APA (American Psychological Association)

Source: Publication manual of the American Psychological Association (7th ed.). (2020).American Psychological Association.

*Edition 7 change

Format of APA Papers

➢ 12-point font Times New Roman
➢ Double-space all text lines
➢ 1 inch margins on all sides
➢ Do not justify lines (do not make all lines the same length)
➢ Indent the first line of every paragraph (use tab key)
➢ Number all pages (do not use your last name to identify each page)

Title Page

Title page includes:
● ***NO MORE RUNNING HEAD for student papers**
● Page number 1
● Title – summarize main idea in an engaging and succinct way using uppercase and lowercase letters, ***bolded (new!)**, centred, and positioned in the upper half of the page, three or four lines down from top margin (e.g. **Effect of Transformed Letters on Reading Speed**)
● Author byline – first name, middle initial(s), and last name
● Course, Instructor's name, Date (Month Day, Year)

1

The Role of Compulsive Texting in Adolescents' Academic Functioning

Sue Perstudent

SBI3U1

Ms. Killins

February 26, 2020

Body

Introduction
- Title of paper is included (**bolded** and centred)
- Introduction does not need a heading labeling it the "Introduction"
- Presents the problem under study
- Describes the research strategy
- Why is this problem important?
- What are the hypotheses or the purpose of the study?

Branching Paths: A Novel Teacher Evaluation Model for Faculty Development

"Faculty evaluation and development cannot be considered separately," writes Michael Theall (2017, p. 91). Evaluation without development is punitive, and development without evaluation is guesswork. As the practices that constitute modern programmatic faculty development have evolved from their humble beginnings to become commonplace features of university life (Lewis, 1996), a variety of tactics to evaluate the proficiency of teaching faculty for development purposes have likewise become commonplace. These include measures as diverse as peer observations, the development of teaching portfolios, and evaluations of student performance.

One such measure, the student evaluation of teacher (SET), has been virtually ubiquitous since at least the 1990s (Wilson, 1998). Though records of SET-like instruments can be traced to work at Purdue University in the 1920s (Remmers & Brandenburg, 1927), most modern histories of faculty development suggest that their rise to widespread popularity went hand-in-hand with the birth of modern faculty development programs in the 1970s, when universities began to adopt them in response to student protest movements criticizing mainstream university curricula

● Make sure every page is numbered

and approaches to instruction (Lewis, 1996; Gaff & Simpson, 1994; McKeachie, 1996). By the

mid-2000s, researchers had begun to characterize SETs in terms like "…the predominant measure of

university teacher performance […] worldwide" (Pounder, 2007, p. 178). Today, SETs play an

important role in teacher assessment and faculty development at most universities (Davis, 2009).

Recent SET research practically takes the presence of some form of this assessment on most

campuses as a given; Spooren, Vandermoere, Vanderstraeten, and Pepermans, for instance, merely

note that that SETs can be found at "almost every institution of higher education throughout the

world" (2017, p. 130). Darwin refers to them as "an established orthodoxy" and as a "venerated,"

"axiomatic" institutional presence (2012, p. 733).

Moreover, SETs do not only help universities direct their faculty development efforts. They

have also come to occupy a place of considerable institutional importance for their role in personnel

considerations, informing important decisions like hiring, firing, tenure, and promotion. Seldin (1993,

as cited in Pounder, 2007) puts the percentage of higher educational institutions using SETs as

important factors in personnel decisions at roughly 86 percent. A 1991 survey of department chairs

found 97% used student evaluations to assess teaching performance (US Department of Education).

Since the mid-late 1990s, a general trend towards comprehensive methods of teacher evaluation that

include multiple forms of assessment has been observed (Berk, 2005). However, recent research

suggests the usage of SETs in personnel decisions is still overwhelmingly common.

Crediting Sources

- Credit the ideas of others and provide documentation for all facts and figures that are not common knowledge
- <u>Direct quotation</u>: reproduces words verbatim from another work (use quotation marks)
- <u>Paraphrase</u>: restates another's idea (or your own previously published idea) in your own words (do not use quotation marks)

In-Text Citations

- References are cited in text with an author-date citation system
- Each reference cited in text must appear in the reference list, and each entry in the reference list must be cited in the text
- In-text citations have two formats: **parenthetical (parentheses)** and **narrative (part of the sentence)**

Direct Quotations

- Provide author, year, and page citation or paragraph number
- p. for a single page (p. 2) and pp. for multiple pages (pp. 216-218)

Short Quotations (FEWER THAN 40 WORDS):

- If the quotation comprises fewer than 40 words, incorporate it into the text and enclose the quotation with double quotation marks

Short Quotations: Mid-sentence

- If the quotation appears in mid-sentence, end the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence
- Use no other punctuation unless the meaning of the sentence requires such punctuation

Mid-sentence Example:

Interpreting these results, Robbins et al. (2003) suggested that the "therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent's needs or concerns" (p. 541), contributing to an overall climate of negativity.

Short Quotations: End of sentence

- If the quotation appears at the end of a sentence, close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and end with a period or other punctuation outside the final parenthesis.

End of sentence Example:

Confusing this issue is the overlapping nature of roles in palliative care, whereby "medical needs are met by those in the medical disciplines; nonmedical needs may be addressed by anyone on the team" (Csikai & Chaitin, 2006, p. 112).

Block Quotations (40 WORDS OR MORE)
- If the quotation comprises 40 or more words, display it in a freestanding block of text, omit the quotation marks, and double space the entire quotation
- Start the ***block quotation*** on a new line and indent the block a half inch from the left margin (same position as a new paragraph)
- If there are extra paragraphs in the quotation, indent the first line of each an extra half inch
- At the end of a block quotation, cite the quoted source and the page or paragraph number in parentheses after the final punctuation mark
- Alternatively, if the quoted source is cited in the sentence introducing the block quotation (e.g., "In 1997, Purcell contradicted this view . . ."), only the page or paragraph number is needed at the end of the quotation

e.g. Others have contradicted this view:

> Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event.
>
> In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly. (Purcell, 1997, pp. 111-112)

Direct Quotation of Material Without Page Numbers
- Provide a heading or section name

e.g. For people with osteoarthritis, "painful joints should be moved through a full range of motion every day" (Gecht-Silver & Duncombe, 2015, Osteoarthritis section).

OR
- Provide an abbreviated heading or section name in quotation marks

e.g. To prevent kidney failure, patients should "get active," "quit smoking," and take medications as directed" (Centers for Disease Control and Prevention, 2017, "What Can You Do" section). Original heading was "What Can You Do to Prevent Kidney Failure?"

OR
- Provide a paragraph number

e.g. People planning for retirement need more than just money - they also "need to stockpile their emotional reserves" to ensure adequate support (Chamberlin, 2014, para. 1).

e.g. Basu and Jones (2007) went so far as to suggest the need for a new "intellectual framework in which to consider the nature and form of regulation in cyberspace" (para. 6).

OR
- Provide a heading or section name in combination with a paragraph number

e.g. Music and language are intertwined in the brain such that" people who are better at rhythmic memory skills tend to excel at language skills" (DeAngelis, 2018, Musical Forays section, para. 4).

In-Text Citations: One Work by One Author

- Include author surname, year of publication, and page number (Luna, 2020, p. 266).
- If name of author appears as part of the narrative, cite only the year of publication in parentheses e.g. Luna (2020)

Examples
Narrative: Kessler (2003) found that among epidemiological samples

Parenthetical: Early onset results in a more persistent and severe course (Kessler, 2003, p. 11).

Narrative: In 2003, Kessler's study of epidemiological samples showed that

In-Text Citations: One Work by Multiple Authors

- **TWO**: When a work has two authors, cite both names every time the reference occurs:
  o Parenthetical - use an ampersand (Salas & D'Agostino, 2020, pp. 26-28).
  o Narrative - use "and" e.g. Salas and D'Agostino (2020)

- **THREE OR MORE**: When a work has three or more authors, cite only the surname of the first author followed by et al., comma, year, and page number, if applicable
  o Parenthetical - (Martin et al., 2020, p. 16).
  o Narrative - Martin et al. (2020)

- **GROUP**: When a work has a group author, write out the full name for the first citation, followed by the abbreviation in brackets, and year:
  o Parenthetical (first) - (National Institute of Mental Health [NIMH], 2020).
  o Narrative (first) - National Institute of Mental Health (NIMH, 2020)
  o Subsequent citations (parenthetical) - (NIMH, 2020)
  o Subsequent citations (narrative) - NIMH (2020)

In-Text Citations: Works with Unknown or Anonymous Author

- Cite in text the first few words of the reference list entry (usually the title) and the year
- Use double quotation marks around the title of an article, a chapter, or a web page and italicize the title of a periodical, a book, a brochure, or a report
- When a work's author is anonymous, cite in text the word "Anonymous" followed by a comma and the date

Examples
On free care ("Understanding Sensory Memory," 2018).

(Anonymous, 2017).

Omitting Material

- Use three spaced ellipsis points . . . within a sentence to indicate that you have omitted material from the original source
- Use four periods to indicate any omission between two sentences
- Do not use ellipsis points at the beginning or end of any quotation unless the original source includes an ellipsis

Example:
De Backer and Fisher (2012) noted that "those [adults] who read gossip magazines, watch gossip-related television shows, or read gossip articles from Internet sites . . . may feel guilty about wasting their time on a leisure pursuit" (p. 421).

Inserting Material

- Use square brackets, not parentheses, to enclose material such as an addition or explanation you have inserted in a quotation

Example:
"They are studying, from an evolutionary perspective, to what extent [children's] play is a luxury that can be dispensed with when there are too many other competing claims on the growing brain" (Henig, 2008, p. 40).

Appendices

An appendix includes material that supplements a paper, but would be distracting if placed in the body of the paper. This material is usually brief and easily presented in print format. If your paper has only one appendix, label it **Appendix**; if your paper has more than one appendix, label each one with a capital letter (**Appendix A**, **Appendix B**, etc.) in the order in which it is mentioned in the main text. Each appendix must have a title, describing its contents. In the text, refer to appendices by their labels (e.g. **Appendix D**). Place the appendix label and title in bold and centred on separate lines at the top of the page on which the appendix begins.

Tables

When planning tables for inclusion in a paper, determine the data readers will need to understand the discussion. In the text, refer to every table and tell the reader what to look for. Discuss only the table's highlights. In the text, refer to tables by their number. e.g. As shown in Table 8, the responses were provided by children with pretraining.

Table Components (Number, Title, Headings, Body, Notes)
● Number: The table number (e.g., **Table 1**) appears above the table in bold font
● Title: The table title appears one double-spaced line below the table number in italic title case (e.g. *Numbers of Children With and Without Proof of Parental Citizenship*)
● Headings: All tables should include column headings, including a stub heading (heading for the leftmost column).
● Body: The table body includes all the rows and columns of a table.
● Notes: Three types of notes (general, specific, and probability) appear below the table as needed to describe contents of the table that cannot be understood from the table title or body alone. Not all tables include table notes.

Table 1

Title

Stub Heading	Column Spanner		Column Spanner	
	Column Heading	Column Heading	Column Heading	Column Heading
Table Spanner				
Row 1	123	234[a]	456	789
Row 2	123	987	543	876
Table Spanner				
Row 3	432	567	543	908
Row 4	256	849	407[*]	385

Note. This is a general note, referring to information about the entire table. Notes should be double spaced.

[a]Specific notes appear in a new paragraph; further specific notes follow in the same paragraph.

[*]A probability note appears in a new paragraph.

Figures

Figures such as graphs, charts, maps, drawings, and photographs should add substantively to the understanding of the paper

- o *Graphs* typically display the relationship between two quantitative indices or between a continuous quantitative variable (usually displayed as the y-axis) and groups of subjects displayed along the x-axis
- o *Charts* generally display nonquantitative information such as the flow of subjects through a process e.g. flow charts
- o *Maps* generally display spatial information
- o *Drawings* show information pictorially
- o *Photographs* contain direct visual representations of information

Figure Components (Number, Title, Image, Legend, Note)
- Number: The figure number (e.g., **Figure 1**) appears above the figure in bold
- Title: The figure title appears one double-spaced line below the figure number in italic title case (e.g., *Changes in Work Attitude as a Function of Day and Time*)
- Image: The image portion of the figure is the chart, graph, photograph, drawing, or other illustration
- Legend: A figure legend should be positioned within the borders of the figure and explains any symbols used in the figure image
- Note: Three types of notes (general, specific, and probability) can appear below the figure to describe contents of the figure that cannot be understood from the figure title, image, and/or legend alone. Not all figures include figure notes.

Figure 1

Sample Figure Title
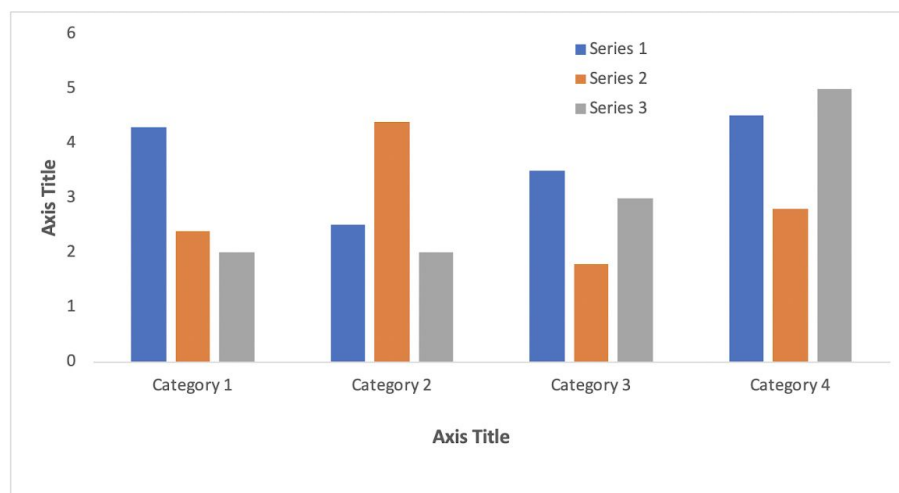
Note. A note describing content in the figure would appear here.

Reference List

The reference list at the end of a paper provides the information necessary to identify and retrieve each source. A reference list cites works that specifically support a particular paper. In contrast, a bibliography cites works for background or for further reading and may include descriptive notes. A reference contains author name, date of publication, title of work, and publication data.

- ➢ Start the reference list on a new page after the text and before any appendices

- ➢ Label the reference list "**References**" (capitalized, in bold, and centred)

- ➢ Double-space all reference list entries, including between and within references

- ➢ Entries have a hanging indent (flush left the first line of the entry and indent subsequent lines by 0.5 inches)

- ➢ Include a page number

- ➢ Arrange entries in alphabetical order by surname of the first author followed by initials of the author's given name (e.g. Loft, V. H.)

- ➢ *Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors (this is a new rule, as APA 6 only required the first six authors). Separate each author's initials from the next author in the list with a comma. Use an ampersand (&) before the last author's name. If there are 21 or more authors, use an ellipsis (but no ampersand) after the 19th author, and then add the final author's name.

- ➢ When referring to the titles of **books, chapters, articles, reports, webpages,** or other sources, capitalize only the first letter of the first word of the title and subtitle, the first word after a colon or a dash in the title, and proper nouns.

- ➢ Italicize titles of longer works (e.g., books, edited collections, names of newspapers, and so on)

- ➢ Do not italicize, underline, or put quotation marks around the titles of shorter works such as chapters in books or essays in edited collections

5

References

Ambady, N., & Rosenthal, R. (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *Journal of Personality and Social Psychology, 64*(3) 431–441http://dx.doi.org/10.1037/0022-3514.64.3.431

American Association of University Professors. Background facts on contingent faculty positions. https://www.aaup.org/issues/contingency/background-facts

Benton, S., & Young, S. (2018) Best practices in the evaluation of teaching. *Idea paper*, (69).

Bloom, B. S., Englehart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Addison-Wesley Longman Ltd.

Cashin, W. E. (1990). Students do rate different academic fields differently. In M. Theall, & J. L. Franklin (Eds.), *Student ratings of instruction: Issues for improving practice. New Directions for Teaching and Learning, 43*, 113–121.

Davis, B. G. (2009). *Tools for teaching* (2nd ed.). Jossey-Bass

Denton, D. (2013). Responding to edTPA: Transforming practice or applying shortcuts? *AILACTE Journal, 10*(1), 19–36.

Hoffman, R. A. (1983). Grade inflation and student evaluations of college courses. *Educational and Psychological Research, 3*, 51–160. https://doi.org/10.1023/A:101557981

Reference List: Examples

Webpage:

Author last name, Author first initial(s). (Year, Month Date). *Title of webpage*. Website name.

    URL

Martin Lillie, C. M. (2016, December 30). *Be kind to yourself: How self-compassion can improve*

    our resiliency. Mayo Clinic. https://www.mayoclinic.org/healthy-lifestyle/

    adult-health/in-depth/self-compassion-can-improve-your-resilienc/art-20267193

Basic Book Format:

Author last name, Author first initial(s). (Year of publication). *Title of work: Capital letter also*

    ***for subtitle*. Publisher.**

Leitch, M. G., & Rushton, C. J. (Eds.). (2019) *A new companion to Malory*. D. S. Brewer.

Meadows, D. H. (2008). *Thinking in systems: A primer*. Chelsea Green Publishing.

Article from a Database (with DOI):

Author, A. A., & Author, B. B. (Year of publication). Title of article. *Title of Journal, Volume*

    ***number*(Issue number), page range. DOI**

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A

    cross-linguistic model of child language development. *Psychological Review, 126*(1), 1-51.

    https://doi.org/10.1037/rev0000126