Writing Tips for the MSW Program
SSW Writing Support

Contact us at:
SOSWwritingsupport@gmail.com

Susan White – Marketing Writer & Academic Editor
Diane Wyant -- Academic Editor & Educational Specialist

Individual Consultations -- limited availability –
In-person appointments or via e-mail & telephone

UNC Writing Center – available for on-campus students BUT all students can access online resources (handouts, videos)
Writing Support

Works with you on specific issues in writing and on specific questions arising in portions of your papers.

Writing Support does not edit, correct, proofread, or revise your papers in their entirety.

Writing Support available in person or by e-mail “First-come, First served”
Writing Resources and References

Tutorials on Understanding Plagiarism and Scholarly Writing

- Librarians from UNC, Duke, NCSU and NCCU created this new interactive site, which teaches you how to recognize plagiarism and how to avoid it.
- Plagiarism and Citing Sources: This tutorial was created by the Education Services and User Services Staff at the UNC Health Sciences Library.
- Evaluating Scholarly Content Online: This brief tutorial is part of the UC Berkeley Library Tutorials and offers a lesson on evaluating the quality of online sources in scholarly writing.

Writing Process Demonstrations

UNC's Writing Center developed this great resource for students about the writing process. Individual modules offer lessons on "getting started, developing ideas, drafting and revising."
English-as-a-Second-Language Resources

- **UNC's Writing Center** offers support for non-native speakers of English, including international undergraduate, graduate, and exchange students, and postdoctoral scholars.
- **ESL Writing Groups**: Small groups working in a similar discipline who meet weekly to share, discuss, and improve their academic writing.
- **ESL Mini-courses**: Free, non-credit classes on writing, grammar, vocabulary (online), presentations, and pronunciation.
- Individual tutoring, online videos, speaking groups, workshops, international coffee hour, and more: [www.unc.edu/writingcenter/esl](http://www.unc.edu/writingcenter/esl) for details.
- For more information about ESL services at the Writing Center, please contact Gigi Taylor, ESL specialist, at 919-962-0725. Also, visit [ESL on the Hill blog](http://www.unc.edu/writingcenter/esl/blog).  

School of Social Work writing resources

- **APA Style Help** - An online guide for learning and using APA style, including a linkable list of Frequently Asked Questions.
- **APA Quick Reference Guide** - Quick reference tool for APA style issues that most frequently arise in student writing. This a condensed version of the APA publication manual, which should still be consulted for more comprehensive information.
- **What's New in the APA 6th Edition?** - Everything you need to know about all the recent changes to the American Psychological Association's Manual of Style.
- **How To Write a Great Paper** - General writing tips and advice on presenting a paper that will be well-received by instructors.
Writing Workshop Powerpoint Presentations (PDF)

- **2011 Organization and Outlines** - Tips for creating outlines to improve your writing process.
- **2010 Writing Tips for MSW Program (APA style)** - Tips for understanding assignments, researching, citations and more
- **2009 Understanding APA** - Tips for learning the basics of APA, avoiding plagiarism and more
- **Beyond the APA Basics: Advanced APA** - Teaches rules on using numbers, lists, tables, figures, appendices and offers tips on self-editing
- **Writing Efficiently (Econo-Write)** - Tips for researching and writing papers more efficiently and effectively.
- **Building a Logical Argument** - Tips for putting critical thinking into words and improving argumentative writing
- **Polishing Your Prose** - Tips on the proper use of transitions and APA headings
- **Grammar and Writing Mechanics Review Part 1** - Building blocks, clauses, commas, and sentence structure
- **Grammar and Writing Mechanics Review Part 2** - 10 most common problems
- **Avoiding Plagiarism Part 1 and Avoiding Plagiarism Part 2** - Tips for avoiding plagiarism

The Portable Editor: Writing Tip Sheets

- **Five Usage Pitfalls**
- **The Literature Review: Knowing Where to Stop**
The Portable Editor: Writing Tip Sheets

- Five Usage Pitfalls
- The Literature Review: Knowing Where to Stop
- Avoiding Procrastination
- Forget Sounding Smart: Be Direct
- Reducing Bias in Language
- A Fresh Start to Writing
- Citing the DSM in APA Style
- Verb Tense Consistency
- Tips for Writing Clear, Concise Sentences
- Common grammatical and style problems
- Most Common APA Errors
- Cover Letters
- Creating Outlines
- Organizing Your Writing
- Argumentative Writing
- APA Checklist
- Improving the clarity and flow of your writing
- Cut the Jargon
- Headings: APA Style Updates
- DOIs and New Formats for Works with Multiple Authors
- Citing Archival Sources
- Microsoft Word Tricks to Make Life Easier
Grammar Skills Review & Tutorial on Sakai – You’re Enrolled!

Welcome to Grammar Skills!

This series of short quizzes provides students with a tool for self-assessment of their English grammar and writing skills. The assessment is comprised of 10 module must be completed for your score to be saved and for you to receive feedback. You can repeat the modules as many times as necessary to achieve a perfect score.

After completing a module, click on “Return” and scroll down to “Submitted Assessments.” Select the completed module to review your score and see the feedback and explains why other options are incorrect. Take time to carefully read the feedback and use this review as an opportunity to strengthen your communication skills.

We hope students will use the results of their assessment as a guide for self-study to sharpen their skills before taking on the challenge of course work in the core materials, please contact the School’s Writing Support Team at SoSWWritingSupport@gmail.com

To begin the assessment, select “Test & Quizzes” from the tools menu on the left sidebar.

SOWO Grammar Skills Sp10: Tests & Quizzes
Assessments

Take an Assessment

The assessments listed below are currently available for you to take. To begin, click on the assessment title.

<table>
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<tr>
<th>Title</th>
<th>Time Limit</th>
<th>Due Date/Time</th>
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Submitted Assessments

View All Submissions/Scores |
Example Feedback from Grammar Skills

Question 2 of 10

Select the sentence that correctly uses the word effect or affect.

- ✗ A. It is likely that our generation will not live long enough to see the full affect of global warming.
-  A. It is likely that our generation will not live long enough to see the full effect of global warming.

Answer Key: B

Feedback: Sorry. Affect means influence whereas effect means the result of a cause.

If you remember that affect is a verb and effect is a noun, your use of these words will be correct 95% of the time. (The rare exceptions occur when affect is used as a psychological term.)

Question 3 of 10

Select the sentence that illustrates parallel construction.

-  A. He wanted three things out of graduate school: to prepare for his career, to make good friends, and learning more about life.
- ✔ B. He wanted three things out of graduate school: to prepare for his career, to make good friends, and to learn more about life.

Answer Key: B

Feedback: Correct. All the items in the list use the same verb form – to prepare, to make, and to learn. Parallel construction strengthens the impact of the sentence.

Question 4 of 10

Select the sentence that illustrates parallel construction.

-  A. Director of Field Education Rebecca Brigham wished she had some way to reward her students for working hard in their field placements and going beyond the call of duty.
- ✔ B. Director of Field Education Rebecca Brigham wished she had some way to reward her students for their hard work in their field placements and going beyond the call of duty.
28 Question Online Quiz

Sample Quiz Question

Which choice shows the correct format for the first use of the Jeffrey T. Swan, Dennard Q. Rail, Mary N. Bushcombe (1995) source with the following sentence: 
Thus, students' misplaced sense of entitlement interferes with classroom teaching and, ultimately, the quality of education and training that students receive.

A. □...training that students receive. (Swan, Rail, & Bushcombe, 1995)
B. □...training that students receive (Swan, Rail, & Bushcombe, 1995).
C. □...training that students receive (Swan, Rail, and Bushcombe, 1995).
D. □...training that students receive (Swan, Rail, & Bushcombe, 1993).

Related Quizzes
- What Should You Wear Today?
- Costco Quiz: V: 1.0
- Are You Pretty Or Ugly?
- Should You Get Married Or Stay Single?
- Modbod Basics Quiz V: 1.1

Related Topics
- Apa Intro
- American Psychological Association
- Apa Style

We can’t control the ads and “related” content
Example of Feedback Provided After Each Question

Question 3 / 28

Correct

Which choice shows the correct format for the first use of the Jeffrey T. Swan, Dennard Q. Rail, Mary N. Bushcombe (1995) source with the following sentence: . Thus, students' misplaced sense of entitlement interferes with classroom teaching and, ultimately, the quality of education and training that students receive.

A. ...training that students receive. (Swan, Rail, & Bushcombe, 1995)
B. ...training that students receive (Swan, Rail, & Bushcombe, 1995).
C. ...training that students receive (Swan, Rail, and Bushcombe, 1995).
D. ...training that students receive (Swan, Rail, & Bushcombe, 1993).

Explanation

Look closely at Ans. A to see that the writer has misplaced the period BEFORE the citation. The correct APA format (Ans. B) places the sentence punctuation AFTER the parenthetical citation to indicate the citation refers to the preceding information. Ans. C uses the correct punctuation but has spelled out and rather than using the ampersand (&), and therefore, does not follow APA style. Ans. D has the incorrect publication year. It is your responsibility as a scholar to ensure that your references contain accurate information, including correct spelling of authors' names, complete titles, and correct publication data.
10 Tips for Writing Success

- Demonstrate **critical thinking** through **critical writing** (vs. descriptive or "book report" writing)
- Write for a specific **audience**
- Include **all elements** of an assignment
- Provide at least 1 **support** for every claim in your paper
- **Organize** - present information in the order needed by a reader to process and understand
Organize - present information in the order needed by a reader to process and understand

Avoid quotations -- better to paraphrase

Document your sources – avoid plagiarism

Follow APA style guidelines (it’s more than reference formats!)

Revise, rewrite, polish – don’t turn in first and only drafts

Proofread
Every paper needs an argument

- **Argument**: “A fact or assertion offered as evidence that something is true.”
  - Paper’s argument: Your claim/viewpoint with evidence that supports your claim/viewpoint

- **Objective**: present compelling evidence that persuades the reader to accept claim as valid.
  - Present evidence in logical manner, leading reader to desired conclusion (i.e., claim is valid)

- **Thesis statement** - most important sentence!
  - organizing principle of the paper & presents the overarching argument
Critical Writing vs. Descriptive Writing

- **Descriptive** = Book report style
- Accurately summarizes and describes
- Does not go beyond source content
- Represents source “as is” – no added interpretation or discussion
- Does not develop an argument – merely lays an info foundation for an argument
  - “According to…” “Author said this about that.”
- Trap of descriptive writing is that it is simple to crank out, easy to fill pages with description.
- Requires less skill and thought than critical writing.
Critical Writing

- Presents your analysis & synthesis of source materials
- Evaluates validity of evidence/ supports
  - Balanced presentation of validity; reasons why the evidence can be accepted & reasons for caution or limitations
- Clear presentation of your analysis & position
  - Don’t toss out evidence and assume reader will come to the conclusion you want.
  - Writer must guide, direct, & persuade reader to reach the desired conclusion (which is clearly stated).
- Your papers will include both descriptive & critical writing – aim for 20:80 ratio
Critical Writing vs. Book Report Writing

Critical writing
- Does not accept conclusions of others without evaluating sources' arguments and evidence
- Balanced presentation of validity; reasons why the conclusions of others can be accepted or might need to be treated with caution
- Clear presentation of your analysis and argument, guides reader to your conclusion

Descriptive writing
- Accurately describes, but does not go beyond an account of what is presented by source
- Represents the situation as it stands, without adding analysis, interpretation, or discussion.
- Does not develop an argument, merely lays the foundation on which an argument can be developed
- “Book report” writing

Your papers will include critical and descriptive writing; ratio will vary with topic, but 80:20 is good target. The trap of descriptive writing is that it is simple and requires less skill and effort than critical writing. If you don’t plan your writing, you’re likely to find it too easy to fill up pages simply providing description, and end up shortcutting your critical analysis.
Critical Writing: How To

- **Evaluate** the quality of your sources (i.e., quality of evidence and argument);
- **Identify** key positive & negative aspects you can comment on;
- **Assess relevance /usefulness** of those points to the argument you are developing in your paper;
- Identify how your comments can best **support your argument** & lead reader to accept your viewpoint;
- **Write in your own voice**
  - Remember: Evidence you present is meant to support your position/claim – not the other way around!
Write for an audience

Don’t think of your instructor as your audience...

- Don’t assume the reader is familiar with terms, concepts, topic, theories, or will “know what I mean…”
- Including the basics --definitions, descriptions, explanations --in your own words will allow your instructors to evaluate how well you understand and can apply social work concepts
Who is your audience?

- Think of a colleague in your agency or a classmate – interested in social work, but not taking the class.

- You are a professional writing for other professionals who have interest in your topic but not your level of familiarity/expertise in topic area.
3. INCLUDE ALL ELEMENTS OF AN ASSIGNMENT

Example Assignment from Human Behavior in the Social Environment
60% of class grade

• The purpose of this assignment is to encourage you to apply theories of human behavior to a particular social problem or client group. This paper should be 10-12 pages, double-spaced, with 1-inch margins, 12 pt font in Times New Roman. Use a cover page and a reference page.

• Papers will be evaluated for content (appropriate application of theory and well developed and substantiated ideas), good writing (clear, well organized, edited and in final draft form), appropriate use of citations and references and adherence to APA writing style. The writer should use guidelines provided by the Publication Manual of the American Psychological Association (6th ed.). Use headings to help with clarity.

• For this assignment, you will choose a social problem, challenge, or obstacle (a mental illness, homelessness, domestic violence, substance abuse, child abuse and neglect, poverty, issues related to aging, discrimination, etc.) experienced by a client or client group (sexual minority, ethnic minority, women, men, youth, children, older adults, etc). Using a person-focused approach (see p. 426 in Robbins), you will examine how two theories differentially explain the problem. The approaches/theories that you should select from are: psychodynamic theories, social learning theory and social cognition, cognitive development theory, moral development theory, and life-span development theories (chapter 7 Robbins).
Make a Checklist

**Required Elements for HBSE paper**

- Identify social problem of interest
- Identify related area of interest
- Identify population of interest
- Use a person-centered approach
- Compare/differentially explain two theories
- Identify how Theory 1 can be applied to explaining this social problem
- Identify how Theory 2 can be used to explain this social problem
- Discuss the differences between perspectives of Theory 1 and Theory 2
- Format ??

**Use your checklist**

- to create an outline
- to keep writing on track
- to check final draft for required elements and formatting*

**Hint:**
Read the assignment thoroughly, then read it again!
Ask instructor for clarification of any unclear element.
Evidence: Support Your Statements

- Everything in your paper will fit into one of these categories:
  - **Claims, Evidence, Transitions, Description**

- **Claims** = the point you want to make, your assertions or interpretations; typically appear in topic and concluding sentences of paragraphs.

- **Evidence** = information to backup your claim, e.g., research findings, examples, data, quotes from participants.

- Every claim must be supported by at least one piece of evidence; present evidence immediately following the claim.

- **Explicitly** state the relevance of the evidence to your argument

As you write and review, keeping asking yourself …
If your paper successfully answers the “So what?” question, then you have linked the relevance of the info to your position on topic.
Weak use of evidence:

Today, Americans are too self-centered. Most families no longer sit down to eat together, preferring instead to eat on the go while rushing to the next appointment (Gleick, 2013). Everything is about what “I” want or need. Some research has linked reduced family meal time to increased childhood obesity (Trotmore, 2010).

- Doesn’t explain the relevance of the evidence.
- What does self-centeredness have to do with families not eating together?
- String of notes, not a cohesive paragraph
Today, Americans are too self-centered. Even families have less importance than they once did, with other people and individual interests taking precedence over family interests. A recent national survey showed the majority of American families do not eat meals together, preferring instead to eat on the go while rushing to the next appointment (Gleick, 2013). Family meal times are a time to share and connect with others in the family group (Bowlby, 1977). However, that intimate connection has become less valued as individuals have begun to prize personal interests and activities over shared time, thereby promoting self-centeredness over group identity as a family.

This paragraph “connects the dots” for the reader by showing how the evidence is related to the claim of self-centeredness.
ORGANIZE: Create an Outline

- **Planning**, outlining = Always a good time investment*; saves revision time & yields better papers

- Outline = provides a way to think about the **structure** of your paper and to organize your ideas and points.

- **Evidence**: *Temple University’s Writing Center estimated an average graduate student spends 1-3 hours preparing an outline for a 12-page paper; students w/out outlines spent avg. **48 hrs. total writing time** on final paper; students w/ outlines spent avg. **23 hrs total writing** time.

- Write like a journalist: Follow the “**who, what, where, when, why, and how**” method.

- Answer the basic questions, putting info in **logical order** (outlining prevents “brain dump”)

- No magic formula **find what works best for you** – topic, sentence, bullet points, or cluster mapping
Create Clear Thesis Statement

- Answers the question, “What’s my point?”
- A good topic sentence moves your paper beyond simple observation.
- If you can’t formulate a concise thesis statement, you’re missing a clear focus and need to take a step back before you start writing
  - = claims that have to be “proven acceptable” by the evidence you present
  - = gives reader a framework for processing and understanding the information to come
- Without a clear thesis, reader is unsure of your purpose, your direction, or how to process the information presented
- Thesis statements are typically, but not always, placed at the end of the introductory section
Introduction (no header!)

- Opening sentence engages reader’s attention in the topic.
- 2-3 sentences that present an overview of the current situation or problem, or “the current state of events”
- 2-3 sentences that narrow the focus from the broad picture to the specific aspect you address in the paper
- Typically ends with the thesis statement
Weak thesis statement:

- Successful companies offer employees a variety of benefits.
  
  Too broad = Too vague = Too difficult to narrow topic

Strong thesis statement:

- Companies that create a supportive work environment by offering employee benefits such as flexible work hours, educational opportunities, and on-site daycare are more likely to retain workers who are not only happier and more productive but also who are more loyal to the company.

  More specific = More detailed = More narrowly focused topic
Good, Bad, & Ugly Thesis Statements

**Good**
- Social workers interested in improving child outcomes among at-risk families must examine not only the children’s health and well-being but also family characteristics such as financial resources, interpersonal dynamics, and parental education levels.

**Bad & Ugly**
- The purpose of this paper is to do x, y, and z.
- In this paper, I discuss the importance of family financial resources to child academic achievement.
- Are family financial resources the most important factor in children’s academic outcomes?
Organize at the Paragraph Level

- Every paragraph should have **one and only one** independent idea.
- A paragraph should always have a **beginning, middle, & end**.
  - The beginning introduces your idea with a topic sentence.
  - The middle explains your idea with supporting sentences.
  - The end connects your idea to the rest of the paragraph or the section with a concluding sentence.
- Be careful of long paragraphs -- usually contain more than one independent idea.
Avoid Quotes: Paraphrasing Preferred

- Quotes are **NOT** required!
- Paraphrasing preferred: shows that you **understand** the concepts well enough to **express the ideas in your own words**
- Use a direct quote when the author has expressed an idea so succinctly or in such unique language that meaning would be lost in a paraphrase
- “The only thing we have to fear is fear itself.” – Franklin D. Roosevelt, March 4, 1933.
- Paraphrase must include citation of source
Integrating Quotes As Evidence

- **No quote bombs!** Quotes never stand alone as one sentence
- Intro quote by explaining relevance to your argument:
  - “As explained by Author (2012), all research evidence is not equal, “A study with 12 participants should not be given the same weight as a national study with 1,200 participants” (p.12).
- **Explicitly** state importance/relevance of quote to your argument: NEVER force the reader to do your work
- Don’t start a paragraph with a quote – 1st sentence should be topic sentence.
- Don’t end paragraph with a quote. Quote should be followed by your comment on the information. Begin & end each paragraph with your own voice.
- Include **page number** in citations for all direct quotes
Children who have experienced child maltreatment are likely to have difficulty making friends because traumatized children often find physical and emotional closeness discomforting and anxiety producing. Consequently, many abused children live highly isolated lives with little in the way of a social network other than their abuser. Some trauma victims show internalized behaviors such as anxiety and depression whereas other exhibit externalized behaviors such as aggression. “One of the most tragic outcomes of domestic violence is that well more than half of the young men between the ages of 11 and 22 who are in jail for homicide have killed their mother’s batterer” (Edleson, 2012, p. 4).

Writer just drops the quote into the paragraph and expects the reader to figure out why the quote is there, its meaning, and its relevance.
... externalized behaviors such as aggression. As Edleson (2012) has noted, the aggressive behavior of children who have been exposed to violence can have serious, long-term consequences for individuals and society; “One of the most tragic outcomes of domestic violence is that well more than half of the young men between the ages of 11 and 22 who are in jail for homicide have killed their mother’s batterer” (p. 4). What is unknown about these young victims who have committed murder is what percentage committed the murder while defending their mother versus what percentage committed the murder out of anger at the abuser.
Paraphrasing

- **Paraphrasing IS** expressing the ideas from source material in your own terms and in about the same number of words as the original.

- **Paraphrasing IS NOT** just replacing a few words with their synonyms and using the same sentence structure as the source; that is plagiarism.

- Follow the same guidelines for incorporating a quote:
  - **Introduce** the paraphrase by **explaining the relevance** of the information.
  - **BE SURE** to include a **citation** for a paraphrase. Citation includes author’s name and year of publication.
Effective Paraphrasing Strategies

- Re-read the original several times to ensure you understand the intended meaning but without trying to memorize the passage.

- Put source out of sight; then, write the main idea in your words, as if you were explaining the concept to a colleague.

- Check your paraphrase against the original, making sure that you have
  - Accurately expressed the main idea in your own words and own voice.
  - Not borrowed any terms or specific passages from the original text
  - Included a citation with the author’s name and year of publication.
Shelter service providers function in a hierarchy of roles. In this emergency care shelter, the shelter manager hires and fires the shelter staff. The shelter manager does not provide direct services to the shelter residents, but follows the progress of all survivors toward finding permanent, safe housing. On each shift, a staff member assumes the role of resource person to address the needs of newly admitted women and children.
Effective Paraphrase

- ... externalized behaviors such as aggression. Domestic violence can have tragic, long-term consequences for individuals and society as demonstrated by Edleson’s (2012) findings that more than 50% of adolescent and young adult males (11 to 22 years old) imprisoned for murder were convicted of killing the perpetrator who abused the youth’s mother. However, what remains unknown about these young victim/offenders is what percentage committed the murder while defending their mother versus what percentage committed the murder out of anger at the abuser. 

“One of the most tragic outcomes of domestic violence is that well more than half of the young men between the ages of 11 and 22 who are in jail for homicide have killed their mother’s batterer” (p. 4).

Source text: 39 words
A signal phrase introducing the source isn’t required when citing a statistic or specific facts because the citation after the data informs your reader about the source of the data.

In a study of 41 families, 85% of children were physically present in the household while their mothers were being abused in some way and 71% saw their mother being physically assaulted (McGee, 2000).

Exposure may increase negative externalizing behavior (Kernic et al., 2003), increase risk of aggressive behavior (McGee, 2000), cause anxiety and depression (Tang, 1997), or perpetuate the cycle of violence by increasing the probability that the child will grow up to be a perpetrator or victim of domestic violence (Lichter & McClosky, 2004).
Document Your Sources

WHY CITE?

- to show your argument is built on the ideas of others.

- to indicate which ideas are taken from others; in other words, to give credit where credit is due.

- to enable interested readers to retrieve your sources and investigate or confirm your work

- How we cite – American Psychological Association (APA) format
 Req’d Citation Info

- **Citation rationale**: provide readers with the info needed to retrieve the source material;

- **Minimum info needed**:
  - All authors’ last names and initials (1\textsuperscript{st} & 2\textsuperscript{nd} initials)
  - Title of work
  - Date of publication
  - Publishing information
    - (e.g., for a book -- publisher’s name & location;)
    - for a journal article--journal title, volume number, page range)
    - website URL – if available, use URL of the page cited
In-Text Citations

- APA uses parenthetical \((Author, Date)\) format for in-text citations
  - Within parentheses: (Blank & Danziger, 2007)
  - When possible, place the parentheses at the end of the sentence.
  - Sentence punctuation comes after the closing parenthesis
- A recent study showed that U.S. adolescents were increasingly worried about experiencing physical assaults while at school (Blank & Danziger, 2007).
  - Author’s last names can also be used in the text (called a signal phrase)
- In addition, Blank and Danizer (2007) found the loss of the safe school environment had a profoundly negative effect on rates of depression among males 12 to 18 years.
Format rules

1 author

2 authors  -- cite all authors each use

3-5 authors  -- cite all on first use

-- shorten to 1st author + et al. on subsequent use

6 or more  -- 1st author + et al. all uses

- *et al.* is Latin for “and others”; al. is an abbreviation for *alia*, and therefore, always uses a period.

- …a 50% increase *(Bailey, Banks, & Biddle, 2001)*.

- However, *Bailey et al. (2001)*
2 authors – Give both author’s names in each citation

3 to 5 authors – list all authors in first citation; subsequent citations use (first author + et al., Year)

et al. is Latin for “and others”; al. is an abbreviation for alia, and therefore, always uses a period.

...a 50% increase (Bailey, Banks, & Biddle, 2001).

However, Bailey et al. (2001)

6 or more authors - List (first author + et al., Year) for first and all subsequent citations.

For instance, a journal article with 8 authors is cited in the examples below:

The interactions of personal beliefs with therapeutic support had a strong positive benefit on drug treatment outcomes (Frey et al., 2011).

Frey and his colleagues (2011) confirmed earlier findings...
Reference formats

- Memorize journal, book, chapter in edited book
- Others – conc. on learning where to find the info needed & use Manual as reference.

Citation management/ referencing software

- UNC Library offers classes for RefWorks: EndNote is available through the SSW

Why bother?

- Enables you to *easily* switch referencing styles for journals or grant applications --still requires familiarity with formats to recognize if you’re getting garbage.
Format: APA References

• Reference section starts on separate page – insert “page break” at end of body text

• Header “References” centered, 1” down from top of page, 12 pt. font, Times New Roman, not bold

• Reference entries are double-spaced throughout; no extra white space between entries

• Entries use a 0.5” hanging indent

• Reference entries are alphabetized by first author’s last name;

• BUT each entry preserves the order of authors as listed on the publication
References:


References:


Info for Journal Article Reference

- Authors last names and initials (in order listed)
- Year of publication
- Title of article
- Journal Name
- Volume number
- Issue number (ONLY if each issue starts with p. 1)
- Page range
- DOI = Digital object identifier
Digital Object Identifier is a string of numbers and/or letters assigned to an electronic journal article (and some e-books).

URLs are often dead links, or need to be updated

DOIs form a persistent identifier. As long as the article is on the Web somewhere, you can retrieve it with the DOI

APA requires DOIs in reference entries to indicate that you used an **electronic version of an article**.

If you went to the library but obtained the article from a database and printed it out, that’s still considered an electronic copy – you need a DOI in your reference.

Cut and paste DOIs – any small mistake will render the DOI invalid
Content in the egg white area may seem confusing to cite, but the template for references from this area is actually very simple, with only four pieces of information:

**author, date, title, and source.**


The format description in brackets is used only when the format is something out of the ordinary, such as a blog post or lecture notes; otherwise, it's not necessary.
Example – Blog Post


- Include the Month and Day for a blog, newsletter, newspaper story, or date of lecture/presentation
How to Cite a Class Lecture – handouts or online slides

- Lecture given by Theresa Palmer for SOWO 500 HBSE Infancy to Adolescence.
- Power Point slides on the 6 Steps of Social Information Processing
- August 14, 2014.
- Which source are you citing?
  - Class handout with the instructor’s annotations on a figure illustrating the 6 six steps.
  - Slides posted on https://www.unc.edu/sakai/sowo500.lecture1
Lecture – Info needed for citation is shown in bold font

- Lecture given by Theresa Palmer for SOWO 500 HBSE Infancy to Adolescence.
- Power Point slides on the 6 Steps of Social Information Processing
- August 14, 2014.
- Which source are you citing?
  - Class handout with the instructor’s annotations on a figure illustrating the 6 six steps.
  - Slides posted on https://www.unc.edu/sakai/sowo500.lecture1
In-text citation—parenthetical: (Blank & Eisenberg, 2007)

Used in signal phrase: “As demonstrated in Blank and Eisenberg’s (2007) study…”

Reference entry
Go to

- Marchofdimes.com
- Select category:
- Research --- Prematurity research
- Then enter: low birthweight in search box
Citing Websites

Who is the author?
Author or organization holding copyright.

Reference format:

Medical resources

- Incorporate preconception and genetics into your everyday practice.
- Use our patient education tools in preconception and prenatal care.
- Use our Prematurity Campaign resources to help improve birth outcomes.

Low birthweight

Babies born weighing less than 5 pounds, 8 ounces (2,500 grams) are considered low birthweight. Low birthweight babies are at increased risk for serious health problems as newborns, lasting disabilities and even death.

About 1 in every 12 babies in the United States is born with low birthweight (1). Advances in newborn medical care have greatly reduced the number of deaths associated with low birthweight. However, a small percentage of survivors develop intellectual disabilities, learning problems, cerebral palsy and vision and hearing loss.
Citations

Add or not to add? (Medical Resources section) after Web page title?

Not needed for this website because URL will take reader directly to the cited webpage.

However, additional info can be given if you think website is likely to change.

In-text Citation

(March of Dimes Foundation [MOD], 2008).

Quotes from this article would give paragraph number of quote location.

...threshold for low birth weight is “5 lbs. 8 ounces (2,500 grams)” (MOD, 2008, para. 1).
Go to

- Socialworkers.org
- Enter “code of ethics” in Search Box
- Click on link to NASW Code of Ethics
- Then select English Version
Cite a Website

Organization holding copyright. (Year of publication. Title of webpage. Retrieved from http://www. exact URL of the page you used as source)
Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly

The 2008 NASW Delegate Assembly approved the following revisions to the NASW Code of Ethics:

1.05 Cultural Competence and Social Diversity

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with others.

Use **[square brackets]** to add information about the source format.
Brain dump* = poor organization

Child abuse and domestic violence often co-occur in the same family. As adolescents and adults, children exposed to violence often encounter psychiatric and addictive disorders, chronic medical illnesses, legal problems, and problems with their own families. Children do not have to suffer physical maltreatment to suffer the consequences of exposure to domestic violence. Research shows that almost half of the children whose mothers were abused were also abused themselves. Children who witness domestic violence are more likely to experience poor outcomes related to trauma.
Revised paragraph *

Child abuse and domestic violence often co-occur in the same family. Research on family violence has produced strong evidence showing that almost half of the children whose mothers were abused were also victims of child abuse. However, children do not have to suffer physical maltreatment to suffer the consequences of exposure to domestic violence. Children who witness domestic violence are more likely to experience trauma-related outcomes. Because of this trauma, as these children reach adolescence and adulthood they face heightened risk for a variety of poor outcomes, including psychiatric and addictive disorders, chronic medical illnesses, legal problems, and problems with their own families.
Gender Neutrality – APA does not allow “he/she” “her/him”

To maintain gender neutrality, try removing unnecessary prepositional phrase, making the sentence active voice, and then rewording the sentence.

★ Each person did the work quietly. (Good)
★ Each person worked quietly. (Good)
★ Everyone worked quietly. (Good)
★ Each person did his or her work quietly. (Clunky)
★ Each person did their work quietly. (Wrong)

If rewording is not working, use the plural when referring to all members of a defined group.

★ That is, “children” rather than “a child” or “every child” or “any child.” (The children completed their surveys online.)

If both of these fail, use the accurate “he or she” or “him or her” structure. (Each child completed his or her survey with the assistance of a certified sign language interpreter.)
Were and Was

- Wishes or conditions contrary to fact use were, but statements of fact use was.
  - She acts as if she were president of the company. (She’s not)
  - If George was at the conference, I didn’t see him. (He could have been.)

- Was is the past tense of is. (This one can be tricky.)
  - I thoroughly enjoyed reading the report – even though it (is, was) 950 pages long.
    - Is is the correct response because the report remains that length.

Errors in Singular or Plural: Pronouns

- A Unit comprised of many people (e.g., a company, a family, an agency, a corporation) is still one unit and pronouns that refer to the unit must be singular.
  - The Department of Adoptions will have its (not their) quarterly meeting tomorrow.
  - The Brown family had its annual reunion yesterday.
Grammar and Usage Oversights Common in Technical Documents

◆ Errors in Singular or Plural: Subjects and Verbs

★ A, many, an, each, and every always take a singular verb
  • Each and every client has a case worker.
  • Many a woman is denied her (not are denied their, or is denied their) chance.

★ Beware of phrases or clauses that split the subject from the verb
  • The diamonds in her ankle bracelet (was, were) perfect.
  • The mark on all the walls of every high school in the county (identifies, identify) the perpetrators.

★ When compound subjects are joined by or or nor, the verb agrees with the subject closest to the first verb.
  • The adults or the child (has, have) helped Ms. Morris.
  • The child or the adults (has, have) helped Ms. Morris.
  • The child, the adults, or the storeowner (has, have) helped Ms. Morris.
  • The child, the storeowner, or the adults (has, have) helped
Thank You!

Enjoy!