retrieval information (date or source).
- Information from another electronic source, such as a website found through a search, needs to include the URL and the retrieval date.

The Digital Object Identifier (DOI) simplifies finding electronic sources. The DOI has been used by most scholarly journals since about 2000. A DOI is a unique alphanumeric string that is maintained by CrossRef.org to provide a persistent link to the location of a 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 the article is from a printed journal.
Reference List Format Examples

The following examples use Doane paper format. In a manuscript prepared 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.

Journal, Magazine, or Newspaper Article (Periodical)

Generic format:

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 do not 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 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.
- The general rule is that it is better to include too much information in references than not enough.

Examples:
Note: 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. Because this journal does not begin each issue with page 1, the (3) issue number was not needed, but it is OK to include it.
Also note: In text the citation would appear as Locke and Mahalik (2005) or (Locke & Mahalik, 2005)

Note: This article was published before DOIs were listed, but because the article came from PsycARTICLES, no retrieval information is needed.
Also note: Citation in text the first time: Spitch, Verzy, and Wilkie (1993); after the first time: Spitch et al. (1993).

Note: This article with anonymous or unknown authorship, common in newspapers, would be cited: “Caffeine Linked” (2009)

Note: 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.

Note: List group or institutional authors are listed by the name of the group or institution.

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

**Book, Report, Brochure, or Audiovisual Media (Nonperiodical)**

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

Note: Except for a few major publishing cities (e.g., New York, Boston), cite the city and state of book publishers.

Example: Lincoln, NE: University of Nebraska Press.

Examples:


Note: "Author" is used when author and publisher are identical.

Also note: In text this could be cited: American Psychiatric Association [APA] (2000) the first time, then APA (2000).


Note: This is the current version, but cite the version the source used. It is never correct to cite DSM like one would an author, or to mention DSM without including it in the references.


**Book Chapter or Article in a Collection (Part of a Nonperiodical)**

Generic format:

Note: When listing 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 unless it is needed to make clear the numbers are page numbers and not volume numbers, as was illustrated in the Gardner reference earlier.

Note also: 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.
Examples:
Note: In text this would be cited as (Freud, 1923/1961).


**In-Press Article or Manuscript in Preparation**
Examples:
Note: Some journals allow authors to post a prepublication version of an article on a personal or institutional website. Because definitions of prepublication vary, be sure an article has been accepted for publication before saying “in press.”

Note: 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.

Note: 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. In this example the title of the article is italicized because there is no book or journal title.

**Web Page or Report (Nonperiodical Internet Document)**
Generic format:
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 is no date available for when the document was created, use (n.d.) for no date.


Note: Giving the full URL as done here is not wrong, but http://www.pearsonassessment.com is probably sufficient because the reader can search for the information without difficulty once on the site. Use as the title whatever heading is at the top of the web page that contained the information. Use italics for the title.
Book or Book Chapter Accessed from the Internet

Examples:
Note: 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.

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

Miscellaneous Electronic References

When an item is out of the ordinary, brackets after the title indicate the type of item (abstract, letter to the editor, PowerPoint slides, etc.)

Examples:
Note: 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.


Note: This online encyclopedia provided a byline for the author of the entry. If an entry in an online encyclopedia or dictionary has no byline, place the title in the author position, as illustrated in the next example. Because entries may be updated from time to time, a retrieval date is included. Give the home or index page URL for reference works; a reader can easily search for the specific article.

Note: When no date is indicated or apparent on a site, use (n.d.) to indicate no date.

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


**What if Information is Missing?**
A complete reference for a website has

If the author is missing, move the title into the first position.
If the date is missing, say (n.d.)
If the title is missing, [Describe the document inside square brackets].
If more than one element is missing, combine the methods. Date or n.d. comes second, and always give the URL.

**Hyperlinks and Long URLs**
Do not include hyperlinks in papers when listing a URL. Take out the blue and underlining that many word processors put in automatically (right-click on the hyperlink to undo the link).
- If the URL is long, do not use a hyphen at the end of a line. Instead, divide a URL before any punctuation mark within the URL.
- Do not put a period at the end of a URL.
- It is good to test URLs before finishing a paper, to make sure they actually work as intended.

**Mental Measurement Yearbook**
The Buros *Mental Measurement Yearbook* is a frequently used source for papers in some courses. It is typically accessed through an online database.
- Citations from this source list the two 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 Mental Measurements Review Number. The first two digits of this number are the number of the edition. The Mental Measurements Review Number is placed in parentheses at the end of the reference listing.

Example of an MMY reference:

The following table gives Edition numbers, Year, and Editors, which do not appear in the database itself.

**Mental Measurement Yearbook Editions, Years, and Editors**

<table>
<thead>
<tr>
<th>Edition</th>
<th>Year</th>
<th>Editors</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>2014</td>
<td>J. F. Carlson, K. F. Geisinger, &amp; J. L. Jonson</td>
</tr>
<tr>
<td>18</td>
<td>2010</td>
<td>R. A. Spies, J. F. Carlson, &amp; K. F. Geisinger</td>
</tr>
<tr>
<td>17</td>
<td>2007</td>
<td>K. F. Geisinger, R. A. Spies, J. F. Carlson, &amp; B. S. Plake</td>
</tr>
<tr>
<td>16</td>
<td>2005</td>
<td>R. A. Spies &amp; B. S. Plake</td>
</tr>
<tr>
<td>15</td>
<td>2003</td>
<td>B. S. Plake, J. C. Impara, &amp; R. A. Spies</td>
</tr>
<tr>
<td>14</td>
<td>2001</td>
<td>B. S. Plake &amp; J. C. Impara</td>
</tr>
<tr>
<td>13</td>
<td>1998</td>
<td>J. C. Impara &amp; B. S. Plake</td>
</tr>
<tr>
<td>12</td>
<td>1995</td>
<td>J. C. Conoley &amp; J. C. Impara</td>
</tr>
<tr>
<td>11</td>
<td>1992</td>
<td>J. J. Kramer &amp; J. C. Conoley</td>
</tr>
<tr>
<td>10</td>
<td>1989</td>
<td>J. C. Conoley &amp; J. J. Kramer</td>
</tr>
<tr>
<td>9</td>
<td>1985</td>
<td>J. V. Mitchell, Jr.</td>
</tr>
</tbody>
</table>
Sometimes the two reviewers in a Buros MMY review have different opinions about the test. A way to cite just one of the authors, using the example above, would be “Fleenor (Fleenor & Mastrangelo, 2001) suggests that the instrument....” Alternatively, reference the two reviews separately (i.e., have a Fleenor reference and a Mastrangelo reference, each including all the information above). If one referenced them separately and were citing something both reviewers described, then both references and the year would be cited (Fleenor, 2001; Mastrangelo, 2001).

A Final Word

- Be sure to proofread your paper carefully before turning it in.
- Don't count on the spellchecker and grammar checker 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.

Acknowledgments


“APA Style” results in many hits on search engines. Be aware that no website makes the same distinction that is made here between manuscript and paper format. For papers at Doane, only paper format as presented here is correct. For this reason, special software programs to put documents into APA format are not recommended. However, a helpful website, 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/

Comments or suggestions for additions to future revisions of this Quick Guide are welcome (rzeisset@aol.com).