Advanced APA

Beyond the Basics: Numbers, Lists, Tables, Figures, Appendices, and Self-Editing
SOSW Writing Support

(1) On-campus students can visit the UNC Writing Center. (2) All SOSW students can contact the School’s two academic editors for help with improving their writing skills.

Drop-In Writing Help
Every Tuesday – 12 noon to 2 p.m.
Office 548E

Writing Support (in person, e-mail, or phone)
Diane Wyant—dwyant@email.unc.edu
Office 548E, 919-842-5575
Tuesdays: 3 p.m.–5 p.m. Wednesdays: 2 p.m. – 5 p.m.

Susan White—sewhite@email.unc.edu
Office 302C, 919-962-6418
Mondays: Noon–2 p.m.; Tuesdays: 5 p.m.–6:30 p.m.; Fridays: Noon–2 p.m.
How Writing Support works...

**Scheduling an Appointment**
- One-on-One support can be in person, or via e-mail or phone
- Listed hours are reserved for students, but other times may be available, please ask.
- Please e-mail to schedule an appointment. Please include 2-3 “best times” with your request.

**Drop-in**
- Tuesdays 12 noon – 2 p.m.
- Office 548e
- Drop-in by phone or in-person!
- E-mail questions anytime.
- Responses sent ASAP, but immediate answers are not always possible.

**Consultations**
- Editors can help with specific issues such as improving a paper’s organization, flow, concise and precise language, revising, or APA style and format questions.
- The editors will not proofread your papers or edit entire papers.
- Our goal is to help you become a better writer, not do the work for you.
APA: American Psychological Association Manual of Style (sixth edition)

- About $30 ($15.92 on amazon.com 8/17/09)
- Amazon Reviews:
  - Unhelpful Guide about an Unenlightening Style, doomsdayer520 (State College, PA USA)
  - Boring but Required, A.Trendl HungarianBookstore.com
  - Possibly Written by Beelzebub Himself, Robert I. Hedges (Burnsville, MN USA)
  - It sucks...but you have no choice! Jen (NY, NY)
  - A great writing resource! Peggy W. (Baltimore, MD)
What’s New In the 6th Edition

- Heading Formats & Levels
- Reference Format for Electronic Sources using doi
- Reference Format for “Online First” journal articles
- Reference Format for works with 7 or more authors.
- Bulleted lists (Finally!)
### APA Style Headings: 6th Edition

<table>
<thead>
<tr>
<th>Level</th>
<th>Format</th>
</tr>
</thead>
</table>
| 1     | **Centered, Boldface, Uppercase and Lowercase Heading**  
Then your paragraph begins below, indented like a regular paragraph. |
| 2     | **Flush Left, Boldface, Uppercase, and Lowercase Heading**  
Then your paragraph begins below, indented like a regular paragraph. |
| 3     | **Indented, boldface, lowercase paragraph heading ending with a period.**  
Your paragraph begins right here, in line with the heading.\(^a\) |
| 4     | **Indented, boldface, italicized, lowercase paragraph heading ending with a period.**  
Your paragraph begins right here, in line with the heading. |
| 5     | **Indented, italicized, lowercase paragraph heading ending with a period.**  
Your paragraph begins right here, in line with the heading. |

\(^a\)For headings at Levels 3–5, the first letter of the first word in the heading is uppercase, and the remaining words are lowercase (except for proper nouns and the first word to follow a colon).
Don't use Microsoft Word headings.
Do not use Word’s headings to format the different levels of APA headings.
Chapter 2: Main Heading for Chapter
[APA Level 1, centered, boldface]

Second-Level Heading [APA Level 2, flush left, boldface]

Begin the first line of text two line spaces under the subheading. Use a consistent 1/2 in. indentation for the first line of each paragraph. Provide one space after sentence ending punctuation. Double-space between the chapter heading and the subheading. Double-space between text and heading and between heading and text.

Third-level heading. [APA Level 3, indented, boldface]
Begin the first line of the paragraph immediately after the heading. Refer to the APA manual for guidelines pertaining to capitalization in headings.

Fourth-level heading is a subsection of above topic. [APA level 4, indented, boldface, italics, Sentence style caps.] APA journals will require authors to comply with sixth edition formats by January 2010. But, why wait? Remember using old
New Rules for Citing Journal Articles From Electronic Sources

Changes recognize that online journals are now the norm rather than the exception.

Step 1. Ask yourself:

- **Have I used a final (i.e., archival) version of an article?**
  - If not, you’ll need to include the retrieval date

- **Does the article have a digital object identifier (DOI) number?**
  - If no DOI, you’ll need to include a URL. The type of URL depends on how you accessed the article.
New Rules for Citing Journal Articles From Electronic Sources

- DOI
  - doi replaces retrieval info

- NO DOI
  - Open access journal?
  - Give exact URL
  - Article from database or subscription?
  - Give URL to journal’s home page
DOI is a unique alphanumeric string assigned to identify content and provide a persistent link.

doi string: 10.1037/0002-9432.76.4.482

Crossref.org is a “currently” free DOI look-up service that uses the article title and first author’s name.
Fig. 1: The role of the DOI System as a persistent identifier. A DOI name (10.1000/123) has been assigned to a content entity; the DOI system provides resolution from that name to a current URL. When the content, previously at URL xyz.com, is moved to a new URL, newco.com, a single change in the DOI directory is made: all instances of the DOI name identifying that content (even if already recorded in print, as bookmarks, etc.) will resolve to the new URL, without the user having to take any action or be aware of the change. Note that the DOI name is persistent, i.e. remains unchanged. (©International DOI Foundation.)
How it really works...
Resolving DOIs

• The doi proxy server - http://dx.doi.org/ - resolves DOIs.

• To resolve a DOI via a standard hyperlink, attach the DOI number to the proxy server address.

• For example, the DOI 10.1006/jmbi.1998.2354 becomes an active link when formatted as http://dx.doi.org/10.1006/jmbi.1998.2354

• **BUT,** I’ve simply entered the doi in Google, with 100% success to date
DOIs can be found in a variety of places
Role of Early Supervisory Experience in Supervisor Performance

Walter C. Borman, Mary Ann Hanson, Scott H. Oppler, Elaine D. Pulakos, and Leonard A. White

This research explores the role of early supervisory experience and cognitive ability in first-line supervisor performance. Similar to F. L. Schmidt, J. E. Hunter, and A. N. Outerbridge's (1986) study of nonsupervisors, this research tested structural models hypothesizing relationships among supervisory experience, cognitive ability, supervisory knowledge and proficiency, and performance ratings, using a sample of 570 second-tour soldiers. The Schmidt et al. model with an additional ability → experience path provided the best fit. The significant ability → experience path was interpreted as indicating that demonstrated ability contributes to soldiers being given the opportunity to obtain supervisory experience. Experience had a greater impact on supervisor proficiency than on supervisor knowledge. Ability had a greater impact on supervisor knowledge than on proficiency.

- No retrieval date is needed because the final version referenced.
- No database or URL is needed because the DOI functions as both a unique identifier and a link to the content
- Rules regarding issue numbers are the same as previous editions

- doi: is lower case and followed by a colon
- Copy and paste doi to ensure accuracy
- No space between colon and number
- Break the number before punctuation
- Do not add a period after the doi number
When to use retrieval statements:

- If there is no DOI, then ask:
  - Is it **widely** available online (open access)?
  - If not, was it obtained from a database or URL?
If no DOI is available, provide the URL


• No date is needed because the final version is referenced.
• Use exact URL if the journal content is open access
• If accessed through subscription or database, give URL for the journal’s home page.
• Be sure to remove hyperlink formatting

- Give journal home page
- No retrieval date is needed unless content likely to change
- Any mote of logic in this system has fully escaped my detection.

- Preprints are articles published online before they appear in print.
- The *retrieval date is included* because the version used at the time of research was not the archival copy.
- The DOI will direct the reader to the most recent version of the document.

According to the APA Manual, “If you are accessing the article from a private database, you may need to do a quick web search to locate this URL “(pp. 191-192).

• Do not include retrieval date unless source material may change over time (e.g., e-journals, e-reference books, on-line first articles).
Journal Citations

- Citations of journal articles
  - Include issue number if the journal is paginated by issue number (i.e., each issue starts with page 1).
  - Do not include issue number if the journal uses continuous pagination throughout the volume (e.g., issue 1 includes pages 1-97, issue 2 has pages 99-136)


# Reference Format Changes

For works with **up to 7** authors: List all authors in the reference entry. With 2-7 authors, use & (ampersand) before the last author.

<table>
<thead>
<tr>
<th>Author 1, Author 2, Author 3, Author 4, Author 5, Author 6, …Last Author. (Year). <em>Book title in italics: With sentence style caps</em>. City, ST: Publisher.</th>
</tr>
</thead>
</table>

All U.S. cities now use a state abbreviation.
References


Putting the Pieces of the Citation Puzzle Together
Looking at Old Photographs: Investigating the Teacher Tales that Novice Teachers Bring with Them. [Revised.]

Author(s): Maed, James V.
Corp Author(s): National Center for Research on Teacher Learning, East Lansing, MI
Publication: U.S.; Michigan; 1992-05-00
Language: English
Report No: NCRTL-RR-92-4

Abstract: This paper presents stories prospective teachers tell about interactions with and evaluations of former teachers. These interactions between remembrances of past school experiences and projected or current one reasonable point to initiate revision of the past, and more importantly challenge present beliefs. (Author/LL)

Descriptor: (Major: Affective Objectives, Educational Experience, Recall (Psychology), Story Telling)
(Minor: Affective Measures, Elementary Secondary Education, Higher Education, Metacognition, Preservice Teacher Education, Reminiscence, Teacher Educators)

Identifier: Former Teachers; Interpretive Validity; Reflective Thinking; Teacher Candidates

Note(s): Funding: Office of Educational Research and Improvement (ED), Washington, DC. / Report: NCRTL-RR-92-4

Announcement: RIEOCT1992
Document Type: Document (RIE)
Record Type: 141 Reports--Descriptive
Clearinghouse: SP033846
Availability: Level: 1
Alternate: The National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($5.70).
**Title:** Looking at Old Photographs: Investigating the Teacher Tales that Novice Teachers Bring with Them. [Revised.]

**Author(s):** Mead, James V.

**Corporation Author(s):** National Center for Research on Teacher Learning, East Lansing, MI

**Publication:** U.S.; Michigan; 1992-05-00

**Description:** 20 p.

**Language:** English

**Report No:** NCRTL-RR-92-4

**Abstract:** This paper presents stories prospective teachers tell about interactions with and evaluations of former teachers. These interactions between remembrances of past school experiences and projected or current ones reasonable point to initiate revision of the past, and more importantly challenge present beliefs.

** Subject(s):**

*Major:* Affective Objectives
Educational Experience
Recall (Psychology)
Story Telling

*Minor:* Affective Measures
Elementary Secondary Education
Higher Education
Metacognition
Preservice Teacher Education
Reminiscence
Teacher Educators

**Identifier:** Former Teachers; Interpretive Validity; Reflective Thinking; Teacher Candidates

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- Educational Experience
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- Story Telling
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- Preservice Teacher Education
- Reminiscence
- Teacher Educators

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**Document Type:** Document (RIE)

**Record Type:** 141 Reports--Descriptive

**Clearinghouse:** SP033846

**Availability:** Level: 1

**Alternate:** The National Center for Research on Teacher Learning, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($5.70).
APA Format for the ERIC Document Example

Numbers

APA has strict rules about how numbers are expressed in any document.

Sometimes numbers are expressed in figures...

- (1, 2, 3.5)

...and sometimes, numbers are expressed in words.

- (one, two, three and a half)
Numbers expressed in figures:

- Any number 10 and greater
- Any number being compared to a numeral 10 or greater & used in same paragraph
- Numbers associated with a unit of precise measurement, exact time, or proportion

- 15 traits on each of the four/4 checklists (which is it?)
- ...15 traits on each of the four checklists...
- ...measured 15 traits, 4 of which constitute the shame subscale.
- ...15 items measured using a 4-point Likert scale
- “...contained 90 items, which was 4 times the number of questions ...”
Numbers expressed in figures:

- Statistics, mathematical functions, fractions, decimals, percentages, ratios, percentiles
- Exact times & dates; ages; sample, subsample, or population size; scores and points on a scale; exact sums of money; exact time intervals; numerals as numerals
- Numbers in a series (e.g., page numbers, table numbers); each number in a list of four or more numbers
- All numbers in the abstract of the paper
Numbers expressed in words

Less than 10, not precise, and compared with numbers less than 10

Zero and one, if easier to read in word form
- One-line entry

Any number that begins a title, sentence, or heading
- (avoid these)

Approx. time (about every two weeks)

Common fractions (one half of, a two-thirds majority)

Universally accepted usage
- Fourth of July
- Five Pillars of Islam
- Twelve Apostles
Combine numbers as word and figures

to express back-to-back modifiers

4 two-door cars

two 2-tailed $t$ tests
Spell out back-2-back modifiers when readability suffers with figures

Correct:
The first two items on the test

Incorrect:
The 1st two items..
The first 2 items...
# Ordinal numbers

<table>
<thead>
<tr>
<th>Ordinal</th>
<th>Cardinal base</th>
</tr>
</thead>
<tbody>
<tr>
<td>second-order factor</td>
<td>two orders</td>
</tr>
<tr>
<td>the fourth graders</td>
<td>four grades</td>
</tr>
<tr>
<td>the 12th grade students</td>
<td>12 grades</td>
</tr>
<tr>
<td>the first item of the 75th trial</td>
<td>one item, 75 trials</td>
</tr>
<tr>
<td>the first and third groups</td>
<td>One group, three groups</td>
</tr>
<tr>
<td>Grade 8 students (but eighth grade)</td>
<td>eight grades</td>
</tr>
</tbody>
</table>
When to use a table, and what to put in it, can be challenging questions. The APA Manual (2006) advises "tables that communicate quantitative data are effective only when the data are arranged so that their meaning is obvious at a glance" (p. 128).
SIMPLE TABLE RULES

Each table should have an individual title, italicized and in title case. Example: *Correlations Between Age and Test Scores*

One table to a page; tables begin on a separate page (don’t embed in text).

All elements of the table should be double spaced.

All tables should be referenced in the text of the paper (supplement to—not replacement for—text)

Tables are last, follow reference list (but precede figures and appendices).

Created by M. Frizell, Writing Center, Missouri State University
# MORE Table Rules

Do not include vertical lines or table grids.

White space separates individual listings.

Always double space tables.

---

## Table 1.
2003-04 Acceptance and Enrollment Rates for Doctoral Programs by Subfield

<table>
<thead>
<tr>
<th>Subfield</th>
<th>N of programs</th>
<th>Acceptance rate</th>
<th>Enrollment rate</th>
<th>Total Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Acceptance</td>
<td>Enrollment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>rate M Med Q1 Q3</td>
<td>rate M Med Q1 Q3</td>
<td></td>
</tr>
<tr>
<td>Clinical</td>
<td>211</td>
<td>21.2 11.1 6.2 32.4</td>
<td>14.3 7.4 4.1</td>
<td>20.9 3,324</td>
</tr>
<tr>
<td>Clinical neuropsychology</td>
<td>20</td>
<td>25.8 22.4 13.3 40.5</td>
<td>17.2 14.6 8.6</td>
<td>23.1 213</td>
</tr>
<tr>
<td>Community</td>
<td>12</td>
<td>31.0 26.4 18.7 47.6</td>
<td>21.2 14.3 8.6</td>
<td>39.2 43</td>
</tr>
<tr>
<td>Counseling</td>
<td>64</td>
<td>21.5 17.0 9.3 25.2</td>
<td>15.4 10.2 7.1</td>
<td>19.3 447</td>
</tr>
<tr>
<td>Health</td>
<td>12</td>
<td>30.9 21.5 6.1 48.8</td>
<td>21.4 15.0 5.5</td>
<td>39.3 87</td>
</tr>
<tr>
<td>School</td>
<td>52</td>
<td>37.4 31.2 18.3 47.8</td>
<td>27.8 16.5 13.4</td>
<td>33.3 392</td>
</tr>
<tr>
<td>Other health service</td>
<td>49</td>
<td>25.7 21.9 7.7 38.8</td>
<td>19.4 14.3 6.6</td>
<td>27.6 477</td>
</tr>
<tr>
<td>Other provider subfields</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>88</td>
<td>32.4 26.1 14.4 43.4</td>
<td>22.0 14.3 7.8</td>
<td>29.4 351</td>
</tr>
<tr>
<td>Developmental</td>
<td>99</td>
<td>27.2 20.7 12.5 34.8</td>
<td>19.0 14.0 8.5</td>
<td>21.7 374</td>
</tr>
<tr>
<td>Educational</td>
<td>31</td>
<td>50.0 50.0 33.3 70.0</td>
<td>34.0 30.0 16.7</td>
<td>48.3 170</td>
</tr>
<tr>
<td>Environmental</td>
<td>2</td>
<td>39.1 39.1 11.5 66.7</td>
<td>29.1 24.8</td>
<td>10</td>
</tr>
<tr>
<td>Experimental</td>
<td>31</td>
<td>37.6 30.0 16.7 50.0</td>
<td>26.7 18.2 11.8</td>
<td>30.0 163</td>
</tr>
<tr>
<td>Industrial/organizational</td>
<td>53</td>
<td>25.7 17.4 12.1 31.6</td>
<td>16.3 11.0 5.9</td>
<td>18.7 281</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>49</td>
<td>26.9 25.0 13.9 32.5</td>
<td>19.7 16.0 8.3</td>
<td>25.0 148</td>
</tr>
<tr>
<td>Personality</td>
<td>15</td>
<td>19.2 12.5 7.1 19.5</td>
<td>9.0 8.7 3.8</td>
<td>11.4 45</td>
</tr>
<tr>
<td>Physiological</td>
<td>4</td>
<td>39.4 33.9 11.9 72.5</td>
<td>27.0 20.0 8.5</td>
<td>52.5 12</td>
</tr>
<tr>
<td>Psychology</td>
<td>13</td>
<td>25.0 25.0 11.2 35.2</td>
<td>13.7 8.3 7.0</td>
<td>17.6 34</td>
</tr>
<tr>
<td>Quantitative</td>
<td>14</td>
<td>42.6 36.0 21.1 64.6</td>
<td>27.0 20.0 6.7</td>
<td>51.9 32</td>
</tr>
<tr>
<td>Social</td>
<td>80</td>
<td>19.4 15.0 9.4 27.1</td>
<td>11.3 8.0 5.3</td>
<td>15.0 270</td>
</tr>
<tr>
<td>Other research subfields</td>
<td>76</td>
<td>33.2 27.3 16.7 50.0</td>
<td>24.2 20.0 11.3</td>
<td>33.1 339</td>
</tr>
<tr>
<td>Other fields</td>
<td>8</td>
<td>22.9 22.5 9.6 36.6</td>
<td>14.7 13.6 4.7</td>
<td>20.0 36</td>
</tr>
<tr>
<td>Total</td>
<td>981</td>
<td>27.4 20.8 10.6 38.0</td>
<td>18.8 13.0 6.7</td>
<td>25.0 7,247</td>
</tr>
</tbody>
</table>

Note: Acceptance rates are compiled by dividing the number of students accepted by the number of applications. Enrollment rates are the number of students who enrolled in a program divided by the number of applications. Source: 2005 Gradute Study of Psychology.
Tables

• Example:
  • Table 1.

• Example:
  • Table B1.

• (For aesthetic sake)
  • Don’t make the column headings too much wider than the column entries.

• If the table is in the Appendix, it will have a capital letter before the numeral.

• Tables must be named with an Arabic numeral.
For class papers, your instructors may allow you to embed tables in the text. If so, the whole table should be indented 5 spaces (1/2 inch) double-spaced, and use horizontal bars.

Table notes are single-spaced. Align columns of numbers on commas, decimal points, or places.
Blank Cells

If a cell is blank because the information is not applicable, • leave the cell empty!

If the information is applicable, but it was not obtained, • put a dash in the blank cell.
Drawing Tables in Word

- Numerous “how to” videos on YouTube
- Be sure to select one using your version of Word (2003, 2007)
- Also some “how to” videos for Open Office

**Basics –**
- Under Insert tab, choose Insert table
- Select number of columns
- Select number of rows
- Select “Fixed Column Width”
- Select “Hide Gridlines”
- Double-spaced, no shading, no color
Table Notes: Three Styles...

**GENERAL NOTE**
- Begins with “Note.”
- Qualifies, explains, or provides information from the table, followed by explanations of abbreviations in the table.

**SPECIFIC NOTE**
- Basically, a table footnote.
- Use a superscript lowercase letter to indicate a specific note.

**PROBABILITY NOTE**
- About statistical findings. Use of * is reserved for $p$ values.
Table Notes: Three Styles...

Basically, a table footnote.

Use a superscript lowercase letter to indicate a specific note.

---

**Table 1**

Homicides by Race of the Victim: United States, 1993

<table>
<thead>
<tr>
<th>Race</th>
<th>Population$^a$</th>
<th>Homicides</th>
<th>Rate$^b$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black$^c$</td>
<td>29,986</td>
<td>12,114</td>
<td>40.5*</td>
</tr>
<tr>
<td>White</td>
<td>199,686</td>
<td>12,153</td>
<td>6.1</td>
</tr>
<tr>
<td>Other$^d$</td>
<td>19,038</td>
<td>635</td>
<td>3.3**</td>
</tr>
<tr>
<td>Total</td>
<td>248,710</td>
<td>24,932</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Note: Data developed from the Statistical Abstract of the United States-1993.

$^a$Population in 1000s. $^b$Rate per 100,000 in the population.

$^c$The rate for Black males was 69.2, for White males it was 9.0. $^d$About one-half the “Other” category was composed of Asian Americans and Native Americans.

*p<0.001, two-tailed test. **p<0.05, two-tailed test.
Probability Notes are about statistical findings. Used to specify the p-value of a particular statistical test.

EXAMPLE: If you have some results that are significant at the $p = .05$ level and others that are significant at the $p = .01$ level, put different symbols next to those results in the table, and provide an explanatory note of your symbols underneath the table. Begin probability notes with the symbol to be defined and end them with a period, THUS: *$p < .05$. **$p < .01$.

Note that $p$ should be in italics.

Table 1.  

<table>
<thead>
<tr>
<th>Measure</th>
<th>Second-order belief</th>
<th>Factual-deception</th>
<th>Self-presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0.763*</td>
<td>0.631**</td>
<td>0.842**</td>
</tr>
<tr>
<td>Second-order belief</td>
<td>0.724**</td>
<td></td>
<td>0.775**</td>
</tr>
</tbody>
</table>

*Note. *$p < .01$, **$p < .001$*
Figures are...

...any illustration that is not a table!

*Graphs*
show relationships and give comparisons involving a set of data.

*Charts*
show relationships between parts in a group.

...like tables, named with Arabic numerals.

Headed to a Publisher?

- With both figures and tables, never say “the table above, the figure below” because the placement may change!
Legends and Captions

LEGENDS

• Legends are placed in the axis area of the figure.
• They are photographed in (not typeset). In other words, they are PART OF THE GRAPH!

CAPTIONS

• Captions are typeset.
• The caption is both the title and the explanation of a figure.
• Figure captions will have their own page in the Appendix (i.e., caption on separate page).
EXAMPLE: CAPTION

Figure 1. A sample page from The OWL at Purdue.
Figure Captions

Because figure captions are explanatory, they can be much longer than a table title. For example

*Figure 3.* Fixation duration as a function of the delay between the beginning of eye fixation and the onset of the stimulus in Experiment 1.

* Footnotes, tables, and figures are numbered in the order that they are presented in the text.
Appendices
(APA prefers –ices to –ixes)

An appendix includes information that is valuable to your article, but could be distracting to readers if included in the text.
Appendices can include...

...a mathematical proof

...a large table

...a list of words
(such as search terms used to locate literature for meta-analytic review)
Appendix RULES!

**There can be more than one appendix.**

| Label each with a capital letter. | Example: Appendix A. (if only one, Appendix) |

**Treat the Appendix like a new paper.**

| Use level headings, tables, and figures. | Label tables and figures with the title of the appendix preceding the Arabic numeral. | Example: Figure A1. |

**All appendix tables and figures must be cited within the appendix and numbered in order of citation.**
Triage for APA Style

The Finer Points of APA Style
Rules for Lists

• APA refers to lists of items as *seriation*, that is, a series of items in a sentence, paragraph, or paragraphs.

• Items in a series must use parallel construction
  – Using the same verb form to begin each item is easiest approach

• In-line lists
• Numbered lists
• Bulleted lists
The NASW Information Literacy Standards address the ability of students (a) to determine the nature and extent of the client’s need, (b) to access information efficiently and accurately, and (c) to evaluate information critically.

A colon is not used when the list is not numbered.

Items are not indented. Use lowercase letters in parentheses. Do not italicize.
The NASW Information Literacy Standards address the ability of students (a) to determine the nature, extent, and relevancy of the client’s need; (b) to access information efficiently and accurately; and (c) to evaluate information critically.
Research Questions

The purpose of this study was to explore the literature regarding.... The following three questions were addressed:

1. What does the literature reveal about the most effective methods for ...?

2. To what extent are the field education modules based on empirical evidence?

3. Have open access e-journals affected evidence-based practice in local agencies?
Seriation with bulleted lists

• Numbered lists may imply unwanted hierarchy of information
  – avoid “unwarranted ordinal position” by using bulleted list with “small squares, circles, and so forth” (p.64).

• Use same format as numbered list
  – the first word is capitalized, use complete sentences (or paragraph), and end with period or correct punctuation.

• Alternatively...
Bulleted list within a sentence

- In-line seriation can still be handled by lowercase letters in parentheses:
  - The participant’s choices were (a) working alone, (b) working as a team, or (c) working with a small group.
- Alternatively, you can use bulleted lists within a sentence to separate three or more elements; punctuate and capitalize as a complex sentence.

  “According to this theory, progressive relations are marked by
  - equity, social justice, and equal opportunity;
  - sensitivity to individual characteristics and promotion of diversity of talents, culture, and contexts;
  - affirmative actions to correct historical inequities and to address current disparities.”

Note bulleted points are indented ½ in. and double-spaced.
Rules for Capitalizing Titles

APA manual, 2.15

Capitalize first word after a hyphen in text title but not in reference list.

• Article title:
  – In text: The article entitled “An Assessment of the Reading Skills of Inner-City Students” settled the question about appropriate techniques.
  – In reference citation:

• Book title:
  – In text: The book, The Decline and Fall of the Roman Empire, is a modern classic.
  – In reference citation:

Capitalize all words of four letters or more as well as verbs in text but not reference list.
Other Rules for Titles

• Article title:  
  – In text: The article entitled “An Assessment of the Reading Skills of Inner-City Students” settled the question about appropriate techniques.  
  – In reference citation:  

• Book title:  
  – In text: The book, *The Decline and Fall of the Roman Empire*, is a modern classic.  
  – In reference citation:  

Quotes around article title in text but not in reference list.
Cap Rules for Tables

Capitalize major words in table titles and figure legends. In table headings, cap only the first word and proper nouns.

Table 1
Homicides by Race of the Victim: United States, 1993

<table>
<thead>
<tr>
<th>Race</th>
<th>Population</th>
<th>Homicides</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>29,986</td>
<td>12,114</td>
<td>40.5*</td>
</tr>
<tr>
<td>White</td>
<td>199,686</td>
<td>12,153</td>
<td>6.1</td>
</tr>
<tr>
<td>Other</td>
<td>19,038</td>
<td>635</td>
<td>3.3**</td>
</tr>
<tr>
<td>Total</td>
<td>248,710</td>
<td>24,932</td>
<td>10.0</td>
</tr>
</tbody>
</table>

Note: Data developed from the Statistical Abstract of the United States—1993.
Capitalizing Proper Names of School/University Departments and Courses

- Department of Education, Valparaiso University
- Doctoral Studies Orientation 8000
- Educational Assessment 101

But

- an education department
- a doctoral orientation
- an educational assessment course

APA manual, pp. 102
The principal stated, “Instructors may or may not want to require an abstract for class assignments” (Tunon, 2006, p. 34), but she concluded that they always summarized the essential content of the paper.

Students at Nova Southeastern University have faced challenges in learning how to use APA formatting. When discussing the challenges, Tunon (2006) found the following:

Use quotes around an article title or book chapter, but italicize the title of a book, journal, … or report when used in the body of the paper. Use a shot [sic] title in the parenthetical citation or complete title if the title is short. NOTE Non-periodical titles like books and book titles have all the important words capitalized in the text citations, but these same book titles do not have all the important words capitalized in the reference list. (p. 342)
To cite a source...

-- not “to site” a source...
When citing a specific part of a resource and direct quotes:

“… survivors of physical and sexual abuse” (Macy, 2008, p. 34).

Fraser and colleagues (2007) reported that “intervention research identified crucial aspects of delivering a program with fidelity” (p. 48).

In another case, Scanlon, Gallego, Duran, and Reyes (2005) found that the results should be “based on assumptions that individuals are capable of self-directed and self-initiated learning” (Methods section, para. 7).


Quinlan et al. went on to say (subsequent citations in ¶)

(American Psychological Association [APA], 2001) Subsequent text citations use (APA, 2001)
Citing several resources:

A couple of experiments (Jordan, 2004, 2007) found....

A couple experiments (Entwig & Gehring, 1976; Skinner, 1956) found....
• Stating vs. citing
Rosenbaum and Rubin (1983) published the first methods for propensity score matching. ….

Evaluation methods for assessing evidence-based interventions need to be integrated into the curriculum (Bledsoe & Mullen, 2007).
1. The theory (Smith, Brown, and Jones, no date) or
2. The theory (Smith, Brown, & Jones, n.d.)  

1. Two research studies (APA, 2002; Barnes, 2005) or
2. Two research studies (Barnes, 2005; APA, 2002)  

1. MacDougall (2004, para. 34) stated that “the Information Literacy Model needed to be implemented”. or
2. MacDougall (2004) stated that “the Information Literacy Model needed to be implemented” (Methods section, para. 4). or
3. MacDougall (2004) stated that “the Information Literacy Module need to be implemented.” (¶ 34)
Spacing Per APA…

One space following a period, comma, semicolon, colon, question mark. In other words, one space between sentences. One space between author’s initials.

**Exception:** Hyphenated first name: retain the hyphen and add a period after each initial, with no internal space.

Spacing after Punctuation: Use the **find and replace** feature

Students’ scores improved. The study demonstrated that …

Disable Auto-Formatting in Word

Before you type a word:
• Go to Format
• Lines and Page Breaks
• Uncheck first 4 boxes

It is OK to turn off Widow/Orphan control.
Edit Yourself!

There is no good writing, only good re-writing.

Prepared by Diane Wyant
Academic Editor
UNC School of Social Work
dwyant@email.unc.edu
Allow Chill Time Between Writing and Editing

- Minimum of 24 hours; Ideally, a week
- In a pinch, an hour will do.
- If you can’t wait 24 hours, try to fool your brain
  - Change the look of the paper – adjust margins, font, color
- Before chilling, run “no-brainer” computer checks (Spell Check, Grammar Check, Avg. Sentence length, and check your list of “usual suspects” (e.g., extra spaces there are, floating pronouns.)
- Compare in-text citations & reference entries
  - Use Find search feature & hardcopy of references
The Secret to Good Editing is Killing Trees -- so be sure to Recycle!

- Proofread and edit from **hard copy** -- pencil in hand
- Read aloud
- First read-through is for the big picture
  - Look at overall flow – smooth or bumpy?
  - Look at content – missing info, extraneous info?
  - Does it make sense?
  - Is it organized in a logical way?
    - That is, does the paper present information in the order needed so a reader without your depth of knowledge is able to understand your argument?
Initial clean-up

- Should paragraphs be re-ordered?
- Have you defined all technical terms?
- Have you defined all acronyms and abbreviations?
- Have you used the correct level headings?
- Have you used consistent spelling, capitalization, and hyphenation of names?
- Have you eliminated unnecessary quotes marks?
- Have you checked format requirements? (margins, font, page numbers, length)
Second Read-Thru: Line-by-Line

- Correct grammar, spelling, and punctuation mistakes as you find them.
- Cut, don’t add
  - Bloated words add length but not meaning
- Look at word choices
  - Can you sub a short, punchy word for an inflated word?
    - use vs. utilize
  - Is there a stronger verb choice?
  - Are your verbs conveying action?
- Concise writing is more powerful than lengthy prose that obscures the point.
<table>
<thead>
<tr>
<th>Bloated phrase</th>
<th>Reduced phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>at this point in time</td>
<td>now</td>
</tr>
<tr>
<td>at that point in time</td>
<td>then</td>
</tr>
<tr>
<td>has the ability to</td>
<td>can</td>
</tr>
<tr>
<td>has the potential to</td>
<td>can</td>
</tr>
<tr>
<td>in light of the fact that</td>
<td>because</td>
</tr>
<tr>
<td>in the event that</td>
<td>if</td>
</tr>
<tr>
<td>in the vicinity of</td>
<td>near</td>
</tr>
<tr>
<td>owing to the fact that</td>
<td>because</td>
</tr>
<tr>
<td>as a result of the fact that</td>
<td>because</td>
</tr>
<tr>
<td>the question of whether</td>
<td>whether</td>
</tr>
<tr>
<td>whether or not</td>
<td>whether</td>
</tr>
<tr>
<td>there is no doubt but that</td>
<td>no doubt</td>
</tr>
</tbody>
</table>
Don’t Be Repetitively Redundant

- already existing
- alternative choices
- at the present time
- basic fundamentals
- completely eliminate
- very important
- had done previously

- currently underway
- never before
- period of time
- none at all
- still persists
- completely unique
- past experience
Don’t Be Repetitively Redundant

- already-existing
- alternative choices
- at the present time now
- basic fundamentals
- completely eliminate
- very important
- had done previously

- currently underway
- never before
- period of time
- none at all
- still persists
- completely unique
- past experience
## Put Your Writing on a Diet

<table>
<thead>
<tr>
<th>Fat phrase</th>
<th>Fat-free phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>nouns</strong></td>
<td></td>
</tr>
<tr>
<td>familiarization</td>
<td>familiarity</td>
</tr>
<tr>
<td>has the functionability</td>
<td>can function</td>
</tr>
<tr>
<td>utilization</td>
<td>use</td>
</tr>
<tr>
<td><strong>verbs</strong></td>
<td></td>
</tr>
<tr>
<td>facilitate</td>
<td>cause, ease</td>
</tr>
<tr>
<td>operationalize</td>
<td>defined as, measured by</td>
</tr>
<tr>
<td>prioritize</td>
<td>assess</td>
</tr>
<tr>
<td>utilize</td>
<td>use</td>
</tr>
<tr>
<td><strong>adjectives</strong></td>
<td></td>
</tr>
<tr>
<td>aforementioned</td>
<td>mentioned</td>
</tr>
<tr>
<td>individualized</td>
<td>individual</td>
</tr>
<tr>
<td>personalized</td>
<td>personal</td>
</tr>
<tr>
<td><strong>adverbs</strong></td>
<td></td>
</tr>
<tr>
<td>firstly, secondly, thirdly</td>
<td>first, second, third</td>
</tr>
<tr>
<td>heretofore</td>
<td>previously</td>
</tr>
<tr>
<td>prior to</td>
<td>before</td>
</tr>
</tbody>
</table>
Eliminate **Unnecessary** Passive Voice

- On one page, mark every equation-type sentence: every use of
- “**to be**,” or other linking verbs (**is, are, was, were, am, be, being, been**)
- weak linkers such as **to appear, to seem, to become**
- (Quotes don’t count)
- If more than 5 on the page, rewrite to eliminate
- This step helps get rid of unnecessary passive verbs and passive voice.
Line-by-Line Edits

- Check for clarity with reverse read
  - Start at end of paragraph and read each sentence in reverse order. Does each sentence make sense? Or are you relying on context to fill-in-the-blanks?

- Look for words such as *many, few, some, several*
  - These vague qualifiers water down your message if overused.
  - *Very* should be omitted 99.9% of the time
  - “The clinic is one of several community outreach programs offered for youth.”
  - “The clinic is one of 12 community outreach programs offered for youth.”

- Be specific --sub concrete language for abstract terms
  - *facilitated vs. eased*
Avoid Jargon & Technical Terms

- If you must use technical terms or jargon, *give definitions*
- “... commonly called *wrap-around services*, this term refers to comprehensive services delivered through a system of coordinated care.”
- Jargon-free writing increases the readability of your papers and helps ensure that your message is conveyed clearly.
Moments of Jargon

- monetarily felt scarcity
  - = poverty
- increased engagement in the labor force
  - = working more hours
- **Social science writer**: “Supply us with the necessary inputs of relevant equipment, and we will implement the program and accomplish its objectives.”

  **Winston Churchill**: “Give us the tools, and we will do the job.”

Make sure you take accurate & complete notes so you can credit your sources. For example, this page is stolen from another author, but I didn’t record the source and, despite long searches, I cannot find the source.
Avoid long noun strings

- Two words preceding a third are readable as a compound adjective when hyphenated:
  - community-based agency
  - patient-care team
- Long strings become difficult to sort out and force the reader to backtrack
- “Before you are released from the hospital, a patient outcome evaluation and care planning team member will visit you.”
Re-Order Sentences to Keep Related Words Together

- Keep adjectives next to the words they modify
- Keep subjects and verbs close within the sentence
  - The human brain tends to ignore what comes between the subject and verb
- The arguments of researchers in both the public health and social work fields have maintained that only the active contributors to a manuscript should be listed as authors.
Keep Subject Close to Verb

Original:

The *arguments* of researchers in both the public health and social work fields *have maintained* that only the active contributors to a manuscript should be listed as authors.

Revision:

In both the public health and social work fields, *researchers have argued* that only the active contributors to a manuscript should be listed as authors.
English sentences generally follow progression from “older” information (in subject position – early in sentence) to new information (at end of sentence).

Placing older info in subject position establishes a connection backward and provides a forward link that establishes the context = FLOW
Intervention research is applicable to a range of interest areas. Anger management, parenting, and smoking cessation are examples of the programs that have benefited from rigorous intervention research.

For example, the efficacy of programs as diverse as anger management, parenting, and smoking cessation have benefited from rigorous intervention research.
Use Metadiscourse to Guide the Reader

- Metadiscourse = summarizing statement that shows reader the connections among several pieces of supporting evidence.

- This discussion of intervention research is particularly timely for several reasons. **First**, funding sources are increasingly demanding that agencies use evidence-based practices. **Second**, third-party payers have instituted strict reimbursement limitations for programs that lack empirical evidence. **Third**, blah blah blah. **Last**, blah, blah
Check for Logical Use of Phrase Linkers, Connectors, Subordinators

- Pick the words that show the relationship or relative importance of the information to the preceding and subsequent points.
  - In addition, Similarly, Moreover, Furthermore
  - In contrast, On the contrary, On the other hand, Whereas, Although, However, Nevertheless,
  - In other words, For example, To illustrate this point,
  - Therefore, Thus,
Proofed and Corrected. Ready for Submission?

- Almost, but one more step…
- Give a final proofreading, aloud, of the final copy after you’ve made all edits and corrections.
  - Watch for new mistakes introduced during the editing process
  - Cut ‘n Paste accidents are the most common
Thank You for Your Attention!