



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
Royal University of Phnom Penh

ការប្រើប្រាស់ឯកសារយោង

CHOLARLY REFERENCING

Cindy J. Lahar & Kara Fox

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SCHOLARLY REFERENCING

Collected by

Kara Fox and Cindy J. Lahar

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បុព្វកថា



ពីមុនមករហូតមកដល់ពេលនេះ សាកលវិទ្យាល័យយើងពុំទាន់ធ្លាប់បានចេញសេចក្តីណែនាំផ្សព្វផ្សាយដល់អ្នកសិក្សាស្រាវជ្រាវជាលាយលក្ខណ៍អក្សរអំពីរបៀបសរសេរឯកសារយោងនៅក្នុងអត្ថបទនៅឡើយ ។ យើងបានត្រឹមតែណែនាំតាមគ្នាថា បើប្រកាន់យកប្រព័ន្ធ ឬផែនការណាមួយក្នុងការសរសេរត្រូវតែទៀងទាត់ពីដើមដល់ចប់ កុំឱ្យមានការប្រែប្រួល ។ កន្លងមក គេបានសង្កេតឃើញថា ក្រុមអ្នកសង្គមសាស្ត្រច្រើនប្រកាន់យកប្រព័ន្ធ “APA” ក្រុមអ្នកមនុស្សសាស្ត្រ និង ភាសា “MLA” ក្រុមអ្នកប្រវត្តិសាស្ត្រនិងមនុស្សសាស្ត្រខ្លះទៀតប្រើប្រព័ន្ធ “Chicago” និងអ្នកវិទ្យាសាស្ត្រពិតច្រើននិយមប្រព័ន្ធ “ CSE ” ។ ចំពោះអត្ថបទជាភាសាខ្មែរ ឬភាសាដទៃទៀត ដែលក្រៅពីអក្សររ៉ូម៉ាំង យើងនៅតែអាចយកលំនាំតាមប្រព័ន្ធទាំងនេះបានគ្រាន់តែត្រូវផ្តុំទៅតាមក្រុមអក្សរនីមួយៗ និងរៀបតាមលំដាប់រៀងអក្សររបស់វា ។ ដើម្បីធ្វើអោយការប្រើប្រាស់ឯកសារយោងមានលក្ខណៈជាស្តង់ដា អ្នកស្រាវជ្រាវនៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញទាំងឡាយបានត្រូវស្នើអោយប្រើប្រាស់ប្រព័ន្ធស្រាវជ្រាវនៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញសំរាប់គ្រប់មុខជំនាញ ។

ការប្រើប្រាស់ឯកសារយោងនៅទីនេះ គឺសង្កត់ធ្ងន់ទៅលើការរៀនរិះរកសរសេរឯកសារយោងទៅតាមប្រព័ន្ធណាមួយជាកំណត់ ។ ព័ត៌មានផ្តល់អំពីប្រភេទផ្សេងៗនៃឯកសារយោងមានដូចជា ៖(១) របៀបរាប់កិច្ចការពាក់ព័ន្ធ (works cited) មានបញ្ជីប្រភេទដែលអ្នកនិពន្ធប្រើសំរាប់យោងទៅក្នុងអត្ថបទ ឬកំណត់សំគាល់ជើងទំព័ររបស់ឯកសារ (២) ប្រភេទពិគ្រោះ (sources consulted) គឺជា ប្រភេទឯកសារយោងទូលាយនិងមានការធ្វើបញ្ជីកិច្ចការពិគ្រោះគ្រប់សព្វ មានទាំងកិច្ចការដែលមិនបានដកស្រង់មកផងដែរ ដែលត្រូវបានយោងឬទាក់ទងយ៉ាងពិតប្រាកដទៅនឹងប្រធានបទឯកសារ (៣) ឯកសារយោងជ្រើសរើស (selected biblio-graphy) ដែលប្រភេទទាំងនោះត្រូវបានរៀបរាប់ជាមួយនឹងកិច្ចការណាដែលពាក់ព័ន្ធជាងគេដែលត្រូវបានពិគ្រោះនិង(៤) ឯកសារយោងពន្យល់បន្ថែមសង្ខេប (brief annotated bibliography) ដែលជាបញ្ជីឯកសារយោងដែលយ៉ាងហោច ស្នាដៃមួយចំនួនត្រូវបានយកតាមដោយមានកំណត់ចំណាំនៅលើខ្លឹមសារ ។ “ របៀបរាប់កិច្ចការពាក់ព័ន្ធ ” ជាសណ្ឋានទូទៅជាងគេបំផុតរបស់ឯកសារយោង ទោះបីជាគេដាក់ចំណងជើងវាថា “ គន្ថនិទ្ទេស ឬបណ្ណាល័យសាស្ត្រ ” (Bibliography) ឬ “ បញ្ជីឯកសារយោង ឬ ពិគ្រោះ ” (List of References) ក៏ដោយ ដែលធម្មតាតែងជំនួសឱ្យពាក្យ “ របៀបរាប់កិច្ចការពាក់ព័ន្ធ ” (Works Cited) ។

ផ្នែកមួយស្តីអំពីបញ្ហានៃ “ ការលួចចម្លងស្នាដៃអ្នកដទៃ (Plagiarism) ” ក៏មានរួមបញ្ចូលផងដែរ ។ “ ការលួចចម្លងស្នាដៃអ្នកដទៃ (Plagiarism) ” ដែលជាទម្រង់សាមញ្ញមួយនៃការបន្លំ តែងកើតមាននៅក្នុងចំណោមនិស្សិត អ្នកនិពន្ធនិងអ្នកស្រាវជ្រាវរបស់យើងដោយមិនដឹងខ្លួនដែលប្រើពាក្យឬគំនិតអ្នកណាមួយដោយគ្មានការយោងត្រឹមត្រូវ ។ ផ្នែកនេះនិយាយអំពីនីតិវិធីជាចាំបាច់សំរាប់ទទួលបានការពិតនិងការយោងដល់ការងាររបស់អ្នកដទៃ ។ និស្សិត អ្នកស្រាវជ្រាវ និងអ្នកវិទ្យាសាស្ត្រនៃសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញគួរតែអនុវត្តតាមនីតិវិធីទាំងនេះ ។

ស្នាដៃនេះត្រូវបានចងក្រងឡើងតាមរយៈខ្លឹមសារនៃសិក្ខាសាលាកាលពីថ្ងៃទី ២៨ កក្កដា ឆ្នាំ២០០៦ នៅសាកលវិទ្យាល័យភូមិន្ទភ្នំពេញដោយធនធានអ្នកខ្មែរទាំងពីររូបគឺបណ្ឌិត សុផិឌី ឡាហា និង កញ្ញា ខាវី ហុក និងឧបត្ថម្ភការបោះពុម្ពផ្សាយដោយមូលនិធិវិហារនិរទេស- អាស៊ីម៉ង់ ។

ភ្នំពេញ ខែ សីហា ឆ្នាំ២០០៦

បណ្ឌិត នេត ធារ័ម
សាកលវិទ្យាធិការរង

Preface



The Royal University of Phnom Penh (RUPP) has not previously issued written guidance to researchers on how to write references, or advised about plagiarism. Researchers were advised to follow strictly any specific system or format of their own choosing. We have noticed that the APA style is commonly used in the Social Sciences, the MLA style in the Humanities and Language, and the CSE style in the Pure Sciences. However, the Chicago system is sometimes used in the History and Humanities. These systems can be used for texts in Roman and Khmer script and in other languages; however, the bibliographic items need to be grouped by language and arranged in alphabetical order. In order to standardise referencing RUPP researchers are advised to use the APA, MLA, or CSE styles of referencing. However, the APA system would be recommended for a common and unanimous use in every field at RUPP.

The use of referencing here places emphasis on how to write references following a specific referencing system. Information is provided on the following kinds of referencing; (1) *works cited*, a list of sources that has been referred to in the text or in the footnotes of a paper, (2) *sources consulted*, a broader kind of bibliography that lists all works consulted as well as any works that are not quoted from, but are referred to or highly relevant to the topics of a particular paper, (3) *selected bibliography*, which contains the most relevant sources consulted, and (4) *brief annotated bibliography*, a list in which at least some works are followed by a note on the content and usefulness of the references. "Works Cited" is the most common form of referencing although it is generally termed "Bibliography" or "List of References".

A section on the issue of "plagiarism" is also included. Plagiarism, a common form of cheating, often occurs among ignorant students, writers and researchers who use another's words or ideas without proper citation. Cambodia has a law, currently in use, on intellectual property rights; however, the explanations for implementation and administrative measures to enforce the law are not yet explicit. This section covers the procedures necessary for acknowledging and referencing the work of others. These procedures should be followed by RUPP students, researchers and scientists.

The material contained in this volume is based on the proceedings of a workshop given on July 28, 2006 at the Royal University of Phnom Penh, by two resource persons Dr. Cindy J. Lahar and Miss Kara Fox. The publication of these materials is sponsored by the Henrich-Böll Foundation, Germany.

Phnom Penh, August, 2006

Neth Barom, PhD
Vice-Rector in Charge

Introduction

By Cindy J. Lahar

These materials are to supplement the many manuals available for assistance in formatting references in academic settings. A list of these style manuals can be found at Diana Hacker's web site devoted to research and documentation. [www.dianahacker.com/resdoc/manual.html] At that site she lists twenty-one style manuals for fields ranging from Engineering and Chemistry to Music and Political Science (also herein Appendix A). This means that which style one chooses to use depends first and foremost on the discipline within which one is writing. Two styles that are most often taught in universities are MLA format and APA format.

MLA format is used most in English and the Humanities and is the style taught in most first year composition classes. The acronym MLA stands for the Modern Language Association which is the group who has presented the details needed to follow the MLA format.

In the Social Sciences, the style used is APA style which is named for the American Psychological Association because they have provided the details and have written the manual. The most recent version of the manual is the 5th Edition of *The Publication Manual of the American Psychological Association* (2001).

The materials provided here are for learning about and using APA format. Learning to use any referencing format requires practice. I like to use the comparison of reference formatting work to that of using a cookbook to make a meal. In a cookbook you will find a list of ingredients for each dish and a set of instructions for how to put the ingredients together to make the dish. Likewise, in any guide to formatting references you will find the ingredients necessary for the reference citation and a set of rules for how to put the ingredients together. In APA style, when referencing a book you need to find the following ingredients: author's name, year of publication, title of the book, city where the book was published and the name of the publishing company. Then, once you have the ingredients, you must put them together in the right manner as outlined in the format guide.

When we are cooking a new dish we will consult our recipe book and read about the ingredients and the method of putting the ingredients together. Likewise, when we are putting together a reference list we consult the reference guides that describe the ingredients and rules for reference formatting. Remember that no one remembers every rule and the format guides are essential for each of us to present our citations and references in the format of our discipline.

The Importance of the Literature

“Knowledge is cumulative: every piece of research will contribute another piece to it. That is why it is important to commence all research with a review of the related literature or research, and to determine whether any data sources exist already that can be brought to bear on the problem at hand. This is also referred to as secondary research”.

Dr. Marion Joppe <http://www.ryerson.ca/~mjoppe/rp.htm>

Using the Literature

Alexander Massey (1996) wrote an article that used analogies to explain the importance of the literature review in the research process. It is very important to present a thorough and relevant research review for any research project or proposal. Massey points out for example, that as a researcher presenting the literature review we are like a hunter trying to track down the background of the project. The literature then is like a set of animal tracks that we follow to learn more about the research already accomplished in the area.

Massey (1996) also presents a number of different ways to think about the literature review such as a mirror, a lens, an illustration and as a mentor or supervisor. Literature is also a building block upon which to build our research projects, ideas, proposals.

If you need reminding of the importance of a good literature review, I suggest you read Massey’s article that can be found on the internet. The address is provided below as well as in the references of this document.

ACKNOWLEDGEMENT

Massey, A. (1996). Using the Literature 3 x 4 Analogies. The Qualitative Report, Volume 2, Number 4, December, 1996

(<http://www.nova.edu/ssss/QR/QR2-4/massey.html>)

What is Plagiarism?

Source: Bachelor's Degree Planbook, College of Arts and Sciences, University of Washington

One of the most common forms of cheating is **plagiarism**, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.

2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. *For example (Hacker, 1992, p. 171):

Original: *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*

Unacceptable borrowing of words: *An ape who knew sign language unsettled linguists and startled animal behaviorists.*

Unacceptable borrowing of sentence structure: *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*

Acceptable paraphrase: *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*

5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*

6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper. It's also plagiarism to write a paper and have someone else make substantive changes for you.

PLAGIARISM EXERCISE #1

By Ted Frick, 2000-2005.

Instructions: Please answer the following four questions by:

- 1) reading the excerpt from the original source material,
- 2) then reading the sample of student work, and,
- 3) finally, by choosing one answer to state whether or not the student work is plagiarism and why. Answers to these exercises are presented on page XX.

1. In the case below, the original source material is given along with a sample of student work. Determine if this is plagiarism. Then select an answer below.

Original Source Material:

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

(Quoted from: Frick, T. (1991; 2000) *Restructuring Education Through Technology*)

Sample of Student Written Work:

The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.

In the Student's Bibliography:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Is this Plagiarism?

No.

Yes, because it quotes another person's actual words, either oral or written; and it is not appropriately acknowledged.

Yes, because it paraphrases another person's words, either oral or written; and it is not appropriately acknowledged.

Yes, because it uses another person's idea, opinion, or theory; and it is not properly acknowledged.

Yes, because it borrows facts, statistics, or other illustrative material, unless the information is common knowledge; and it is not properly acknowledged.

2. In the case below, the original source material is given along with a sample of student work. Determine if this is plagiarism. Then select an answer below.

Original Source Material:

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

(Quoted from: Frick, T. (1991; 2000) *Restructuring Education Through Technology*)

Sample of Student Written Work:

Frick (1991) believes that "... the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language" (p. 10).

In the Student's Bibliography:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Is this Plagiarism?

No.

Yes, because it quotes another person's actual words, either oral or written; and it is not appropriately acknowledged.

Yes, because it paraphrases another person's words, either oral or written; and it is not appropriately acknowledged.

Yes, because it uses another person's idea, opinion, or theory; and it is not properly acknowledged.

Yes, because it borrows facts, statistics, or other illustrative material, unless the information is common knowledge; and it is not properly acknowledged.

3. In the case below, the original source material is given along with a sample of student work. Determine if this is plagiarism. Then select an answer below.

Original Source Material:

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

(Quoted from: Frick, T. (1991; 2000) *Restructuring Education Through Technology*)

Sample of Student Written Work:

Frick (1991) believes that the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.

In the Student's Bibliography:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Is this Plagiarism?

No.

Yes, because it quotes another person's actual words, either oral or written; and it is not appropriately acknowledged.

Yes, because it paraphrases another person's words, either oral or written; and it is not appropriately acknowledged.

Yes, because it uses another person's idea, opinion, or theory; and it is not properly acknowledged.

Yes, because it borrows facts, statistics, or other illustrative material, unless the information is common knowledge; and it is not properly acknowledged.

4. In the case below, the original source material is given along with a sample of student work. Determine if this is plagiarism. Then select an answer below.

Original Source Material:

Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

(Quoted from: Frick, T. (1991; 2000) *Restructuring Education Through Technology*)

Sample of Student Written Work:

Frick (1991) believes that one of the earliest technologies was non-verbal signs that our prehistoric ancestors used before spoken language emerged.

In the Student's Bibliography:

Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Is this Plagiarism?

No.

Yes, because it quotes another person's actual words, either oral or written; and it is not appropriately acknowledged.

Yes, because it paraphrases another person's words, either oral or written; and it is not appropriately acknowledged.

Yes, because it uses another person's idea, opinion, or theory; and it is not properly acknowledged.

Yes, because it borrows facts, statistics, or other illustrative material, unless the information is common knowledge; and it is not properly acknowledged.

Answers:

1) Yes, because it quotes another person's actual words, either oral or written; and it is not appropriately acknowledged.

The student did not put quotation marks around the text so that it appears that the text is words the student wrote. Also there is no acknowledgement of the original source adjacent to the plagiarized text.

2) No. This is not plagiarism. Quotation marks surround the quoted text; the source is clearly identified in the student's writing; and a full bibliographic citation is provided in the references.

3) Yes, because it quotes another person's actual words, either oral or written; and it is not appropriately acknowledged.

Quotation marks are omitted from the quoted text. It looks like the writer was paraphrasing the original author, but it is a direct quote that was not properly acknowledged. Even though a full bibliographic citation is provided, the author's words are used as if they are the student's own.

4) No. This is not plagiarism. The writer was paraphrasing the original author. It is not a direct quotation. Proper acknowledgment is given in the student's writing and a full bibliographic citation is provided in the references.

Source: Please visit <http://education.indiana.edu/~frick/plagiarism/> for more examples and exercises.

Retrieved from: <http://www.nyu.edu/wagner/current/academicOath.php> on June 28, 2006.

Plagiarism Lesson by Ted Frick. Last Revised: September 7, 2005.

<http://education.indiana.edu/~frick/plagiarism/item1.html>. Copyright 2000-2005, Indiana University.

PLAGIARISM EXERCISE #2

PLAGIARISM-AWARENESS EXERCISE

Source:

Dunn, D.S. (2004). A short guide to writing about psychology. New York: Pearson Education, pp. 49-52.

Imagine three students are enrolled in a psychology class – let’s call them Moe, Larry and Curly – each wrote an essay on psychoanalytic theory. All three students relied on the same source for their work. Here is a selection from that source (Berger, 1988, p. 32):¹

The first comprehensive view of human behavior, psychoanalytic theory, interprets human development in terms of unconscious drives and motives. These unconscious impulses are viewed as influencing every aspect of a person’s thinking and behavior, from the crucial choices of a lifetime, including whom and what to love or hate, to the smallest details of daily life, including the manner of dress, choice of food, what we say and how we say it, what we daydream about, and how we reason – in fact, the entire gamut of our personal preferences, dislikes, and idiosyncrasies.

Now take a look at the next page. The three paragraphs shown there were drawn from the student’s essays. Read each essay excerpt and then answer the question accompanying it.

Here is an important hint: This is not a trick of any sort – Moe and Larry committed plagiarism. How do you know this is true?

What did you decide? Are Moe and Larry plagiarists?

It would be difficult to conclude otherwise. Passing off most of someone else’s words as your own is still plagiarism. Moe obviously copied the material directly from the book (compare his excerpt with the original shown above). Larry’s work is only marginally better than Moe’s, though it still constitutes unabashed plagiarism. Unlike Moe, Larry included a few new words and phrases (e.g., “I feel”, “they”, “your”) into the (directly copied) excerpt, though such minor changes fail to mask the stolen phrases and ideas. Larry’s few innovations did not substantially alter the passage from Berger (1988), which is virtually intact in his essay. The fact that Larry cited the original author changes nothing (though it does make it easier for his instructor to locate the plagiarized passages).

What about the excerpt from Curly’s essay? Curly read Berger (1988) and cited the work, but did *not* plagiarize it. Instead, Curly **paraphrased** what he read. He restated and revised the main ideas from Berger’s work using different words. The text’s original meaning is preserved but the summary is Curly’s own. Writing like Curly’s summary is the sort of paraphrasing you should aspire to because the spirit of the source’s tone, scope, and message is maintained. The issue here is a clear one: Claiming the words of another as your own is wrong.

¹ Berger, K.S. (1988). *The developing person through the lifespan* (2nd ed.). New York: Worth.

Excerpts from three student's essays - An exercise in seeing plagiarism.

MOE WROTE THIS:

Psychoanalytic theory interprets human development in terms of unconscious drives and motives. These unconscious impulses are viewed as influencing every aspect of a person's thinking and behavior, from the crucial choices of a lifetime, including whom and what to love or hate, to the smallest details of daily life, including the manner of dress, choice of food, what we say and how we say it, what we daydream about, and how we reason – in fact, the entire gamut of our personal preferences, dislikes, and idiosyncrasies.

Question 1: Explain why you believe that Moe did or did not commit plagiarism.

LARRY WROTE THIS:

I feel that psychoanalytic theory interprets human development in terms of unconscious drives and motives. In this theory, these unconscious impulses are viewed as influencing every aspect of a person's thinking and behavior. They influence the crucial choices of a lifetime, including whom and what to love or hate. They influence the smallest details of daily life, including the manner of dress, choice of food. They influence what you say and how you say it, what you daydream about, and how you reason – in fact, the entire gamut of your personal preferences, dislikes, and idiosyncrasies (Berger, 1988).

Question 2: Explain why you believe that Larry did or did not commit plagiarism.

CURLY WROTE THIS:

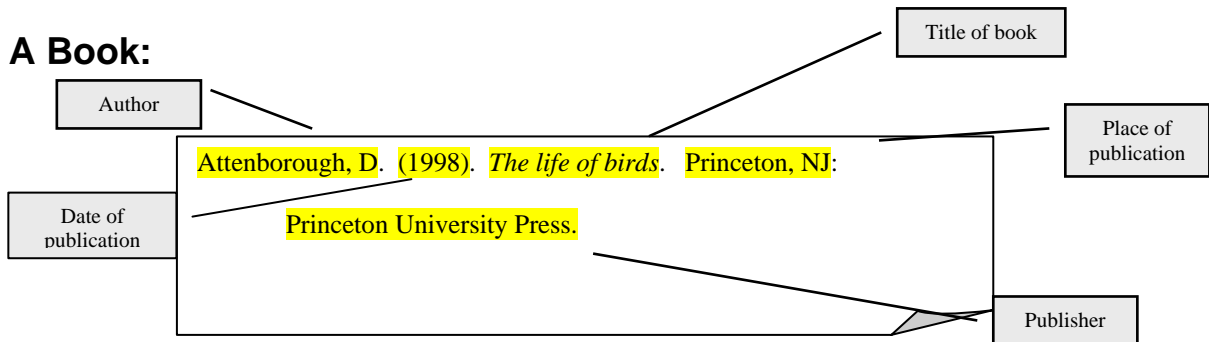
According to Berger (1988), psychoanalytic theory stresses the importance of unconscious drives and motives. According to this theory, all of our thinking and behavior is affected by unconscious impulses. No aspect of our lives – our choices of our mates, our favorite foods, even the types of cars we choose to buy and the careers we decide to pursue – is immune from unconscious influences.

Question 3: Explain why you believe that Curly did or did not commit plagiarism.

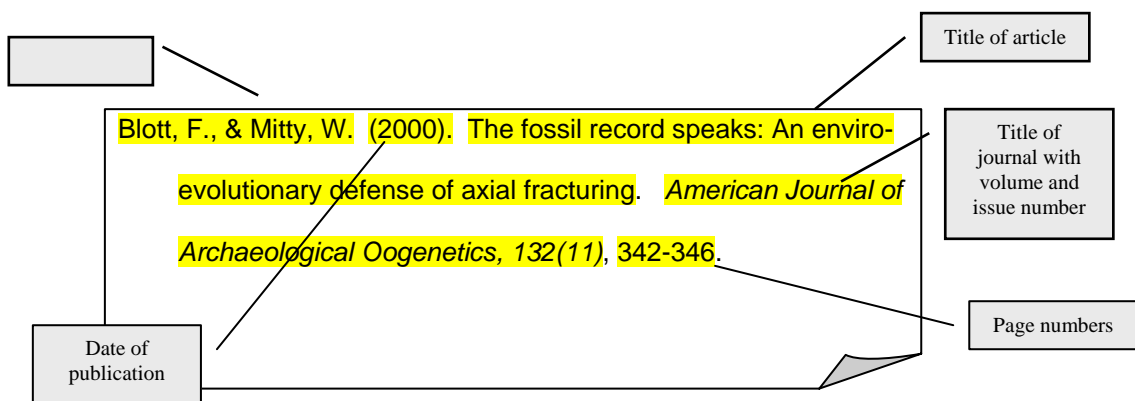
Source: Adapted from Prohaska (2001) as cited in Dunn (2004).

Elements of an APA Citation

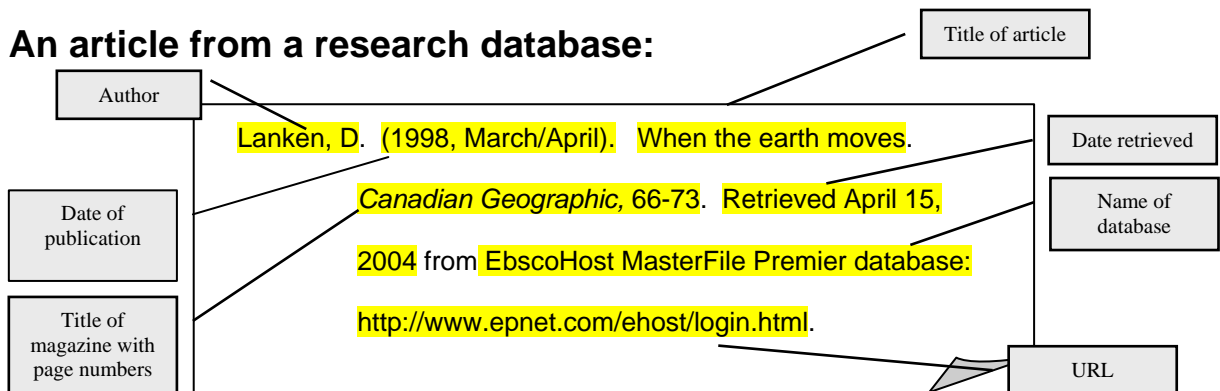
A Book:



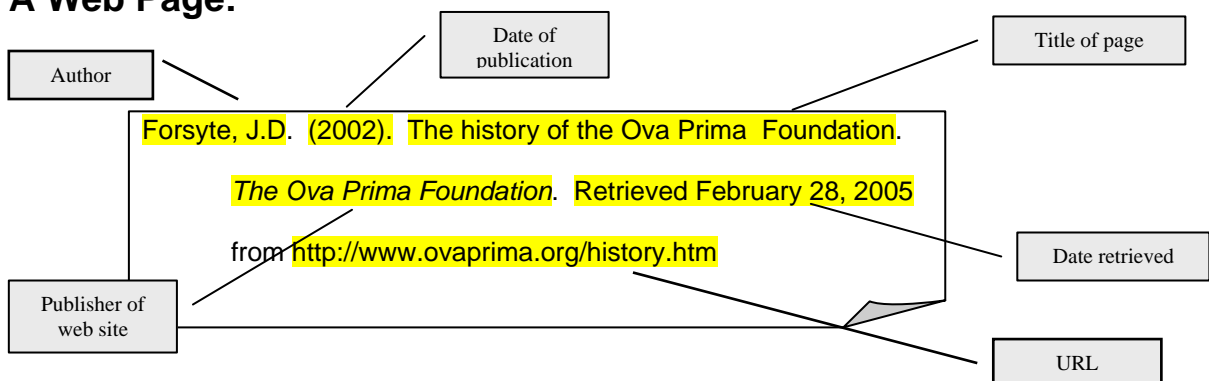
A Journal Article:



An article from a research database:



A Web Page:



*Elements of an APA citation reprinted with permission, from Tatnall (2006).

APA Citation Style for Your Reference List & in Your Research Paper

Type of Source	Reference List Citation Example:	In-Text Citation Example:
Book by a single author	American Psychological Association. (2001). <i>Publication manual of the American Psychological Association</i> . Washington, DC: American Psychological Association.	Proper citation style helps to prevent inadvertent plagiarism (American Psychological Association, 2001).
Book by two or more authors	Pyszczynsk, T., Solomon, S., & Greenberg, J. (2003). <i>In the wake of 9/11: The psychology of terror</i> . Washington, DC : American Psychological Association.	The authors' theories provide ways to understand terrorism's effect and to find resolutions to conflicts involving terrorism (Pyszczynsk, Solomon, & Greenberg, 2003).
Article in an encyclopedia	Sea phantoms and superstitions. (1996). In Melton J. (Ed.) <i>Encyclopedia of occultism & parapsychology</i> (v. 2, 1149-1151). Detroit: Gale Inc.	The largest sea serpent is known as the kraken (Sea phantoms and superstitions, 1996).
Article in a journal or magazine	Gibbs, N. (2000, November 27). Chad happens: What the wait is teaching the nation. <i>Journal of Politics</i> , 10(11), 28-31.	The 2000 election for the Presidency was "a travesty of justice" (Gibbs, 2000, p. 28).
Article in a newspaper	Trachtenberg, J.A. (1994, April 1). What's in a movie soundtrack? Catchy tunes and big business. <i>Wall Street Journal</i> , p. B1.	According to Trachtenberg (1994), the soundtrack for the movie 'The Bodyguard' sold 27 million copies and generated \$250 million in revenue.
Article from a research database (like EbscoHost or Lexis Nexis)	Lanken, D. (1998, March/April). When the earth moves. <i>Canadian Geographic</i> , 66-73. Available April 15, 2004, from EbscoHost MasterFile Premier database: http://www.epnet.com/ehost/login.html	Lanken (1998) states that "the underlying cause of the 1993 Lemieux slide was natural erosion likely coupled with a high water table" (p. 70).
Web page	Forsyte, J.D. (2002). The history of the Ova Prima Foundation. <i>The Ova Prima Foundation</i> . Retrieved February 28, 2005 from http://www.ovaprima.org/history.htm	There have been claims that "the Illampi badlands had once been a nesting area for several species of small theropods" (Forsyte, 2002, para. 3).
Personal interview	Depp, J. (2005, March 9). Personal interview.	Johnny Depp revealed "I have always wanted to be a librarian!" (personal interview, 2002).
A film or videorecording	Reiner, R. (Director). (1987). <i>The Princess bride</i> . [Motion picture]. United States: Turner Productions.	The character Vizzini is an excellent example of over-confidence (Reiner, 1987).

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- Frick, T. (2005). Plagiarism lesson. Electronic document. Retrieved on June 28, 2006 from <http://www.nyu.edu/wagner/current/academicOath.php>.
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- Massey, A. (1996). Using the literature: 3 x 4 analogies. The Qualitative Report, 2(4), December. Retrieved from <http://www.nova.edu/ssss/QR/QR2-4/massey.html>.
- Perrin, R. (2004). Pocket guide to APA style. NY: Houghton Mifflin.
- Tatnall, A. (2006). Elements of an APA citation. Unpublished library reference materials. York County Community College.

Useful Websites:

<http://www.apastyle.org/>

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Electronic files you may download which provide writer's assistance:

<http://dianahacker.com/writersref/instructor/other.html>

Appendix A. List of Different Reference Style Formats

There are four commonly used systems of documentation:

- ✓ MLA, used in English and the humanities;
- ✓ APA, used in psychology and the social sciences;
- ✓ Chicago, used in history and some humanities; and
- ✓ CSE, used in biology and other sciences.

Following is a list of style manuals used in a variety of disciplines. This list is taken directly from Diana Hacker's web site. Please visit her site for any updates or changes.

<http://www.dianahacker.com/resdoc/manual.html>

BIOLOGY (SEE CSE.)

Council of Biology Editors. *Scientific Style and Format: The CBE Manual for Authors, Editors, and Publishers*. 6th ed. New York: Cambridge UP, 1994.

BUSINESS

American Management Association. *The AMA Style Guide for Business Writing*. New York: AMACOM, 1996.

CHEMISTRY

Dodd, Janet S., ed. *The ACS Style Guide: A Manual for Authors and Editors*. 2nd ed. Washington: Amer. Chemical Soc., 1997.

ENGINEERING

Institute of Electrical and Electronics Engineers. *IEEE Standards Style Manual*. Rev. ed. New York: IEEE, 2005
<<http://standards.ieee.org/guides/style/2005Style.pdf>>

ENGLISH AND THE HUMANITIES (SEE MLA.)

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Mod. Lang. Assn., 2003.

GEOLOGY

Bates, Robert L., Rex Buchanan, and Marla Adkins-Heljeson, eds. *Geowriting: A Guide to Writing, Editing, and Printing in Earth Science*. 5th ed. Alexandria: Amer. Geological Inst., 1995.

GOVERNMENT DOCUMENTS

Garner, Diane L. *The Complete Guide to Citing Government Information Resources: A Manual for Social Science and Business Research*. 3rd ed. Bethesda: Congressional Information Service, 2002.

United States Government Printing Office. *Style Manual*. Washington: GPO, 2000.

HISTORY (SEE CHICAGO.)

The Chicago Manual of Style. 15th ed. Chicago: U of Chicago P, 2003.

JOURNALISM

Goldstein, Norm, ed. *Associated Press Stylebook and Briefing on Media Law*. Rev. ed. New York: Associated Press, 2005.

LAW

Harvard Law Review et al. *The Bluebook: A Uniform System of Citation*. 17th ed. Cambridge: Harvard Law Rev. Assn., 2000.

LINGUISTICS

Linguistic Society of America. "LSA Style Sheet." Published annually in the December issue of the *LSA Bulletin*.

MATHEMATICS

American Mathematical Society. *The AMS Author Handbook: General Instructions for Preparing Manuscripts*. Rev. ed. Providence: AMS, 1996.

MEDICINE

Iverson, Cheryl, et al. *American Medical Association Manual of Style: A Guide for Authors and Editors*. 9th ed. Baltimore: Williams, 1998.

MUSIC

Holoman, D. Kern, ed. *Writing about Music: A Style Sheet from the Editors of 19th-Century Music*. Berkeley: U of California P, 1988.

PHYSICS

American Institute of Physics. *Style Manual: Instructions to Authors and Volume Editors for the Preparation of AIP Book Manuscripts*. 5th ed. New York: AIP, 1995.

POLITICAL SCIENCE

American Political Science Association. *Style Manual for Political Science*. Rev. ed. Washington: APSA, 2001.

PSYCHOLOGY AND OTHER SOCIAL SCIENCES (SEE APA.)

American Psychological Association. *Publication Manual of the American Psychological Association*. 5th ed. Washington: APA, 2001.

SCIENCE AND TECHNICAL WRITING

American National Standards Institute. *American National Standard for the Preparation of Scientific Papers for Written or Oral Presentation*. New York: ANSI, 1979.

Microsoft Corporation. *Microsoft Manual of Style for Technical Publications*. 3rd ed. Redmond: Microsoft, 2004.

Rubens, Philip, ed. *Science and Technical Writing: A Manual of Style*. 2nd ed. New York: Routledge, 2001.

SOCIAL WORK

National Association of Social Workers. *Writing for the NASW Press: Information for Authors* <http://naswpress.org/resources/tools/01-write/guidelines_toc.htm>.

Source: <http://www.dianahacker.com/resdoc/manual.html>

Appendix B. Database Access in Cambodia

Why Databases?

There is increasing interest on behalf of many organizations and publishers to offer developing countries free access to large amounts of online scholarly literature with the intention of enhancing research and scholarship. This is achieved by offering free, full-text access to thousands of journal articles, which may otherwise be cost-prohibitive. Cambodia is one of many countries that is offered this access.

Scholarly literature is published writing related to research, which has been “peer reviewed” or edited by other scholars in the field. This information is different than what you might find by searching on Google, for instance, because access to scholarly literature is often restricted to paid subscribers, and finding such resources often requires a more complex search.

With access to current scholarly information, the research that is conducted in Cambodia can continue to grow in new ways. This may further enhance and guide policy-making and development.

How do I use the Databases?

Any individual or institution in Cambodia may access these databases for free. RUPP's Hun Sen Library has registered for these databases and the passwords are listed below. If you are affiliated with a different institution, please ask a library or information specialist for the passwords or to register initially. Some databases do not require you to login. You simply go to their website, which recognizes the country from which you are connected.

Once you are logged in, or at the website of the database you would like to use, you may begin to search for literature related to your research interests or topic.

Selected Databases

1) AGORA

The Access to Global Online Research in Agriculture (AGORA), which is set up by the Food and Agriculture Organization of the United Nations, offers information on food, agriculture, environmental science, and social science fields.

Login to AGORA database at:

<https://www.aginternetwork.net/http://www.aginternetwork.org/en/journals.php>

RUPP userID: ag-khm009 / password: 7uI81RP6

2) HINARI

The Health InterNetwork Access to Research Initiative (HINARI) offers a database set up by the World Health Organization (WHO), which offers access to more than 3,000 full-text journals related to public health issues.

Login to HINARI database at: <https://hin-sweb.who.int/>

RUPP userID: CAM013 / password: 88448

3) High Wire Press

This database is set up by Stanford University in California. It offers information on a variety of topics and does not require any registration or login, as their software automatically detects the country from which you connect.

One highlight of this database is its search feature. For example, over 2,000 articles appear by simply typing “Cambodia” in the Search box. Access at <http://highwire.stanford.edu/lists/devecon.dtl>.

Other Resources

Electronic Information for Libraries (eIFL) <http://www.eifl.net/>

International Network for the Availability of Scientific Publications (INASP)

<http://www.inasp.info/database/countries.shtml>

The Essential Electronic Agricultural Library (TEEAL) <http://www.teeal.org/>

Appendix C. Vocabulary and Abbreviations

(adapted from Diana Hacker's website)

Annotated Bibliography

A list of sources that gives the publication information and a short description — or annotation — for each source. In some bibliographies the annotation merely describes the content and scope of the source; in others the annotation also evaluates the source's quality and usefulness.

APA

American Psychological Association. www.apa.org

APA Format

Reference/citation style used typically in Psychology and the other Social Sciences.

Bibliography

(1) A list of sources, usually appearing at the end of a research paper, an article, a book, or a chapter in a book. The list documents evidence used in the work and points out sources that might be useful for further research. Each entry provides publication information for each source so that an interested reader can track down the source. Some disciplines use the term references rather than bibliography, for example, in APA format the title of the page is references. (2) A list of recommended readings on a given topic, usually sorted into subcategories.

Citation

A reference to a book, article, Web page, or other source that provides enough information to allow a reader to retrieve the source. Citations in a paper must be given in a standard format (such as MLA or APA), depending on the discipline in which the paper is written.

Citation Management Software

Computer programs that store bibliographic references and notes in a personal database and that can automatically format bibliographies, reference pages, or lists of works cited in the appropriate style (MLA, APA, Chicago, CSE).

Citation Trail

The network of citations formed when a reference work refers to sources that in turn refer to additional sources. The process used by researchers to track down additional sources on a topic is sometimes referred to as following the path of a "citation trail" or "citation network."

Cite

(1) As a verb, to provide a reference to a source. (2) As a noun, a shortened form of citation. (Note: This term is frequently misused when referring to Web sites.)

Database

A collection of data organized for retrieval. In libraries, databases usually contain references to sources retrievable by a variety of means. Databases may contain bibliographic citations, descriptive abstracts, full-text documents, or a combination.

Discipline

An academic field of study such as history, psychology, or biology. Often books and articles published by members of a discipline and intended for other scholars are called the literature of the discipline — referring not to literary expression but to research publications in the field.

Index

(1) In a book, the alphabetical listing of topics and the pages on which information about them can be found. The index is located at the back of the book. (2) A publication that lists articles or other publications by topic. (3) An alphabetical listing of elements that can be found in a database.

Journal

A type of periodical usually sold by subscription and containing articles written for specialized or scholarly audiences.

Literature Review

A survey of published research on a particular topic. The purpose of a literature review (sometimes called a review article) is to select the most important publications on the topic, sort them into categories, and comment on them so that a researcher can gain a quick overview of the state of the art in that area. Published articles often include a literature review section to place their research in the context of other work in the field.

Magazine

A type of periodical containing articles that are usually written for general and popular audiences. Magazines are sold on newsstands or by subscription and earn a part of their revenue through advertising.

MLA

Modern Language Association

MLA Format

Reference/citation style used typically in English and in the Humanities

Periodical

A publication issued at regular intervals. Periodicals may be magazines, journals, newspapers, or newsletters.

Periodical Index

A list of all the articles that have been published in a magazine, journal, newspaper, or newsletter or in a set of periodicals. Many periodical indexes are available as online databases, though many online versions are limited to articles published in the last ten or twenty years. Print indexes often include all years of a periodical's publication.

Plagiarism

The unattributed use of a source of information that is not considered common knowledge. Forms of plagiarism are failure to cite quotations and borrowed ideas, failure to enclose borrowed language in quotation marks, failure to put summaries and paraphrases in your own words, and submission of someone else's work as your own.

Primary Source

An original source, such as a speech, diary, novel, legislative bill, laboratory study, field research report, or eyewitness account. While not necessarily more reliable than a secondary source, a primary source has the advantage of being closely related to the information it conveys and as such is often considered essential for research, particularly in history.

Professional Journal

A journal containing scholarly articles addressed to a particular professional audience such as doctors, lawyers, teachers, engineers, or accountants. Professional journals differ from trade publications, which usually do not include in-depth research articles. See also **scholarly journal**

Refereed Publication

A publication for which every submission is screened through a peer review process. Refereed publications are considered authoritative because unbiased experts have reviewed the material in advance of publication to determine its quality.

Reference

(1) A source used in research and mentioned by a researcher in a paper or an article. (2) In libraries, a part of the library's collection that includes encyclopedias, handbooks, directories, and other publications that are useful for finding overviews of information and facts. (*Note: Reference* may also indicate a desk or counter where librarians provide assistance to researchers.)

Scholarly Journal

A journal that is primarily addressed to scholars, often focusing on a particular discipline. Scholarly journals tend to be refereed publications and for some purposes may be considered more authoritative than magazines. Scholarly journals tend to have articles that are substantial in length, use specialized language, contain footnotes or endnotes, and are written by academic researchers rather than by journalists. See also **refereed publication** and **magazine**.

Secondary Source

A source that comments on, analyzes, or otherwise relies on primary sources. An article in a newspaper that reports on a scientific discovery or a book that analyzes a writer's work is a secondary source.

Subscription Database

A database that can be accessed only by paying a fee. Most of the online materials that libraries provide free to their patrons are paid for by the library through a subscription. Often the material provided in a subscription database is more selective and quality controlled than sources that are freely available on the Web. Because these databases are often provided through a license agreement, they are sometimes referred to as *licensed databases*.

Adapted from <http://www.dianahacker.com/resdoc/>

Appendix D. APA Tips from Doc Scribe

APA Citation Style for your Reference List & in your Research Paper

Type of source	Reference list citation example:	In-text citation example:
Book by a single author	American Psychological Association. (2001). <i>Publication manual of the American Psychological Association</i> . Washington, DC: American Psychological Association.	Proper citation style helps to prevent inadvertent plagiarism (American Psychological Association, 2001).
Book by two or more authors	Pyszczynsk, T., Solomon, S., & Greenberg, J. (2003). <i>In the wake of 9/11 : The psychology of terror</i> . Washington, DC : American Psychological Association.	The authors' theories provide ways to understand terrorism's effect and to find resolutions to conflicts involving terrorism (Pyszczynsk, Solomon, & Greenberg, 2003).
Article in an encyclopedia	Sea phantoms and superstitions. (1996). In Melton J. (Ed.) <i>Encyclopedia of occultism & parapsychology</i> (v. 2, 1149-1151). Detroit: Gale Inc.	The largest sea serpent is known as the kraken (Sea phantoms and superstitions, 1996).
Article in a journal or magazine	Gibbs, N. (2000, November 27). Chad happens: What the wait is teaching the nation. <i>Journal of Politics</i> , 10(11), 28-31.	The 2000 election for the Presidency was "a travesty of justice" (Gibbs, 2000, p. 28).
Article in a newspaper	Trachtenberg, J.A. (1994, April 1). What's in a movie soundtrack? Catchy tunes and big business. <i>Wall Street Journal</i> , p. B1.	According to Trachtenberg (1994), the soundtrack for the movie 'The Bodyguard' sold 27 million copies and generated \$250 million in revenue.
Article from a research database (like EbscoHost or Lexis Nexis)	Lanken, D. (1998, March/April). When the earth moves. <i>Canadian Geographic</i> , 66-73. Available April 15, 2004, from EbscoHost MasterFile Premier database: http://www.epnet.com/ehost/login.html	Lanken (1998) states that "the underlying cause of the 1993 Lemieux slide was natural erosion likely coupled with a high water table" (p. 70).
Web page	Forsyte, J.D. (2002). The history of the Ova Prima Foundation. <i>The Ova Prima Foundation</i> . Retrieved February 28, 2005 from http://www.ovaprima.org/history.htm	There have been claims that "the Illampi badlands had once been a nesting area for several species of small theropods" (Forsyte, 2002, para. 3).
Personal interview	Depp, J. (2005, March 9). Personal interview.	Johnny Depp revealed "I have always wanted to be a librarian!" (personal interview, 2002).
A film or videorecording	Reiner, R. (Director). (1987). <i>The Princess bride</i> . [Motion picture]. United States: Turner Productions.	The character Vizzini is an excellent example of over-confidence (Reiner, 1987).

APA STYLE SHEET

By Dr. Abel Scribe PhD



The **APA Style Sheet** is a concise guide to using the style of the American Psychological Association in writing research papers. It is based on the current fifth edition of the *APA Publication Manual*. The latest version is at www.docstyles.com. The *Style Sheet* is routinely updated; it is the product of many contributors. This version was revised in fall 2004 by Dr. Abel Scribe PhD. Doc Scribe is not affiliated in any way with the APA--this style sheet is free! Freeware Copyright 2004 by Dr. Abel Scribe PhD.

Style Sheet Contents

General Style Notes

- Abbreviations
- Biased Language
- Capitalization
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READ ME

APA style is the style of writing used by journals published by the American Psychological Association (APA). The style is documented in the *APA Publication Manual* (5th ed., 2001). APA style is the widely recognized standard for research writing in psychology and education.

Some of the more commonly used rules and reference formats from the manual are listed here. However, this style sheet is no substitute for the 440 page *APA Manual*, which should be purchased by any serious student of psychology or education. The *APA Manual* can be found in almost any college bookstore, as well as in many large general-purpose bookstores. The spiral bound edition is especially handy when formatting research papers.

The *APA Manual* draws a distinction between *final manuscripts* such as class papers, theses, and dissertations, and *copy manuscripts* to be submitted for review and publication. The *APA Style Sheet* follows the instructions given in chapter six for "Material Other Than Journal Articles" (APA, 2001, pp. 321-330). Final manuscripts differ from copy manuscripts in these ways:

- *Spacing*. "Double-spacing is required throughout most of the manuscript. When single-spacing would improve readability, however, it is usually encouraged. Single spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations" (APA, 2001, p. 326).
- *Figures, tables, and footnotes*. "In a manuscript submitted for publication, figures, tables, and footnotes are placed at the end of the manuscript; in theses and dissertations, such material is frequently incorporated at the appropriate point in text as a convenience to readers" (APA, 2001, p. 325).

The most notable **additions and changes** to fifth edition of the *APA Manual* (2001) include:

- *Electronic sources* require new formats in references. The formats previously featured on the APA Web site have been superseded. Several formats are included in the *Style Sheet*.
- *Italics or underline?* "Use the functions of your word-processing program to create italic, bold, or other special fonts or styles following the style guidelines specified in this *Publication Manual*" (APA, 2001, p. 286).
- *Hanging indents*. "APA publishes references in a *hanging indent* format. . . . If a hanging indent is difficult to accomplish with your word-processing program, it is permissible to indent your references with paragraph indents" (APA, 2001, p. 299).

Acknowledgements are noted at the end of the Style Sheet. The *APA Style Sheet* can be freely distributed, but not sold! A good faith effort has been made to assure the accuracy of this document, both by the author ~~and by the many~~ people who have offered suggestions. The *APA Style Sheet* has benefited greatly from their insight and expertise. The more comprehensive *Student Guide to APA Psychology* is available free at <http://www.docstyles.com>.

GENERAL STYLE NOTES

These Style Notes cover details commonly encountered when drafting a research paper. These are also the details that knowledgeable readers are likely to note when you get them wrong. You may elect to apply your own best judgment on the more esoteric features, as long as you remember to be slavishly consistent throughout your paper.

Abbreviations

- Avoid abbreviations (acronyms) except for long, familiar terms (MMPI).
- Explain what an abbreviation means the first time it occurs: American Psychological Association (APA).
- If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP).
- Do not use the old abbreviations for subject, experimenter, and observer (S, E, O).
- The following abbreviations should NOT be used outside parenthetical comments:

cf. [use **compare**] **etc.** [use **and so forth**] **viz.** [use **namely**]

e.g. [use **for example**] **i.e.** [use **that is**] **vs.** [use **versus**]

- Use periods when making an abbreviation within a reference (Vol. 3, p. 6, 2nd ed.).
- Do not use periods within degree titles and organization titles (PhD, APA).
- Do not use periods within measurements (lb, ft, s) except inches (in.).
- Use s for second, m for meter.
- To form plurals of abbreviations, add s alone, without apostrophe (PhDs, IQs, vols., Eds).

- In using standard abbreviations for measurements, like m for meter, do not add an s to make it plural (100 seconds is 100 s); when referring to several pages in a reference or citation, 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; just give the numbers themselves. Do use "pp." for citations of encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books.
- Use two-letter postal codes for U.S. state names (GA).

Biased and Pejorative Language

In general, avoid anything that causes offense. The style manual makes the following suggestions:

DO NOT use . . .	When you can use . . .
ethnic labels (e.g., Hispanic)	geographical labels (e.g., Mexican Americans if from Mexico)
"men" (referring to all adults)	"men and women"
"homosexuals"	"gay men and lesbians"
"depressives"	"people with depression"

Correct Use of the Terms "Gender" and "Sex"

The term "gender" refers should be used when referring to men and women as social groups, as in this example from the *APA Manual*: "sexual orientation rather than gender accounted for most of the variance in the results; most gay men and lesbians were for it, most heterosexual men and women were against it" (APA, 2001, p. 63).

The term "sex" refers to biology and should be used when biological distinctions are emphasized, for example, "sex differences in hormone production."

Avoid gender stereotypes. For example, the manual suggests replacing "An American boy's infatuation with football" with "An American child's infatuation with football" (see APA, 2001, p. 66).

Sensitivity to Labels

Be sensitive to labels. A person in a clinical study should be called a "patient," not a "case." Avoid equating people with their conditions, for example, do not say "schizophrenics," say "people diagnosed with schizophrenia." Use the term "sexual orientation," not "sexual preference" (which imputes a willful choice). The phrase "gay men and lesbians" is currently preferred to the term "homosexuals." To refer to all people who are not heterosexual, the manual suggests "lesbians, gay men, and bisexual women and men" (APA, 2001, p. 67).

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

Race/Ethnicity. In racial references, the manual simply recommends that we respect current usage. Currently both the terms "Black" and "African American" are widely accepted, while "Negro" and "Afro-American" are not. These things change, so use common sense.

- Capitalize *Black* and *White* when the words are used as proper nouns to refer to social groups. Do not use color words for other ethnic groups. The manual specifies that hyphens should not be used in multiword names such as Asian American or African American.
- The terms *Hispanic*, *Latino*, and *Chicano* are preferred by different groups. The safest procedure is use geographical references. Just say "Cuban American" if referring to people from Cuba.

Age. In referring to age, be specific about age ranges; avoid open-ended definitions like "under 16" or "over 65." Avoid the term *elderly*. *Older person* is preferred. *Boy* and *Girl* are acceptable referring to high school and younger. For persons 18 and older use *men* and *women*.

Capitalization

- Capitalize formal names of tests (Stroop Color-Word Interference Test).
- Capitalize major words and all other words of four letters or more, in headings, titles, and subtitles outside reference lists, for example, "A Study of No-Win Strategies."
- Capitalize names of conditions, groups, effects, and variables only when definite and specific. (Group A was the control group; an Age x Weight interaction showed lower weight with age.)
- Capitalize the first word after a comma or colon if, and only if, it begins a complete sentence. For example, "This is a complete sentence, so it is capitalized." As a counter example, "no capitalization here."
- Capitalize specific course and department titles (CU Department of Anthropology, Anthro 101).
- Do not capitalize generic names of tests (Stroop color test). "Stroop" is a name, so it remains capitalized.
- Capitalize nouns before numbers, but not before variables (Trial 2, trial x).
- Do not capitalize names of laws, theories, and hypotheses (the law of effect).
- Do not capitalize when referring to generalities (any department, any introductory course).

Compound Words

Compound words are two or more words that work together in a specified order. This order cannot be reversed or rearranged without destroying the compound word's meaning. A dictionary is the best guide to spelling and usage. If it is not in the dictionary it is not likely a hyphenated compound, but checks the following rules for possible exceptions. If it is in the dictionary, use the first spelling given.

"With frequent use, open or hyphenated compounds tend to become closed (*on line* to *on-line* to *online*). Chicago's general adherence to Webster does not preclude occasional exceptions when the closed spellings have become widely accepted, pronunciation and readability are not at stake, and keystrokes can be saved" (CMS 2003, p. 300).

General Rules

Full-time compound words are hyphenated whatever their role in a sentence—as an adjective or a noun. “The court- martial hearing is set for 1000 hours. The hearing will determine whether a court-martial is warranted.” *Court- martial* is a full-time compound word (as is “full-time”). This information is given in a dictionary.

Conditional compounds are hyphenated as **adjectives**, but not when used as nouns.

1. *Adjectival compound*. “The counselor suggested a *role-playing* technique to reduce the stress of encounters, but cautioned that *role playing* alone would not solve the problem.” *Role-playing* is a compound adjective, but not a compound noun.
2. *Add a hyphen* to any prefix attached to a proper noun, capitalized abbreviation, or number. For example, the *post-Freudian* era, the *pre-1960s* civil rights movement, the many *non-ASA* journals in sociology.
3. *Fractions*. “When . . . a fraction is considered a single quantity, it is hyphenated [whether it is used as a noun or as an adjective]” (CMS 2003, p. 383). *One-fourth* the audience was comprised of former refugees. A *two-thirds* majority was required to pass the initiative.
4. *Made-up compound*. A compound may be of the *made-up-for-the-occasion* variety: “The *up-to-date* figures were unadjusted.” But when these terms are used in the predicate they are not hyphenated: The compound word was *made up for the occasion*. “The unadjusted figures were *up to date*.”
5. *Serial compounds*. When two or more compound modifiers have a common base, this base is sometimes omitted in all but the last modifier, but the hyphens are retained. Long- and short-term memory, 2-, 3-, and 10- min trials.
6. *Do not hyphenate* a compound term using an adverb ending in *-ly*. “The widely used term was not yet in the dictionary. Such clearly understood terms are eventually documented if they endure.”



Avoid confusion! A *re-creation* is not the same as *recreation*. Does “the fast sailing ship” refer to a ship that was designed for speed or one that is making an unusually fast passage? If the former, then it is a *fast* sailing ship. If it is the latter, then it is a *fast-sailing* ship (CMS 1993, p. 203).

Prefixes

Through long usage most common prefixes do not require a hyphen: *aftereffect*, *antifreeze*, *cofounder*, *Internet*, *microwave*, *oversight*, *preempt*, *reexamine*, *supermarket*, *unbiased*, *underground*. There are many exceptions. When in doubt check a dictionary. Note the following exceptions:

1. *Same two letters*. If the prefix puts the same two letters together, a hyphen is sometimes inserted. For example, write: anti-industrial, co-op, non-native, post-trial. But also write: cooperative, coordinate, nonnegotiable, overrate, overreach, overrule, reelect, unnamed.
2. *Superlatives-diminutives*. Some prefixes, best-, better-, ill-, lesser-, little-, well-, are hyphenated when they precede the noun they modify, but are not hyphenated when preceded by a modifier, or when used as a predicate adjective. The ill-advised attack failed, the strategy was ill advised.
3. *Weird terms*. If the prefix creates an unfamiliar or weird term, a hyphen may improve clarity. The *Turabian Guide* offers these examples: *pro-ally*, *anti-college* instead of *proally*, *anticollege* (1976, p. 101).

The following prefixes *always* require a hyphen.

Prefix Example	Prefix Example	Prefix Example
all- all-powerful leader	great- great-grandfather	self- self-reliant person
ever- ever-faithful friend	half- half-baked plan	still- still-active volcano
ex- ex-president	much- much-loved pastor	

Emphasis: Italics or Quotation Marks?

Italicize or underline the titles of books, species names, novel or technical terms and labels (the first time only), words and phrases used as linguistic examples, letters used as statistical symbols, and the volume numbers in references to journal articles.

- Add emphasis to a word or short phrase by putting it italics (the first time only). Use this sparingly!
- Add emphasis to a word or phrase in a quotation with italics, *followed by the note* [italics added] in brackets.

- Note a word used as a word, or a foreign term, with italics, for example, *hutte* means *hut* in German.
- Introduce a keyword or technical term (the *neoquasipsychoanalytic* theory), or identify endpoints on a scale (*poor* to *excellent*) with italics.
- Do not italicize foreign words that have entered common usage (et al., a priori, laissez-faire, arroyo).

Use quotation marks for:

- Odd or ironic usage the first time--the "outrageous" use of social security funds to finance the deficit.
- Article and chapter titles cited in the text but not in the reference list. (In Smith's (1992) article, "APA Style and Personal Computers," computers were described as "here to stay" (p. 311).

Do not use quotes to hedge, cast doubt, or apologize (e.g., he was "cured"). Leave off the quotes.

Punctuation & Lists


- Do not use a colon or other punctuation after an introduction which is not a complete sentence such as this one, or any other sentence in the body of text which flows into an extended quote. The quote "picks up where the sentence leaves off" and provides the punctuation.
- Use a dash (an em dash or double hyphen) when there is a sudden interruption like this one--zoiks!--in the flow of a sentence. Overuse "weakens the flow of the writing" (APA, 2001, p. 81).
- Use parentheses to introduce an abbreviation, for example, the galvanic skin response (GSR).
- When enumerating a series of topic or subjects: (a) introduce each topic with a letter in parentheses, (b) following a colon, to (c) emphasizes their distinctiveness. This is called enumeration or seriation.
- When listing separate paragraphs in a series, use a number and a period, not parentheses and letters.

1. The first paragraph goes here.
2. The second paragraph goes here.

Space once after all punctuation, including:

- after commas, colons, and semicolons;
- after punctuation marks at the ends of sentences;
- after periods that separate parts of a reference citation
- after periods of the initials in personal names (e.g., J. R. Zhang).

Do not space after internal periods in abbreviations (e.g., a.m., i.e., U.S.) or around colons in ratios (APA 2001, 291).


 **No bullets?** The APA *Publication Manual* makes no mention of using bullets in research papers. There are no examples of the use of bullets in recent publications. “Bullets (heavy dots . . .) make good visual signposts in unnumbered lists but can lose their force if used too frequently” (CMS, 2003, p. 272).

Numbers

“Use figures to express numbers 10 and above and words to express numbers below 10” as long as the numbers below 10 do not express precise measurements and are not grouped with numbers above 10 (APA, 2001, p. 122).

- Spell out common fractions and common expressions (one-half, Fourth of July).
- Spell out numbers beginning sentences (Thirty days hath September . . .).
- Spell out numbers which are inexact or below 10 and not grouped with numbers over 10 (one-tailed *t* test, eight items, nine pages, three-way interaction, five trials).
- To make plurals out of numbers, add *s* only, with no apostrophe (the 1950s).
- When numbers below 10 must be mixed with numbers above 10 in the same sentence they should be written as numerals. For example, write “the students trying out for the soccer team included 5 girls and 16 boys.”
- Use words and numerals with two numbers in series (five 4-point scales).

- Use combinations of numerals and written numbers for large sums (over 3 million people).
- Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample). "We used 30 subjects, all two year olds, and they spent an average of 1 hr 20 min per day crying.
- Use metric abbreviations with figures (4 km) but not when written out (many meters distant).
- Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).
- Put a leadin zero before decimal fractions less than one (e.g., 0.25 km), unless the fraction can never be greater than one as in probabilities (e.g., $p < .01$).
- Ordinal numbers follow the same rules as other numbers. Spell out ordinals below 10: first, second . . . ninth. Use numerals for ordinals 10 and above: 10th, 43rd, 99th, and so on. Exception—spells out ordinals when referring to centuries, the *twentieth* century.

 APA style has a special set of numbers that are always written as numerals. These are “numbers that represent time; dates; ages; sample, subsample, or population size; specific numbers of subjects or participants in an experiment; scores and points on a scale; exact sums of money; and numerals as numerals” (APA, 2001, p. 124).

Quotations


Quotations must be placed in quotes or indented as a block quote. All quotations must include a citation referring the reader to the source document. As a matter of form quotations should be integrated into the flow of your text, and may be edited to do so.

- Reproduce a quote exactly. If there are errors, introduce the word *sic* italicized and bracketed—for example,
- “The speaker stttutered [sic] terribly”—immediately after the error to indicate it was in the original.
- When the author is introduced in the text the page number follows the quotation, but the date follows the author’s name. Smith (1999) reported that “the creature walked like a duck and quacked like a duck” (p. 23). The abbreviation “p.” for page (“pp.” for pages) is lower cased.

- Without an introductory phrase, the author, date, and page are placed together. For example, It was reported that “the creature walked like a duck and quacked like a duck” (Smith, 1999, p. 23).
- If a quote begins in what is mid-sentence in the original, the first word may be uppercased to open a sentence.
- “Quotations should be integrated into the flow of your text.” Do not write “[Q]uotations should be. . . .” Conversely, an uppercased word should be lowercased “as a matter of form” without indicating the change.
- Expand or clarify words or meanings in a quotation by placing the added material in quotes. For example,
 - "They [the Irish Republican Army] initiated a cease-fire."
- Use three dots with a space before, between, and after each (ellipsis points) when omitting material, four if the omitted material includes the end of a sentence (with no space before the first). 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.
- “The punctuation mark at the end of a sentence [in a quotation] may be changed to fit the syntax [without indicating the change in the text]” (APA, 2001, p. 119).
- Double quotation marks may be changed to single quotes, and the reverse, without indicating the change.
- Add emphasis in a quotation with italics, *followed by the note* [italics added] in brackets.

Block Quotes

For quotations over 40 words in length, indent and single space the whole block (double space in papers for review or publication). Indent the first line five spaces (one-half inch, 1.25 cm) if there are paragraphs within the long quotation after the first. Add the citation *after* the final punctuation in a block quote.

 Block quotes may be single spaced in research papers, but must be double spaced in copy manuscripts submitted for publication or review (see APA, 2001, p. 326).

Terminology

Despite dictionary advice to the contrary, APA style insists that *data* is the plural form of *datum*. Preferred forms of words are (see APA, 2001, p. 89):

appendix (*appendixes not* appendices) phenomenon (*phenomena* is plural)
datum (*data* is plural only!) schema (*schemas* is plural)
matrix (*matrices not* matrixes)

Internet terms are in a state of transition. Whatever form you use, be consistent!

- **Disc** This usage is reserved for optical storage media, as in Compact Disc or CD; digital versatile disc or DVD.
- **Disk** This usage is reserved for rewritable storage media—hard disks and floppy disks.
- **E-mail** The *hyphenated form is found in the AMA, APA, CMS, and MLA style manuals!* The *e* is never uppercased except at the beginning of a sentence.
- **Internet [Net]** Internet is a proper noun.
- **Electronic mailing list [listserv]** The APA manual notes that *Listserv* is a trademarked name for an *electronic mailing list* (the term it prefers instead).
- **Web** This is a proper noun. When *Web* is used in an open compound term (or with a hyphen when used as an adjective), as in *Web page*, *Web* is uppercased. When the compound term is closed, *Web* is spelled lowercased, as in *webmaster*.
- **Web based [Web-based]** This term was found in the APA manual, spelled open as a noun. It was found in
- *Wired Style* spelled with a hyphen used as an adjective (1999, p. 173).
- **Web page [Web page]** This term is spelled open. When a compound term is spelled open (without a hyphen), or as a compound adjective (with a hyphen), as in *Web page*, *Web-page design*, then *Web* is uppercased.

- **Web site [Web site]** This term is spelled open.
- **Webmaster, web.** . . . Most Web terms (except *Web ring*) are spelled lowercased and closed (without a hyphen): *webcam, webcast, webhead, webmail, webzine*, etc. (then again, there's also WebTV). But some of these terms should probably be spelled open in formal writing—*Web cam, Web cast, Web mail, Web TV*.

PAGE FORMATS

The *APA Manual* notes that "the size of the type should be one of the standard typewriter sizes (pica or elite) or, if produced from a word processing program, 12 points" (2001, p. 285). The body of the paper should be in a serif typeface (like Courier or Times Roman) with lettering on figures in a sans serif typeface (such as Helvetica or Arial).

Text Details

- Abstracts are limited to 120 words (APA, 2001, p. 13).
- Double space the text, but *single space* within block quotes, references, and the abstract. This is suggested in chapter 6 of the *APA Manual*, "Material Other than Journal Articles" (see "Read Me" at the beginning of the *Style Sheet*).
- Footnotes are rarely used in APA papers, except for author affiliation and contact information--the *author note*. If you need to add explanatory notes make it an endnote.
- Hyphenation should not occur at the end of lines, only between words when necessary. Right justifying a paper can introduce ambiguities with uncertain hyphenation; a *ragged right* margin is preferred in research writing.
- Indent paragraphs, block quotes, and hanging indents one-half inch (1.25 cm or five to seven spaces).
- Keyword emphasis requires the use of italics, but only the first time a term is used. If the intent is to indicate odd or ironic usage, use quotation marks.

- Margins should be at least 1" all around (about 2.5 cm).
- Page numbers are required on every page: Number pages consecutively.
- The page header summarizes the title in a few words. The header and page number go inside the margin space, double spaced above the text, next to the right margin, except on the title page.
- Word processor features—such as bold and italic fonts and hanging indents—should be used as appropriate.

Title and Text Pages

Title/Abstract Page. The *APA Manual* offers no instructions for formatting the title page of a research paper for class use (a final manuscript). The format shown has been favorably reviewed by faculty from several universities. Numerous other requirements must be met when preparing a paper for publication (a copy manuscript).

<p>Centered Title in the Style of the <i>American Psychologist</i></p>	<p>Short Title Header 2</p>
<p>Abstract</p> <p><i>An abstract is not too common a feature in a student paper, but required when submitting any paper for publication in an APA journal. This is a good feature for students, especially for graduate students, to emulate in their work. An abstract is a brief concise description of the research--what you were looking for, why, how you went about it, and what you found. It is limited to 120 words in APA style. Absent an abstract, proportion the title and author block on the page. Note the use of italics.</i></p>	<p>Centered Title in Style of the <i>American Psychologist</i></p> <p>Psychology papers should not begin with the heading <i>Introduction</i>. All papers begin with an "Introduction"</p> <p>Level A Heading</p> <p>Double space the text. Credit the works of others, as well as direct quotes, to their authors. Multiple citations go alphabetically (Alt, 2001; Baca, 1999; Car 2004).¹</p> <p><i>Level B Heading: Block Quotes</i></p> <p>Quotes longer than 40 words are indented and single spaced as block quotes. The quote is usually introduced with a colon. For example, Henry David Thoreau noted:</p> <p>To be a philosopher is not merely to have subtle thoughts, nor even to found a school, but to so love wisdom as to live according to its dictates, a life of simplicity, independence, magnanimity, and trust. (1965, p. 18)</p> <p><i>Run-in paragraph heading.</i> Use sentence caps, in italics, ending with a period or other punctuation.</p>
<p>Author M. Lastname <i>University Affiliation</i> <i>Professor/Class</i></p>	<p>..... ¹ Footnotes go inside the margins!</p>
<p>Date 1</p>	

Headings?


APA headings follow a complex hierarchy, with provision for up to five levels. These come, in descending order, as levels 5, 1, 2, 3, 4. But if up to three levels of headings are required, use levels 1, 3, and 4, in that order. If four levels are required, insert level 2 between levels 1 and 3. If five levels are required, start with level five and work down in order (5, 1, 2, 3, 4). Confused? Most papers will need no more than three levels. To avoid confusion these are labeled A, B, and C (APA levels 1, 3, and 4 respectively) (see APA, 2001, pp. 114–115).

Level A Heading Centered and Set in Heading Caps

Level B Heading: At Left Margin, Italicized, in Heading Caps

Level C heading: Indented, italicized, sentence caps. These paragraph or run-in headings end with a period (or other punctuation); are not complete sentences.

Use headings in the order presented. Level A and B headings do not end with punctuation except to add emphasis with an exclamation point or question mark. Do not begin a paper with the heading *Introduction*, this is understood. **Line Spacing?**

 "Double-spacing is required throughout most of the manuscript. When single-spacing would improve readability, however, it is usually encouraged. Single spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations" (APA, 2001, p. 326). This directive applies only to research papers presented as *final manuscripts*. See "Read Me."

References & Tables

Short Title Header 10																					
References	Shortl Title Header 8																				
<p>Allport, G. W. (1979). <i>The nature of prejudice</i>. Cambridge, MA: Addison-Wesley. (Original work published 1954)</p> <p>Berry, D. S., & Pennebaker, J. W. (1993). Nonverbal and verbal emotional expression and health. <i>Psychotherapy and Psychosomatics</i>, 59, 11–19.</p> <p>Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). <i>The craft of research</i>. Chicago: University of Chicago Press.</p> <p>Goleman, D. (1991, October 24). Battle of insurers vs. therapists: Cost control pitted against proper care. <i>New York Times</i>, pp. D1, D9.</p> <p>Morse, S. S. (1995). Factors in the emergence of infectious diseases. <i>Emerging Infectious Diseases</i>, 1(1). Retrieved October 10, 1998, from http://www.cdc.gov/ncidod/EID/eid.htm</p> <p>Stephan, W. G. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), <i>The handbook of social psychology</i> (3rd ed., Vol. 2, pp. 599–658). New York: Random House.</p> <p>Wilson, E. O. (1998, March). Back from chaos. <i>Atlantic Monthly</i>, 281, 41–62</p>	<p>Place tables and figures in your text close to where they are first discussed. In manuscripts for publication they come at the end of the paper on separate pages.</p> <p>Table 1 Homicides by Race of Victim: United States 1993</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Race</th> <th>Population^a</th> <th>Homicides</th> <th>Rate^b</th> </tr> </thead> <tbody> <tr> <td>Black^e</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^d</td> <td>248,710</td> <td>24,932</td> <td>10.0</td> </tr> </tbody> </table> <p><i>Note:</i> Data developed from the <i>Statistical Abstract of the United States: 1993</i>.</p> <p>^a Population in 1000s. ^b Rate per 100,000 persons in the population. ^c The rate for Black males was 69.2, for White males 9.0. ^d About one-half the "Other" category was comprised of Asian Americans and Native Americans.</p> <p>*p<.05, two-tailed test. **p<.01, two-tailed test.</p> <p>There are three kinds of notes that may be added to a table: general notes (indicated by the word <i>Note</i> in italics), specific notes (noted with superscript letters), and probability noytes. Readers rarely study tables—think</p> <p>Small, concise, focused.</p>	Race	Population ^a	Homicides	Rate ^b	Black^e	29,986	12,114	40.5*	White	199,686	12,153	6.1	Other	19,038	635	3.3**	Total^d	248,710	24,932	10.0
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Table Notes

Number tables consecutively as they appear in your text. Use only whole numbers, no 5a, 5b, etc. See recent issues of the *American Psychologist* or other APA journals for more complex table layouts. "Tables are efficient, enabling the researcher to present a large amount of data in a small amount of space" (APA, 2001, p. 147).

- Place tables close to where they are first mentioned in your text, but do not split a table across pages. (Tables in papers submitted for review or publication are placed on separate pages at the end of the paper.)
- Label each table beginning with the table number followed by a description of the contents in italics.

- Horizontal rules (lines) should be typed into tables; do not draw them in by hand.
- Each row and column must have a heading. Abbreviations and symbols (e.g., "%" or "nos.") may be used in headings.
- Do not change the number of decimal places or units of measurement within a column. "Use a zero before the decimal point when numbers are less than one" (APA, 2001, p. 128). Write "0.23" not ".23" *unless* the number is a statistic that cannot be larger than one, for example a correlation $r = .55$, or a probability $p < .01$.
- Add notes to explain the table. These may be general notes, footnotes, or probability notes.
- General notes follow the word *Note: (in italics)* and are used to explain general information about the table, such as the source.
- Footnotes are labeled "a, b, c, etc." and set in superscript. They explain specific details.
- Probability notes are indicated by asterisks and other symbols to indicate statistical significance. This is explained in the probability note at the bottom of the table. "Assign a given alpha level the same number of asterisks from table to table within your paper, such as $*p < .05$ and $**p < .01$; the larger [greater] probability receives the fewest asterisks [the smaller or lessor probability gets more asterisks]" (APA, 2001, p. 170).
- You may both single space and double space within a table to achieve clarity. Tables in papers submitted for review or publication (only!) must be double spaced throughout.

RESEARCH DOCUMENTATION

Text Citations

Use the author-date format to cite references in text. For example: as Smith (1990) points out, a recent study (Smith, 1990) shows. . . . Every source cited in your text--and only those sources cited in your text--are referenced in the reference list.

Source	Citation	Source	Citation
No Author	(<i>Short Title</i> , 2004) ("Short Title," 2004)	Chapter	(APA, 2001, chap. 6)
1 Author	(Smith, 2005) (Smith, 2005, p. 123)	Data File	(Corporate Author, 2002)
2 Author	(Smith & Jones, 2004, pp. 123-126)	In Press	(Adams, in press)
3/5 Authors	(Smith, Jones, and Garcia, 2003) Next Cite: (Smith et al., 2003, p. 123)	Message/E-mail	(A.B. Smith, personal communication, January 1, 2004)
6 Authors+	(Smith et al., 2002, pp. 1023-456)	Multilple	(Adam, 2003; Baca, 2004; Burton, 2002)
Corporate Acronym	(United Nations [UN], 1999) Next Cite: (UN, 1999, P. 123)	No Date Reprint	(Smith, n.d.) (Freud, 1920/2002)

- 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).
- List three to five authors names in the first citation, then just cite the lead author plus et al., e.g., Smith, Jones, Pearson and Sherwin (1990), then just (Smith et al., 2002).
- For six or more authors, cite the lead author et al. the first time.
- The first time "et al." is used in a citation the year is included. If the citation is repeated in the same paragraph, the year may be omitted. For example (Smith et al., 2002, p. 22), then (Smith et al., p. 23).
- Always cite page numbers after quotations. For example, the author stated, "The effect disappeared within minutes" (Lopez, 1993, p. 311). The sentence quoted is capitalized only if it follows a comma, and is a complete sentence not merged into the flow of the text. Alternatively, Lopez found that "the effect disappeared within minutes" (1993, p. 311).
- If there are two or more citations that shorten to the same lead author and date, give as many additional names as needed to identify them, e.g., (Smith, Jones, et al., 1991) and (Smith, Burke, et al., 1991).
- Join names in a multiple-author citation with *and* (in text) or an ampersand (&) in reference lists and parenthetical citations. For example: As Smith and Sarason (1990) point out . . . (Smith & Sarason, 1990).


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- If a group is readily identified by its initials, spell it out only the first time. For example, "The report found mental health problems often went untreated (National Institute of Mental Health [NIMH], 1991). Depression affected a significant portion of the population (NIMH, 1991).
- For older works and translations cite the original and or the modern copyright dates if both are known, for example: (Aristotle, trans. 1931) or (James, 1890/1983).

Reference Lists

List references alphabetically by author. When there are multiple works by the same author, list references by date, the most recent *last*.

1. Use prefixes if they are commonly a part commonly part of the surname (e.g., *de Chardin* comes before *Decker*, *MacGill* comes before *McGill*. But do not use *von* (e.g, write: Helmholtz, H. L. F. von).
2. Disregard apostrophes, spaces, and capitals in alphabetizing; *D'Arcy* comes after *Daagwood*, *Decker* comes after *de Chardin*. Single-author citations precede multiple-author citations (Zev, 1990 then Zev et al., 1990).
3. Alphabetize corporate authors by first significant word. Do not use abbreviations in corporate names.

Abbreviations

 Use the abbreviation p. (pp.) before page numbers in encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books, but **not** in journal or magazine article citations, where numbers alone are used. The following abbreviations are commonly used in APA references:

chap. Chapter	No. number	Pt. part	Trans. translator
ed. edition [Rev. ed. revised]	p. (pp.) page (pages)	Suppl. Supplement	Vol. volume (as in Vol. X)
Ed. (Eds.) editor(s)	para. Paragraph	Tech. Rep. Technical report	vols. volumes (as in xx vols.)

Basic Rules

1. *Authors & editors.* List up to six authors to a work, if more than six add et al. Invert all authors' names, using first & middle initials. With two or more authors place an ampersand & < before the final name. Note, unless they are serving in place of authors in a reference, editors' names go in their normal order (First. M. Last).
2. *Character Spacing.* Space once after all punctuation except inside abbreviations, ratios, and URLs where no space is required (APA, 2001, pp. 290–291). Space once after the periods in references and initials.
3. *City, State.* Include the country or state except with the following cities: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, San Francisco, Amsterdam, Jerusalem, London, Milan, Moscow, Paris, Rome, Stockholm, Tokyo, and Vienna (APA, 2001, p. 217). Use postal abbreviations for states, provinces.
4. *Date.* Use the month-day-year format for full dates, but see the sample references for newspapers.
5. *E-documents.* When quoting electronic documents without page numbers, cite paragraph numbers if given, after the paragraph symbol or abbreviation *para.* (e.g., Smith, 2000, 17). If there are no paragraph numbers, cite the nearest preceding section heading and count paragraphs from there (e.g., Smith, 2000, Method section, para. 4).
6. *E-mail* and other "unrecoverable data" are cited as a personal communication, for example: (A. B. Carter, personal communication, April 1, 2005). These do not appear in the reference list.
7. *Titles of Works.* All titles require sentence caps (all words lowercase except for the first word, first word after a colon, and proper nouns). Article titles are not placed in quotes in references (they are when mentioned in the text). Italicize titles of books, reports, working and conference papers, dissertations, and similar documents.

Sample References

Anonymous or Unknown Author:

Caffeine linked to mental illness. (1991, July 13). *New York Times*, pp. B13, B15. Citation: ("Caffeine Linked," 1991). Use heading caps when citing titles in text citations.

Books and Chapters:

Group author:

American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: Author.

Citation: (American Psychiatric Association [APA], 1990); next citation (APA, 1990). Note: "Author" is used for the publisher above when the author and publisher are identical, an APA quirk

Three to five authors:

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.

Citation: (Booth, Colomb, & Williams, 1995); next citation (Booth et al., 1995).

Chapter or section in a book (online & print):

Beers, M. H., & Berkow, R. (1999). Mood disorders. In *The Merck manual of diagnosis and therapy* (17th ed., sec. 15, chap.189). Retrieved January 17, 2003, from <http://www.merck.com/pubs/mmanual/section15/chapter189/189a.htm>

Stephan, W. G. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), *the handbook of social psychology* (3rd ed., Vol. 2, pp. 599–658). New York: Random House.

Citations: (Beers & Berkow, 1999, chap. 189); (Stephan, 1985).

Edited book:

Friedman, H. S. (Ed.). (1990). *Personality and disease*. New York: Wiley.

Edition other than the first (two authors):

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

Reprint/translation (one author):

Ebbinghaus, H. (1913). *Memory* (H. A. Rueger & C. E. Bussenius, Trans.).
New York: Teachers College.(Original work published 1885) Citation:
(Ebbinghaus, 1885/1913).

Conference Papers:

Published (referenced as a chapter in an edited book):

Christensen, S., & Oppacher, F. (2002,). An analysis of Koza's computational effort statistic for genetic programming. In: J. A. Foster, E. Lutton, J. Miller, C. Ryan, & A. G. Tettamanzi (Eds.), *Genetic programming* (pp. 182-91). EuroGP 2002: Proceedings of the 5th European Conference on Genetic Programming; Kinsdale, Ireland, April 3-5, 2002. Berlin: Springer.

Unpublished (more than six authors):

Shrout, P. E. (Chair), Hunter, J. E., Harris, R. J., Wilkinson, L., Strouss, M. E., Applebaum, M. I., et al. (1996, August). *Significance tests—Should they be banned from APA journals?* Symposium conducted at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.

Citation: (Shrout et al., 1996). APA references list up to the first six authors to a work. If there are more add *et al.* (and others) to the list of names. In text citations give just the lead author, et al.

Journal Articles:

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807–1814.

Citation: (Hypericum Depression Trial Study Group, 2002). Cite the full name of a corporate author.

Journal article, electronic facsimile:

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial [Electronic version]. *JAMA*, 287, 1807–1814.

Many documents are now available online as exact facsimile copies of the print original (usually in Adobe's PDF format). References to these facsimiles just add the note [Electronic version] to the reference. If the document is not an exact copy of a print version—"e.g., the format differs from the print version or page numbers are not indicated"—add the date you retrieved the document and the URL to the reference (APA, 2001, p. 271).

Journal article, changed/doubtful source:

Hypericum Depression Trial Study Group. (2002). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807–1814. Retrieved July 7, 2002, from <http://www.jama.org/articles.html>

Online only journal (paged by issue):

Kortepeter, M. G., & Parker, G. W. (1999). Potential biological weapons threats. *Emerging Infectious Diseases*, 5(4). Retrieved January 20, 2003, from <http://www.cdc.gov/ncidod/EID/vol5no4/kortepeter.htm>

Citation: (Kortepeter & Parker, 1999).

When directly quoting or citing a document, a page number or other means of identifying a specific passage is required. In the absence of page numbers, if paragraph numbers appear in an electronic document, add the paragraph symbol or the abbreviation *para*. And the paragraph number to the citation (e.g., Kortepeter & Parker, 1999, 17). If there is no paragraph number, cite the nearest preceding section heading and count paragraphs from there (e.g., Kortepeter & Parker, 1999, Method section, para. 4).

Journal paged by issue:

Conway, L. G., III. (2001). Number and age of citations in social-personality psychology over the lifespan of the field: Older and wiser? *Dialogue*, 16(2), 14-15.

Add the issue in the volume (in parentheses in plain text) to these references after the volume number.

Newspapers and Magazines:

Letter to the editor:

O' Neill, G. W. (1992, January). In support of DSM-III [Letter to the editor]. *APA Monitor*, 4-5.

Magazine article:

Gardner, H. (1991, December). Do babies sing a universal song? *Psychology Today*, 70-76.

Newsletter/newspaper articles:

Goleman, D. (1991, October 24). Battle of insurers vs. therapists: Cost control pitted against proper care. *New York Times*, pp. D1, D9.

Markoff, J. (1996, June 5). Voluntary rules proposed to help insure privacy for Internet users. *New York Times*. Retrieved April 1, 1997, from <http://www.nytimes.com/library/cyber/week/yo5dat.html>

Reference Works:

Alderson, A. S., & Corsaro, W. A. (2000). Cross-cultural analysis. In E. F. Borgatta (Editor-in-Chief) & R. J. V. Montgomery (Managing Editor), *Encyclopedia of sociology* (2nd ed., Vol. 1, pp. 546-553). New York: Macmillan Reference USA.

Croatia. (1991). In *The new encyclopedia Britannica: Micropaedia*. Chicago: Encyclopedia Britannica.

Merriam-Webster collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Multivolume reference:

Kotz, S., Johnson, N. L., & Read, C. B. (1982– 1988). *Encyclopedia of statisticc al sciences* (10 vols.). New York: Wiley.

Middleton, J., & Rassam, A. (Eds.). (1995). *Encyclopedia of world cultures: Vol. IX. Africa and the Middle East*. Boston: G. K. Hall & Co.

Statistical abstract:

Bureau of the Census. (1993). Higher education price indexes: 1965–1991. In *Statistical abstract of the United States: 1993* (113th ed., Table 277). Washington, DC: US GPO.

Reports, Theses, Dissertations:

Downey, D. B. (1992). *Family structure, parental resources, and educational outcomes*. Ph.D dissertation, Department of Sociology, Indiana University, Bloomington, IN.

Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* (4th ed.) [Brochure]. Lawrence, KS: Author.

Government report online accessed through GPO database:

National Institute of Mental Health. (2002). *Breaking ground, breaking through: The strategic plan for mood disorders research of the National Institute of Mental Health* (Publication No. 0507-B-05). Retrieved January 19, 2003, from NIMH Web site via GPO Access: <http://purl.access.gpo.gov/GPO/LPS20906>

Citation: (National Institute of Mental Health [NIMH], 2002); next citation (NIMH, 2002).

Technical report (print/online versions):

Taylor, B. N. (1995a, April). *Guide for the use of the International System of Units (SI)* (NIST Special Publication 811, 1995 Edition). Gaithersburg, MD: National Institute of Standards and Technology.

Taylor, B. N. (1995b, April). *Guide for the use of the International System of Units (SI)* (NIST Special Publication 811, 1995 Edition). Retrieved June 25, 2003, from National Institute of Standards and Technology Web site: <http://physics.nist.gov/Document/sp811.pdf>

Web Pages:

Dewey, R. A. (2002). *Psych Web*. Retrieved January 25, 2003 from <http://www.psywww.com/>

Purdue University Online Writing Lab. (2003). *Using American Psychological Association (APA) format* (Updated to 5th edition). Retrieved February 18, 2003 from the Purdue University Online Writing Lab at http://owl.english.purdue.edu/handouts/print/research/r_apa.html

Acknowledgements

The APA Style Sheet is built upon the venerable APA Crib Sheet (see below). The sections on compound words, quotation, terminology, page formatting, text citations, and references have been entirely revised or expanded by Doc Scribe. These enhancements may eventually find their way to the Crib Sheet, which is subject to separate editorial rules.

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