

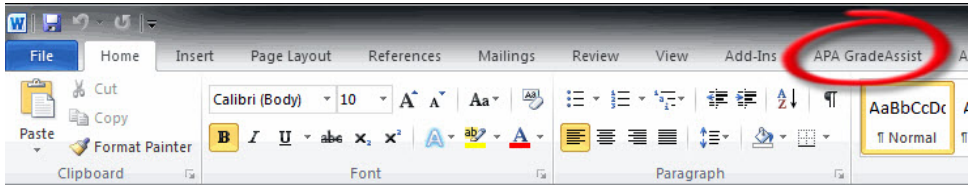


**EDUCATOR'S GUIDE TO  
GRADEASSIST 3.8  
FOR APA**

REV. 04/02/12

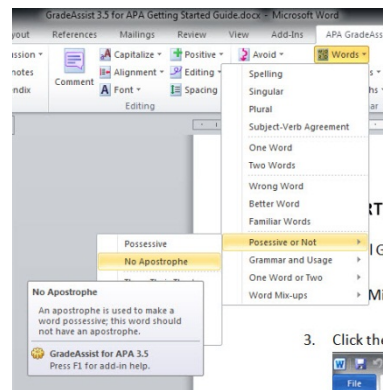
## QUICK-START GUIDE

1. Install GradeAssist on your computer.
2. Start Microsoft Word.
3. Click the GradeAssist tab in the Office Ribbon.



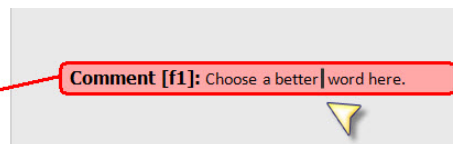
4. **Insert a comment:** select a bit of text (click and hold the left mouse button, drag mouse to select text, release the left mouse button). Then left-click a comment button in the GradeAssist tab to insert it into the student's paper.

...in online and classroom educators. In  
 ...flation. Educators have been replaced  
 ...sors who grade papers by rote and have  
 ...o responsibility for students' academic  
 ...r students' well-being. As educators'  
 ...unities to mentor, encourage, inspire,  
 ...otice or care when a paper crosses



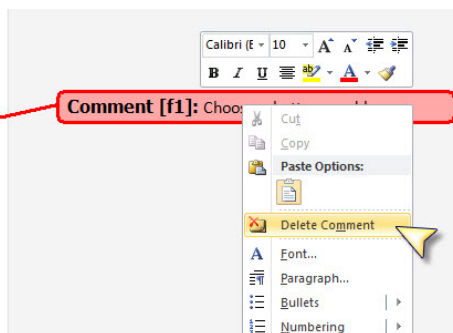
5. **Edit a comment:** click inside the comment bubble in the right margin and begin typing.

...ar teaching methods or  
 ...success. Because we  
 ...we've developed an  
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 ...call it GradeAssist.



6. **Delete a comment:** move your mouse pointer over the comment, right-click, and select Delete Comment.

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## WELCOME + OUR PHILOSOPHY

Welcome to GradeAssist! You're about to join a community of thousands of professors, teachers, and academic administrators who use GradeAssist to enhance productivity and learning. We'd like to take a moment to share a bit about the unique philosophy behind the many GradeAssist products available today.

It's our belief that educators matter. They make a meaningful difference in students' lives and educational experiences through powerful lectures and formative assessment, but also through bonds formed in the classroom, by email, in feedback on papers, or during chats in the student union coffee shop. In the best cases, such bonds inspire and guide students to greatness. In the worst, students' interest in learning can be extinguished.

Unfortunately, the responsibility for assessment has increasingly been wrested from educators, especially in recent years. In some cases this is attributed to cost concerns, in others to vague fears of grade inflation or any of a number of assorted justifications. We've seen educators' key responsibilities handed off to computerized grading systems or faceless, distant hordes of impersonal assessors. It is rare for either the computers or the assessors to have any interaction with educators, almost unheard of for them to interact with students. No interaction generally means little to no responsibility for students' academic or personal progress, no discretion to take action when necessary, no concern for students' well-being.

As educators' direct responsibility for their students is stripped away, so too are the opportunities to mentor, encourage, inspire, and teach. Unfortunately, neither computers nor long-distance graders are likely to notice or care when a paper crosses their desk that hints at the brilliance of the next Einstein or Stephen King. They'll be neither inclined nor empowered to take action when a student's writings exhibit difficulty mastering the intricacies of APA style, the basics of everyday grammar, or contain troubling signs of danger to themselves or others. But in an age where budgets are slashed, educators asked to do more with less, and where metrics and assessment, accreditation concerns,

and US News college rankings drive decision-making, how can educators be expected to succeed for themselves or their students?

When educators are removed from the assessment process, lost is that intimate, innate understanding of who's succeeding and why, who's struggling, and how to bring to bear teaching methods or other interventional resources to get a student back on track and encourage them to greater success. Because we believe in the fundamental importance of educators in every aspect of a student's education, we've developed an approach that makes a measurable, meaningful difference for students and educators alike. It's designed specifically to support and empower educators to do what they do best: teach. We call it GradeAssist.

GradeAssist is a software tool for Windows that offers a revolutionary, standardized approach to assessing, commenting on, and grading students' written academic work. Educators tell us they're grading faster – sometimes cutting grading time by 50% - when they complement their own personalized feedback with GradeAssist's standardized comments. Students' perceptions of their professors and their educational experiences are also measurably improved. Everything from a professor's work ethic and helpfulness to the clarity and fairness of grading standards are all evaluated in a more positive light. But while productivity and student satisfaction are a few of the many benefits of using GradeAssist, there's a more important reason to adopt this software at the individual, department, or institutional level: measurable improvements to students' critical thinking, academic writing, and other key educational outcomes.

We're committed to ongoing, iterative improvement, which in large part depends on our listening to our advocates and critics alike. So if you have any questions, comments, complaints, or concerns, tell us. We greatly value your experiences and insights and would appreciate hearing from you. You can reach us at 703-59-GRADE or at [gradeassist@pappasvolk.com](mailto:gradeassist@pappasvolk.com).



Dr. Fred Volk  
President



Frank C. Pappas  
Managing Partner

## WHAT IS GRADEASSIST?

GradeAssist is the first software designed specifically to help professors reduce overall time spent grading, allow more time to personalize feedback to a student's individual educational needs, and make a measurable difference in educational outcomes.

There are many benefits to using GradeAssist for educators, students, and administrators:

- Quick to learn, easy to use;
- Integrates seamlessly with Microsoft Word;
- Supports your current approach to grading;
- Review students' papers with greater speed, clarity, and effectiveness;
- Easily provide meaningful, detailed feedback and formative writing instruction;
- Decrease time spent grading, by up to 50% or more;
- Complement personalized, student-specific feedback with hundreds of standardized comments;
- Greater consistency of instruction and feedback across educators, classes, and departments;
- Increase students' knowledge and skill with general College Writing or the more detailed requirements of APA, MLA, or Chicago-Turabian composition;
- Reinforce and expand educators' knowledge of general and specific writing styles;
- Measurably improve students' critical thinking, writing, and communication skills;
- Enhance students' educational outcomes.

## GETTING STARTED

### Before you begin

#### System requirements

The table below details the minimum system requirements necessary to install and run GradeAssist. If your computer runs Windows XP, please make sure to read the note below the table for important information on using GradeAssist with Windows XP.

Operating System	Microsoft Office
Windows 7	Office 2010 (32- or 64-Bit)
Windows Vista	Office 2007 (32-Bit)
Windows XP*	

#### *\*If you're using Windows XP...*

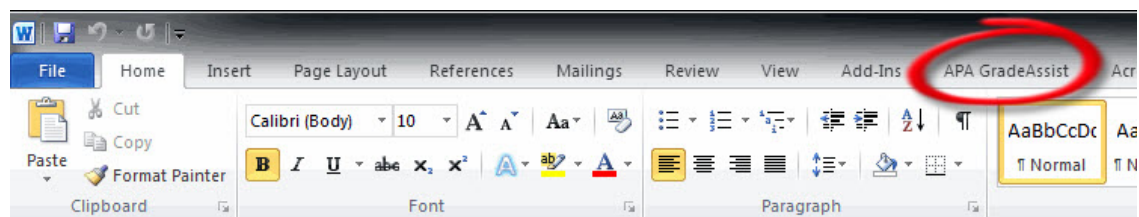
While we do not officially support Windows XP, in most cases GradeAssist will work on computers that run it. Because Windows XP is very old, however, a few extra steps may be required. Both Microsoft Office and Windows must be updated with all patches, fixes, and technology updates released by Microsoft. You can use the built-in Windows Update tool to obtain these updates directly from Microsoft. If you are uncomfortable doing this on your own or do not have administrative privileges for your computer, contact your institution's technical support team for assistance.

#### Install GradeAssist

Double-click the GradeAssist installer icon and follow the prompts to complete the installation. You'll need to provide some basic registration data and, if requested, a valid license number. If you obtained GradeAssist as part of your institution's site license, please contact the appropriate department or technical support team at your institution for your license number. If you purchased GradeAssist directly from us but don't recall your license number, you are welcome to contact us at [gradeassist@pappasvolk.com](mailto:gradeassist@pappasvolk.com) and we'll be happy to help.

#### Start GradeAssist

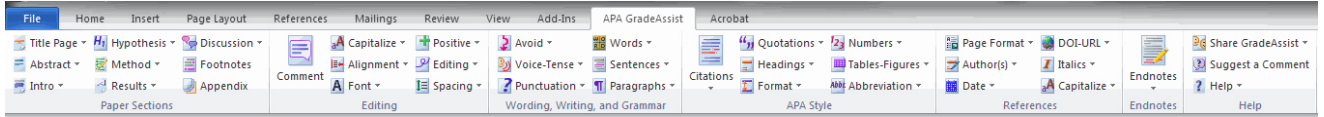
It couldn't be easier to start grading papers with GradeAssist! But don't look for a GradeAssist icon in your Start menu or on your desktop. Instead, simply start Microsoft Word and look along the top of the ribbon where you'll find a new **APA GradeAssist** tab. Just click the GradeAssist tab to activate it.



## How It Works

### The GradeAssist tab

Once you've clicked on the **APA GradeAssist** tab in the ribbon, you'll have easy access to every standardized comment offered by the program. The GradeAssist ribbon is separated into six basic comment groups plus a help menu, with comments arranged in logical categories to help you quickly and easily find and insert the most appropriate feedback for your students.

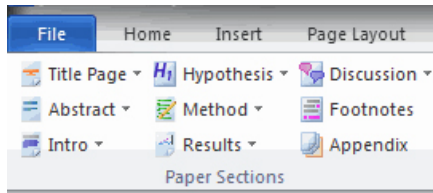


### The Comment groups

There are six comment groups that are available in APA GradeAssist: **Paper Sections**; **Editing**; **Wording, Writing, and Grammar**; **APA Style**; **References**; and **Endnotes**. These may seem a bit overwhelming at first, but your familiarity with the comments and their location will increase quickly after grading only a few papers.

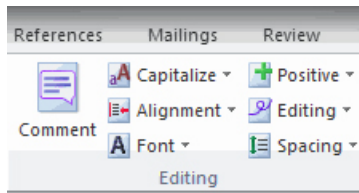
#### Paper Sections

Paper Sections contains comments focused on the earliest components of students' academic papers. You'll find comments specific to title page issues, aspects of the abstract and introduction, strength of the hypothesis and method, and more.



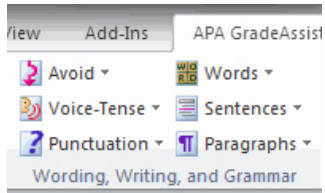
#### Editing

The Editing section includes a comprehensive set of basic comments to assist educators or teaching assistants in providing basic copy-editing feedback to students. In many cases, it won't be necessary to reinforce, for example, the proper use of an apostrophe when the reviewer believes it is clear that the student simply made a typo. Comments within the Editing section will facilitate this type of correction in areas including capitalization and alignment, font selection, and spacing. Additionally, basic positive feedback comments can be found here.



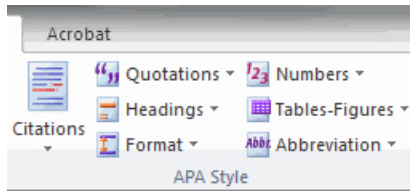
### Wording, Writing, and Grammar

The Wording, Writing, and Grammar section features comments focused on common mistakes to avoid, voice-tense issues, proper use of punctuation, and includes important comments on word-, sentence-, and paragraph-level errors most often encountered in student papers.



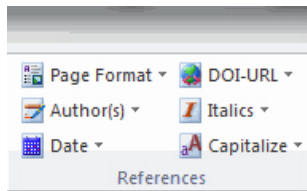
### APA Style

The APA Style section provides clear and actionable comments – often referencing the latest APA Style manual (6<sup>th</sup> Edition, 2<sup>nd</sup> Printing) – for issues relating to citation and quotations, use of numbers, proper use of tables and figures, and much more.



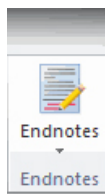
### References

The References section is designed to exclusively support providing detailed feedback to students on the proper way to format reference pages according to current APA rules.



### Endnotes

The Endnotes section provides high-level comments that educators can provide to students about the overall quality and characteristics of their writing.



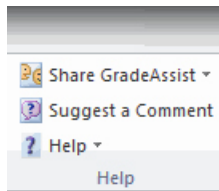


## Help

The Help section contains a number of links within **Share GradeAssist** that make it incredibly easy to tell your friends about GradeAssist using email as well as some of today's most popular social networking sites like Twitter, Facebook, and Tumblr.

If you've got a great idea for a comment or feature not presently included in GradeAssist, you can let us know by clicking the **Suggest a Comment** button.

And finally, the **Help** dropdown has links to frequently asked questions, troubleshooting tips, and contact information if you have an issue that isn't addressed elsewhere.



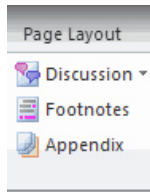
## Button Types

There are four basic types of comment buttons that you'll encounter while using GradeAssist: **Single-Click buttons** that when clicked insert a single comment; **Dropdowns** that contain multiple, related comments; **Splits**, which combine a single-click primary function with a dropdown, and **Nested Dropdowns**, which are dropdowns that contain other dropdowns inside them.

### Single-Click Buttons

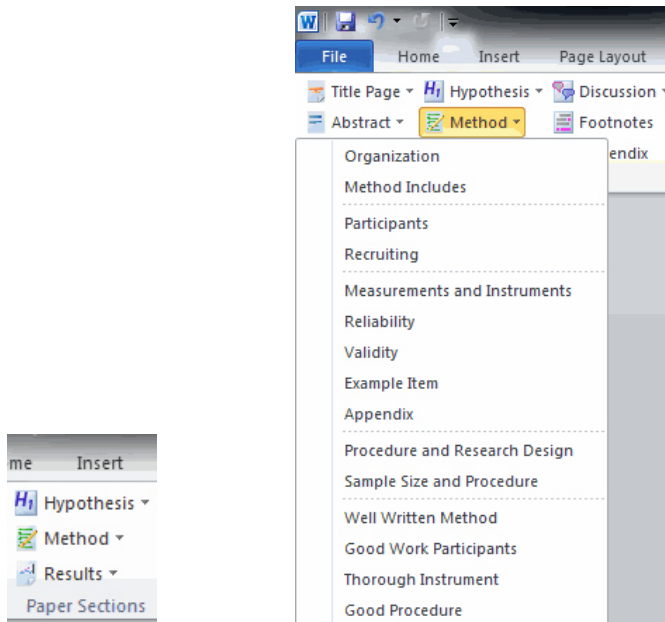
Single-click buttons – like Footnotes and Appendix – insert a single comment when clicked.

NOTE: If you're unclear as to the specific comment each button represents, simply position your mouse pointer over the button for a moment and a preview of the comment will appear.



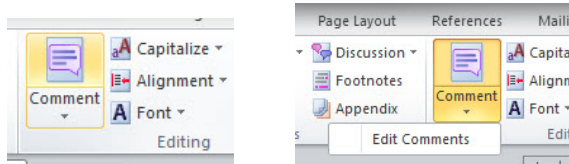
### Dropdowns

Dropdown menus are folders that contain multiple related comments. Dropdown menus can be identified by a small, downward-pointing triangle to the right of the button text (like *Hypothesis*, *Method*, and *Results*). Simply move your mouse over a dropdown menu's name and single-click the left mouse button to reveal the contents of the dropdown menu. You can then move your mouse to a specific comment and left-click your mouse to insert it in your student's paper. Clicking anywhere in the Word window outside of the open dropdown will close that dropdown.



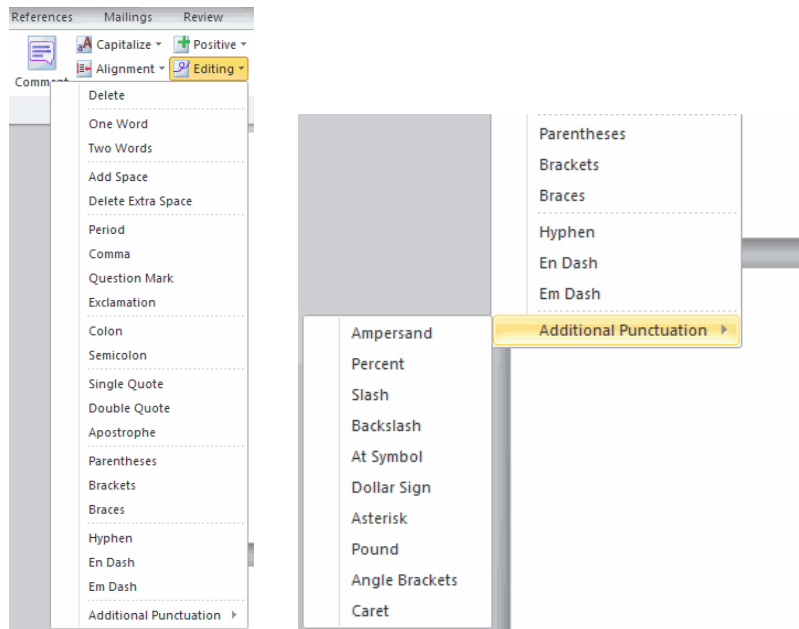
### Splits

A third button you may encounter while using GradeAssist is the Split. A good example of a Split button is the GradeAssist *Comment* button. There are two clickable areas: the first includes the icon with the bubble and lines that appears above the word “Comment.” Clicking this part of the button inserts a blank comment bubble in the document margin. The second clickable area includes the button label (“Comment”) and the downward pointing arrow beneath it – clicking this area reveals a dropdown menu containing (at first) a menu option to edit custom comments. Once you create custom comments, you’ll access them by clicking on the lower half of the comment button. When you roll your mouse over the button, you’ll notice that one of these two areas will be highlighted based on the position of your mouse pointer. For more information on working with Custom Comments, jump to page 15.



### Nested Dropdowns

Sometimes you’ll run into dropdown menus that have other dropdowns within them, like “**Additional Punctuation**,” below. As you’ll recall, a regular dropdown can be identified by the small triangle to the right of the button with its tip pointing down. A nested dropdown can be identified by a small triangle to the right of the button with its tip pointing to the right. Simply move your mouse pointer over the dropdown’s name to reveal the comments within.



## PROVIDING FEEDBACK

### Add Comments

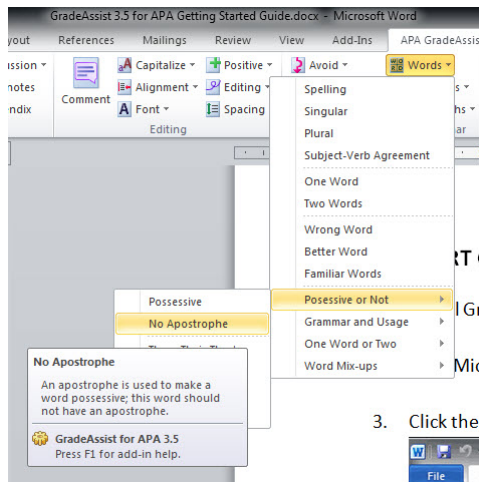
You can add comments to a student's paper with just a mouse click or two. When you find a portion of a student's paper that requires feedback, simply:

1. Hold down your left mouse button and drag your mouse to highlight the appropriate text. Release the left mouse button once you've selected the appropriate text.

...m online and classroom educators. In  
...flation. Educators have been replaced  
...ors who grade papers by rote and have  
...o responsibility for students' academic  
...r students' well-being. As educators'  
...unities to mentor, encourage, inspire,  
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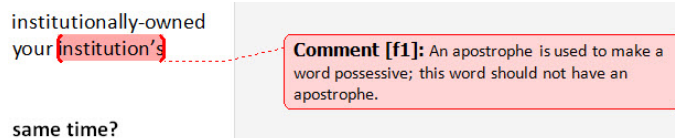
2. Find the appropriate comment in the GradeAssist menu.

NOTE: If you move your mouse pointer over a button or comment option in a dropdown menu, you'll see a preview of the full text of the comment that will be inserted by that button.



3. Click the

3. Left-click the comment label and it will insert the appropriate comment in the document's right margin.



## Editing GradeAssist Comments

There may be instances in which you desire to edit the text of the comments that are included in GradeAssist. To edit comment text:

1. Insert a comment in the paper.
2. Left-click inside the comment bubble in the right column (or in the Reviewing Pane located at either the bottom or left column of the screen).

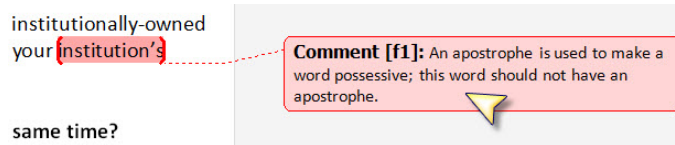


3. Make any changes required.
4. Left-click anywhere outside the comment bubble to commit the changes.

## Delete Comments

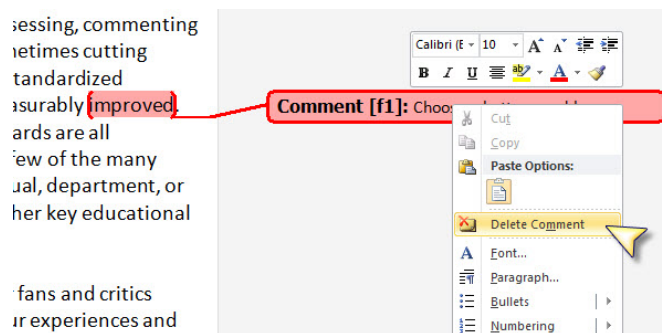
If you insert a comment that you later decide you would like remove, simply:

1. Move your mouse over the comment bubble in the right column.



2. Click the right mouse button to bring up the context menu.

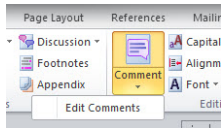
3. Left-click on Delete Comment.



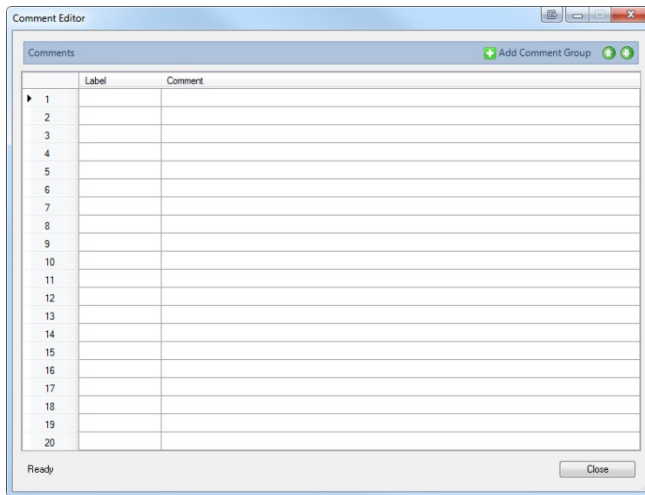
## Custom Comments

To get started with GradeAssist Custom Comments,

1. Locate the large COMMENT button inside the EDITING group. The Comment button is a “split” button, meaning it has two key functions. If you slide your mouse pointer over the icon in the top half of the button, you’ll notice that the background changes color. If you click on the top half of the button, you’ll insert a blank comment bubble into your Word document. Similarly, if you click the bottom half, you’ll discover a drop-down menu with (initially) a single option: EDIT COMMENTS.



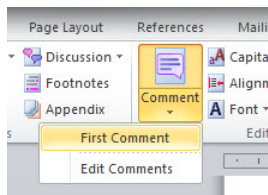
2. Click EDIT COMMENTS to open the comment editor.



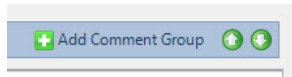
3. For each comment you’d like to add, two pieces of information are needed. The first is a LABEL, which is the name you’ll click on in the drop-down menu to insert that comment in a student’s paper. The second is the text of the COMMENT itself.

	Label	Comment
1	First Comment	This is my first comment.
2		

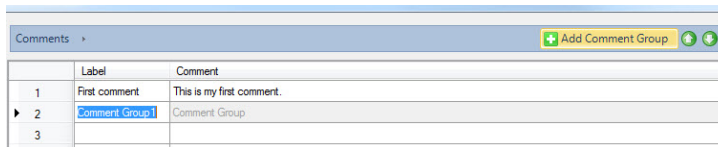
4. Once you’ve finished creating your comment(s), click the close button to resume using Word. You’ll notice that by clicking the bottom half of the Comment button that your new comments will appear.



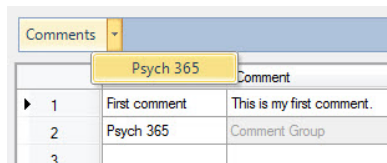
- If you'd like to rearrange the order in which your comments appear, first select the comment you'd like to move by clicking on the row number at the left edge of the Comment Editor. Next, use the up and down arrows to reposition the comment within the list.



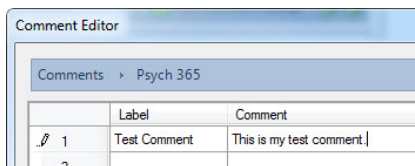
- If you'd like to organize your comments by type, class, or any other categorization, you can easily create COMMENT GROUPS that will appear in the COMMENTS drop-down menu. To create your first comment group, click the ADD COMMENT GROUP button in the upper-right corner of the editor window. A comment group entry will then appear in the editor. You can rename the comment group as you see fit.



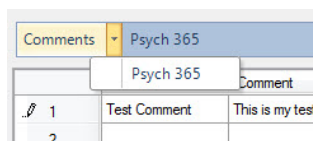
- To add comments within a comment group, you must first navigate into it. First click the right pointing arrow to the left of *Comments* at the top of the editor window, then click the folder you'd like to work with.



- Follow Step 3 (above) to add comments within a group. Note the information at the top of the editor window – it displays the folder in which you're currently working (in this case, Psych 365, a folder that will appear in the top level of the COMMENT drop-down.)



- When you're finished working within Psych 365 and would like to return to the top level of comments, simply click Comments to the left of "Psych 365."



- Just like individual comments, you can also arrange comment groups using the up and down arrows as described in Step 5.



11. Finally, if you'd like to delete a particular custom comment or comment group, simply right-click on the row number of the comment in question and click DELETE.

## FREQUENTLY ASKED QUESTIONS

### **What are the technical requirements to use GradeAssist?**

See *Before You Begin/System Requirements* (Page 6) for detailed information on the minimum system requirements for GradeAssist.

### **Do you support Windows XP?**

Not officially. However, if your version of Windows XP and your version of Microsoft Office are both updated with all of the latest software patches, fixes, and upgrades (available through Microsoft Update), then GradeAssist will most often work on Windows XP computers. The best way to determine if your Windows XP computer is ready to run GradeAssist is to download one of the free trial versions available online. If it works then you're ready to run the full version. If the GradeAssist tab doesn't appear within Word, then you'll need to run Windows Update (or ask the appropriate tech support person for help) a number of times to obtain all the latest fixes for your computer.

### **Do you support 64-Bit versions of Microsoft Word?**

In addition to supporting the 32-Bit versions of Microsoft Office 2007 and 2010, we also support 64-Bit versions of Windows running the 64-Bit version of Microsoft Office 2010.

### **Is there a Mac version of GradeAssist?**

GradeAssist only supports computers running the Windows operating system. We look forward to having a Mac-compatible version in the near future. If you'd like to be notified when a Mac version is available, email us at [gradeassist@pappasvolk.com](mailto:gradeassist@pappasvolk.com) and we'll let you know.

### **Is there an iPad/Android/tablet version of GradeAssist?**

Not right now, though we're excited about the development possibilities for iPads and Android tablets. We're committed to building versions of GradeAssist that support educators and students whether at a desktop or on the go, so we'll be exploring the options for a mobile version of GradeAssist in the near future.

### **Do I need administrative privileges on my computer to install GradeAssist?**

If your computer won't let you install GradeAssist – especially if you're using a school- or institutionally-owned computer – it is possible that you have limited authority to install new software. Contact your institution's technical support staff for approval or assistance with the installation.

### **Can I have more than one version (e.g., APA and MLA) installed on my computer at the same time?**

Absolutely. Each version of GradeAssist installs with a unique name in the Microsoft Word Ribbon. So if you install both APA and MLA, for example, you'll have tabs for APA GradeAssist and MLA GradeAssist appearing side-by-side in the ribbon.

### **I purchased a single license for GradeAssist, but I grade on both my work and home computers. Is it okay for me to install GradeAssist on both computers?**

Yes. We understand that many educators often grade on a school-owned computer as well as a home computer. We encourage you to install GradeAssist on both so that you and your students can enjoy GradeAssist's educational and productivity benefits.

### **Can I install GradeAssist on my teaching assistant's computer?**

Only if you purchase an additional license or obtain another serial number from your school's site license pool. A single GradeAssist license entitles you to install GradeAssist on your personal computer and, if applicable, on your work computer. Installation of GradeAssist on a teaching assistant's computer is not allowed unless an additional license is obtained.

**I can't find/don't know my license number.**

If you obtained GradeAssist through your employer, please contact the appropriate internal staff to obtain your license number. If that doesn't work – or if you purchased GradeAssist directly from us – please contact us at [gradeassist@pappasvolk.com](mailto:gradeassist@pappasvolk.com) and we'll do our best to help you.

**I've installed the software but can't find GradeAssist.**

There isn't a separate icon to start GradeAssist. Simply start Microsoft Word and you'll find a GradeAssist tab in the ribbon. Click the tab to activate it and you'll see GradeAssist.

**Is there a tutorial video to help me get started?**

We're working on a tutorial video for new users. If you have questions in the meantime, you are welcome to call us at 703-59-GRADE. We will absolutely be more than happy to work through any questions or challenges you have.

**The buttons on the GradeAssist tab are grey and don't work!**

You may discover after starting Microsoft Word that the buttons in your GradeAssist tab are grey and no longer work. The most likely cause is that you've reached the end of your trial period or your annual license. To obtain a current license – as well as the most up-to-date version of the GradeAssist software – visit the GradeAssist store to purchase a new license.

**That pesky window pane that opens when I insert comments. How do I stop it?**

Unfortunately, that's a function of Microsoft Word that we can't control. You can click on the Review tab in the ribbon and click on Reviewing Pane, which should close it for you.

**Are there any other versions of GradeAssist currently available?**

There are a variety of GradeAssist programs available.

**Writing Styles**

APA – Created specifically for educators using the latest version of the American Psychological Association's Manual of Style.

MLA – Designed for professors and students who make significant use of the Modern Language Association's most recent style guide.

Chicago-Turabian – A hybrid of the popular Chicago Manual of Style and Kate Turabian's style guide based on Chicago.

**General**

College Writing – Ideal for educators whose students aren't required to use a particular style guide but who still are required to develop top-flight critical thinking, communication, and academic writing skills.

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## LIST OF COMMENTS IN GRADEASSIST FOR APA

### PAPER SECTIONS

#### **Title Page**

**Header** The title page should include a running head, which is a shortened title at the top of the page and is flush left in the header on the title page (Chapter 8, 8.03, p. 229) (Figure 2.1, p. 41).

**Page Numbers** The title page and all subsequent pages should always contain a page number located flush right in the header (Figure 2.1, p. 41).

**Running Head Length** A running head should be no more than 50 characters (Chapter 8, 8.03, p. 229) (Figure 2.1, p. 41).

**Running Head Capitalization** Running head should be written with a lowercase 'h' and the title that follows should be in all capital letters (e.g., 'Running head: RUNNING HEAD IS ALL CAPITAL LETTERS') (Figure 2.1, p. 41).

**Running Head Subsequent Pages** The running head appears on all subsequent pages absent the words 'Running head:' (e.g., 'RUNNING HEAD IS ALL CAPITAL LETTERS') (Chapter 2, 2.01, p. 23) (Figure 2.1, p. 41).

**Title** The title summarizes the paper and its focus. (Chapter 2, 2.01, p. 23) (Figure 2.1, p. 41).

**Title Length** The title should be 12 words or less (Chapter 2, 2.01, p. 23) (Figure 2.1, p. 41).

**Title Abbreviation** A good title will not contain abbreviations (Chapter 2, 2.01, p. 23) (Figure 2.1, p. 41).

**Title Position** The title should be centered on the top half of the page (Chapter 2, 2.01, p. 23) (Figure 2.1, p. 41).

**Title Capitalization** The first letter of major words should be capitalized (Chapter 2, 2.01, p. 23) (Figure 2.1, p. 41).

**Author Name(s)** The authors' name should appear in a byline as such: author's first name, middle initial(s), and last name (Chapter 2, 2.02, pp. 23-24) (see Table 2.1).

**Author No Titles** Do not include author's titles or degrees in the byline (Chapter 2, 2.02, pp. 23-24) (see Table 2.1).

**Affiliation** The location of each researcher during the time of the study is the researchers' institutional affiliation and should be included in the byline (Chapter 2, 2.02, pp. 23-24) (see Table 2.1).

**Dull Title** The title needs to be more compelling to encourage potential readers to move beyond the first page.

**Catchy Title** Really great title. It describes the content of your paper in a compelling way.

**Great Title Page** Great APA style on the title page!

## **Abstract**

<b>Heading</b>	The abstract heading should be in non-bold regular font. It is not considered in the levels of headings for the paper (Figure 2.1, p. 41).
<b>No Indent</b>	The abstract is left justified and should not have an indentation (Chapter 2, 2.04, p. 27) (Figure 2.1, p. 41).
<b>Length</b>	Abstracts are typically between 150 and 250 words (Chapter 2, 2.04, p. 27) (Figure 2.1, p. 41).
<b>Citations</b>	An abstract rarely contains citations (Chapter 2, 2.04, p. 26).
<b>Numbers</b>	When writing in the abstract numerals should always be expressed numerically (e.g., 15) (Chapter 4, 4.31, p. 111).
<b>Experimental (Content)</b>	The abstract should contain a statement of the particular research issue and a description of the participants/subjects. Also included in the abstract: special information regarding methodology, the basic findings from the results section, and concluding statements or inferences regarding the results (Chapter 2, 2.04, p. 26) (Figure 2.1, p. 41).
<b>Theoretical (Content)</b>	The abstract for a theoretical paper should describe the theoretical elements, the related empirical results related to those elements, and any suggested modifications to the theory based on new or related literature (Chapter 2, 2.04, p. 27).
<b>Critique (Content)</b>	The abstract for the critique should include a description of the article or book under examination, a summary of the strengths and weaknesses of the work, and the implications of the work relative to the literature and future directions.
<b>Proposal (Content)</b>	If required for an assignment, the abstract of a proposal should include a statement of the particular research issue and a description of the participants/subjects, any special information regarding methodology, and the implications of the proposed research relative to future research.
<b>Meta-Analysis (Content)</b>	The abstract for a meta-analysis should include the focus of the study, the criteria for inclusion in the analysis (e.g., participants of included studies), and a description of the results, conclusions, and implications (Chapter 2, 2.04, p. 27).
<b>Literature Review (Content)</b>	The abstract for a literature review should include the focus of the study, the criteria for inclusion in the analysis (e.g., participants of included studies), and a description of the results, conclusions, and implications for future research and practice (Chapter 2, 2.04, p. 27).
<b>Case Study (Content)</b>	The abstract for a case study should include a description of the case unit (e.g., person, class, or school), how the case illustrates value, and the implications for future research and theory (Chapter 2, 2.04, p. 27).
<b>Methodological (Content)</b>	The abstract for a methodological study should include a description of the method, potential application for the method, and the statistical procedures that can be used with the method (Chapter 2, 2.04, p. 27).
<b>Nice Abstract</b>	Really nicely done abstract!

## Introduction

<b>Title</b>	The first heading of paper (on a new page immediately following the abstract) should either be the title of the paper or omitted. It should be in non-bold regular font. It is not considered in the levels of headings for the paper (Chapter 2, 2.05, p. 27) (Figure 2.1, pp. 42-43).
<b>Introduction Heading</b>	The introduction should never have a heading that identifies it as the introduction. It is the introduction by virtue of its location (Chapter 2, 2.05, p. 27) (Figure 2.1, pp. 42-43).
<b>Content</b>	The introduction should create an understanding of the necessity of the problem. Explain if, and how, this research connects to any other previous work and clarify the purpose and hypothesis of the research. Indicate if there are any significant applications that can be used from the results of the study (Chapter 2, 2.05, p. 27) (Figure 2.1 pp. 42-43).
<b>Literature Review</b>	The literature review portion of the paper is a critique of published research. This section is important to establishing the relevance of the research that is either being proposed or has been conducted. The literature review should inform the reader of previous research conducted in the field relevant to the particular research topic and analyze and explain any room for improvement in the methods, results, or conclusions that have been drawn (Chapter 2, 2.05, pp. 27-28).
<b>Topical Organization</b>	In this portion of the paper the relevant literature should be organized topically. Your paper should be organized in a way that leads your reader to a logical next step(s) or conclusion(s) (Chapter 2, 2.05, p. 28).
<b>Context</b>	The introduction should position your paper relative to others' previous work.
<b>Importance</b>	The introduction needs to make a case for the importance of your paper.
<b>Compelling</b>	The introduction should help readers understand why they should read your paper.
<b>Framework</b>	The introduction should provide readers a framework for understanding the rest of the paper.
<b>Too Long</b>	The introduction is too long. Focus on the main points of the paper. This will help guide readers through your paper.
<b>Too Short</b>	The introduction is too short. Be sure to include the main points or your paper in the introduction. This will help guide readers through your paper.
<b>Multiple Experiments</b>	A paper that discusses multiple experiments should reflect the same organized structure as a single-study research paper and should be split into two sections labeled Test or Experiment 1 and Test or Experiment 2 (Chapter 2, 2.09, p. 36).
<b>Experimental</b>	The paper order for an experimental paper is as follows: 1) title page; 2) abstract (on a separate page); 3) introduction; 4) method; 5) results; 6) discussion; 7) reference(s) (on a separate page from the body of the paper); 8) footnotes (separate page); and 9) appendices (separate page) (Chapter 2, Figure 2.1, p. 41-59).
<b>Literature Review</b>	A literature review is a critique of published research. This review should inform the reader of previous research conducted in the field relevant to a particular topic. It should analyze and explain any room for improvement in the methods, results, or conclusions that have been drawn (Chapter 1, 1.02, p. 10).
<b>Empirical Study</b>	Empirical studies consist only of primary research (research that is actually conducted by



the researcher). The Introduction should consist of the research dilemma, preliminary background, and the intent and necessity behind the research (Chapter 1, 1.01, p. 10).

**Case Study** Case studies contain information regarding studies conducted on individuals or a specific group. They may identify a lack of information in an important area or proffer an effective theory or application that solves a problem (Chapter 1, 1.05, p. 11).

**Theoretical Study** Theoretical articles take published research and combine the information and conclusions to further an already existing theory or to develop a new theory (Chapter 1, 1.03, p. 10).

**Nice Opening** Really nice opening to your introduction!

**Good Organization** Good organization of the literature.

**Great Literature Review** Great literature review!

## ***Hypothesis***

<b>Inadequate Literature</b>	The hypothesis should be logically derived based on the literature review. Your review and/or organization of the literature doesn't support this hypothesis adequately (Chapter 2, 2.05, p. 28).
<b>Rationale</b>	Each hypothesis/research question should have clearly developed rationale in the literature review (Chapter 2, 2.05, p. 28).
<b>Location</b>	The hypothesis or thesis statement should be located towards the end of the introduction after the background information has been given in the beginning of the paper (Chapter 2, 2.05, p. 28).
<b>Multiple Hypotheses</b>	In the case of multiple hypotheses within one paper make sure background information and rationale are efficiently explained for each hypothesis (Chapter 2, 2.05, p. 28).
<b>Hypothesis/Thesis Missing</b>	The hypothesis or thesis statement is missing.
<b>Unclear</b>	The hypothesis needs to be clearer and more concise (Chapter 2, 2.05, p. 28).
<b>Operationally Define Terms</b>	If a hypothesis or thesis statement contains words or concepts that would be considered operational definitions, these definitions need to be explained as well.

## **Method**

**Organization** The method section should be split into several different subcategories with two different emphases: one emphasis describing participants and the other describing the procedure (Chapter 2, 2.06, p. 28) (Figure 2.1 pp. 44-45). It is common for it to be in in three main subsections including a) Participants, b) Instruments, & c) Procedure.

**Method Includes** Subsections should cover a) experimental manipulations or interventions, b) sampling procedures/size, c) measurement approaches, and d) research design/procedure. The methodology should be stated with clarity so the study is understandable and repeatable (Chapter 2, 2.06, p. 28) (Figure 2.1 pp. 44-45).

**Participants** Important characteristics of the participants or subjects are discussed thoroughly in the method section of the paper. Any important demographic characteristics of the participant population are thoroughly described because it is important to illustrate the representativeness of the sample (Chapter 2, Section 2.06, p. 29) (Figure 2.1 pp. 44-45 and Figure 2.2 pp. 54-56).

**Recruiting** The process, requirements, and regulations used in recruiting participants should be clarified in this section.

**Measurements and Instruments** Measurement approaches should be described in several ways. Thoroughly discuss any instruments used; if any particular instrument is used then also discuss the validity of the instrument. Discuss any other measurement approaches that might be used (Chapter 2, 2.06, p. 31) (Figure 2.1, pp. 44-45).

**Reliability** Historical reliability statistics should be included in your description of this instrument.

**Validity** A brief rationale for the validity of this instrument should be included in this section.

**Example Item** Include an example item for clarity.

**Appendix** Include the complete instrument in an appendix.

**Procedure and Research Design** The method section should contain a description of the research design and give specific detail as to whether: a) the design was with or without intervention, b) multiple methods were used, and c) other descriptive details that allow the reader to clearly understand the specific methodology. (Chapter 2, 2.06, p. 31) (Figure 2.1, pp. 44-45).

**Sample Size and Procedure** Sampling procedures must be systematic and size must be appropriate to represent the intended population. Fully describe the locations and times that data were gathered, the percentages of the population that are represented in the sample, and how the sampling procedure was determined (Chapter 2, 2.06, p. 29) (Figure 2.1, pp. 44-45).

**Well Written Method** Well written Method section.

**Good Work Participants** Good work on the participants section.

**Thorough Instrument** Thorough instrument description. Nice work!

**Good Procedure** Your procedure did an excellent job of telling the reader exactly what you plan to do. Good work!

## **Results**

**Results** The results portion of the paper should explain and report the findings of the research (Chapter 2, 2.07, p. 32).

**All Findings** Findings that support and those that are inconsistent with the hypothesis both should be included (Chapter 2, 2.07, p. 32).

**Hypothesis Statement** Each Hypothesis and research question should be addressed in the results section.

**Single Data Points** Do not discuss individual scores unless using the case study method or to use as an exemplar (Chapter 2, 2.07, p. 32).

**No Implications** Inferences about the data and what it implies should not be included in the results section but in the discussion section of the paper (Chapter 2, 2.07, p. 32).

## ***Discussion***

<b>Discussion</b>	The discussion section should primarily refer to the results and whether the data confirm or negates the original hypotheses and the implications of the results (Chapter 2, 2.08, pp. 35-36).
<b>Implications</b>	The researcher should discuss the inferences, consequences, and application for the results (Chapter 2, 2.08, p. 35).
<b>Potential Issues</b>	A discussion of potential biases, research imperfections, extraneous variables, limitations, and internal/external validity of findings is appropriate here (Chapter 2, 2.08, p. 35).
<b>Closing</b>	The discussion section should end with a concise conclusion revealing the importance of the study (Chapter 2, 2.08, p. 36).

**Footnotes** Footnotes are used to strengthen the text and should not be overly elaborate or express any unnecessary information. A footnote should relay one simple thought not several complex thoughts. When a footnote is numbered it is typically relaying information about sources within the text (Chapter 2, 2.12, pp. 37-38) (Figure 2.1 p. 51).

**Appendix** Include supplemental materials in appendices. Appendices might include brief information that is easily printed, a discussion of any complicated tools used, and any article lists that were not previously mentioned but bear source data for the paper (Chapter 2, 2.13, pp. 38-39) (Figure 2.1, p. 52).

## EDITING

<b>Comment</b>	Inserts a blank comment.
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### *Capitalization*

<b>Capitalize</b>	Capitalize this word.
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<b>Do Not Capitalize</b>	Do not use capital letters in this instance.
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<b>All Caps</b>	Capitalize all of these letters.
-----------------	----------------------------------

<b>Lower Case</b>	Use lower case letters.
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<b>Sentence Case</b>	Use sentence case capitalization convention for this phrase (i.e., capitalize the first word and any proper nouns).
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<b>Title Case</b>	Use title case capitalization for this phrase (i.e. Capitalize the First Word and all Major Words in this Phrase).
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<b>Proper Nouns and Trade Names</b>	Capitalization is required for major words in proper nouns and trade names.
-------------------------------------	---

<b>Titles and Headings</b>	Capitalization is required in major words of titles and headings.
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## ***Alignment***

**Left Align**    Ensure that text is left-aligned.

**Center**        Center this text.

**Right Align**    Right-align this text.

**Justify**        Apply full justification to this text.



## **Font**

**Clear Formatting** Please remove all formatting (different font faces, sized, bold, etc.) from this text.

**Bold** Bold.

**Italicize** Italicize.

**Underline** Underline.

**Increase Font Size** Increase the size of this selection to differentiate it from the surrounding text.

**Decrease Font Size** Decrease the size of this selection to differentiate it from the surrounding text.

**Complicated Font Face** This font is too complicated or fancy for use in an academic paper. Please select a more appropriate font, such as Times New Roman.

**Font Face Re-Read** Your font appears to be incorrect. Please re-read the assignment instructions to correct this error.

***Positive***

<b>Nice</b>	Nice.
<b>Good</b>	Good.
<b>Excellent</b>	Excellent!
<b>Great Point</b>	Great point!
<b>I Really Like This!</b>	I really like this!
<b>Good Thinking</b>	Good line of thinking.
<b>Nice Sentence</b>	Nice sentence.
<b>Good Word</b>	Really good word choice!
<b>Elaborate</b>	Elaborate on this a bit more.

## ***Editing***

<b>Delete</b>	Delete.
<b>Add Space</b>	Add a space here.
<b>Delete Extra Space</b>	There is an unnecessary space here; delete it.
<b>Period</b>	Use a period here.
<b>Comma</b>	Use a comma here.
<b>Question Mark</b>	Use a question mark here.
<b>Exclamation</b>	Use an exclamation mark here.
<b>Colon</b>	Use a colon here.
<b>Semicolon</b>	Use a semicolon here.
<b>Single Quote</b>	Use a single quotation mark here.
<b>Double Quote</b>	Use a double quotation mark here.
<b>Apostrophe</b>	Use an apostrophe here.
<b>Parentheses</b>	Use parentheses here.
<b>Brackets</b>	Use brackets [ ] here.
<b>Braces</b>	Use braces { } here.
<b>Hyphen</b>	Use a hyphen here.
<b>En Dash</b>	Use an en dash here.
<b>Em Dash</b>	Use an em dash here.
<b>Ampersand</b>	Use an ampersand here.
<b>Percent</b>	Use the percent symbol here.
<b>Slash</b>	Use a slash here.
<b>Backslash</b>	Use a backslash here.
<b>At Symbol</b>	Use the at symbol here.
<b>Dollar Sign</b>	Use a dollar sign here.
<b>Asterisk</b>	Use an asterisk here.
<b>Pound</b>	Use the pound sign here.
<b>Angle Brackets</b>	Use angle brackets here.
<b>Caret</b>	Use a caret here.

## ***Spacing***

**Line Indent** Indent this line.

**Paragraph Indent** Indent this paragraph.

**Quote Indent** Indent this quote.

**Single Line Spacing** This section of text should be single-spaced.

**Double Line Spacing** This section of text should be double-spaced.

**Insert Line** Insert a line here.

**Remove Extra Line** There is an unnecessary line here; delete it.

**Incorrect Margins** Your margins appear to be incorrect. Please re-read the assignment instructions to correct this error.

**Spacing Re-Read** Your line spacing appears to be incorrect. Please re-read the assignment instructions to correct this error.

## WORDING, WRITING, & GRAMMAR

### *Avoid*

<b>Pronoun Ambiguity</b>	Do not use pronouns referring to the previous sentence, thought, or idea. Ambiguity in the use of voice and the use of vague comparisons should be avoided because it creates confusion within the paper.
<b>Pronoun Disagreement</b>	Pronouns are used to replace nouns and should agree with all other words in the sentence both in number and in gender.
<b>Anthropomorphism</b>	Expression of human qualities should not be used when referring to animals or things.
<b>Contractions</b>	Avoid using contractions in formal writing.
<b>Weak</b>	The language in this passage is too weak. Do not use qualifying language (e.g., seems or tends) when definitive language is appropriate.
<b>Strong</b>	The use of strong language such as 'prove,' is not proper in scientific writing. Terms indicating evidence for something should be more cautious such as 'suggests' or 'supports.'
<b>Dramatic</b>	Colorful and dramatic language or overly creative writing that draws away from scientific ideas or structure of the paper is distracting.
<b>Vague</b>	Vague statements diminish the scientific quality of the paper and allows for confusion.
<b>Casual</b>	Casual language statements diminish the scientific quality of the paper and allows for confusion.
<b>Quote Overuse</b>	Direct quotes should be used sparingly. Paraphrase and integrate this passage.
<b>Rhetorical Questions</b>	Avoid using rhetorical questions in formal writing as they rarely add any value.
<b>Unfamiliar Term</b>	This term is not familiar enough to use without definition. Define this term the first time you use it in text so that the reader understands the use of the term throughout the paper.
<b>Term Overuse</b>	The overuse of technical terms (i.e., jargon) that are unnecessary or irrelevant weakens the paper. Try to be creative in word expression and not use the same term repeatedly.
<b>Labeling</b>	Make sure when identifying participants that sensitivity is given in how the participants are labeled. For example, an appropriate way to address a group of people within a paper would be 'individuals who have been diagnosed with a personality disorder' rather than addressing the group as 'the personality disorder group.'
<b>Race and Ethnicity Insensitivity</b>	Specific appropriate terms should be used in reference to ethnicity and race consistently throughout the paper.

**Gender Bias** Rewrite this passage to remove the masculine pronoun that refers to both sexes. This can be done through the use of articles (e.g., a police officer) or plural nouns (e.g., when police officers . . . , they . . .).

**Plagiarism** This passage appears to be plagiarized. Plagiarism includes: a) failing to cite another's work when you have used that person's ideas; b) copying another's work or just changing a word or two in a passage or phrase (even if you cite it); c) copying another's work without appropriate quotation citation; or d) copying your own work without appropriate citation. Make sure that your paper does not contain plagiarism.

### ***Voice-Tense***

<b>First Person</b>	Avoid using first person in formal writing.
<b>Second Person</b>	Avoid using second person in formal writing.
<b>Third Person</b>	Do not refer to yourself in the third person.
<b>Editorial We</b>	Use 'we' only when referring to yourself and your coauthors.
<b>Active Voice</b>	Use verbs in the active rather than passive voice.
<b>Passive Voice</b>	In this instance, use passive voice to draw attention to the object of the sentence.
<b>Use Past Tense</b>	Use past tense.
<b>Use Present Tense</b>	Use present tense.
<b>Use Future Tense</b>	Use future tense.
<b>Use Consistent Tense</b>	Use consistent verb tense throughout this passage.

## Punctuation

<b>Period</b>	Periods ( . ) are most frequently used to end declarative sentences. They are also used in many abbreviations (e.g., Ph.D., Dr., Mrs.) and when noting initials in a name, such as D. B. Cooper.
<b>Comma</b>	When presenting lists of three or more items, be sure to separate each item with a comma (e.g., milk, bread, and butter). Commas may also be used to assist the reader in making sense of long passages or compound sentences by indicating opportunities for brief pauses.
<b>Exclamation</b>	Use an exclamation point ( ! ) to convey emphasis of a particular point or an outburst/outcry in dialogue, but use it sparingly to avoid undermining the strength of your text. This mark should appear within quotes, brackets, and parentheses only when it is part of the original text.
<b>Colon</b>	Add a colon ( : ) after a key phrase/clause in order to add subsequent text that emphasizes or elaborates upon the meaning of the key phrase/clause.
<b>Semicolon</b>	A semicolon ( ; ) should be used to separate independent clauses within a sentence.
<b>Single Quote</b>	Single quotation marks ( ' ) can be used within double quotation marks to denote text that was originally contained within double quotes in the original passage or source material.
<b>Double Quote</b>	<b>Double quotation marks ( " ) are used at the beginning and ending of a (non-block) direct quotation. They can also be used to convey the ironic or slang nature of a word or phrase or to identify article or chapter titles within text.</b>
<b>Apostrophe</b>	An apostrophe ( ' ) can be used to indicate the possessive form of nouns and to indicate the omission of letters in a contraction. To make a singular noun possessive, add an apostrophe followed by an S (e.g., the cat's toy). To make a plural noun possessive, add an S followed by an apostrophe (e.g., the teachers' salaries). An apostrophe is never used to make a singular word plural. An apostrophe can also be used to create contractions (e.g., can't, won't, shouldn't).
<b>Parentheses</b>	Parentheses ( ) are most often used to identify independent elements within a sentence or paragraph, such as reference citations (See Table 12). They are also used to denote items appearing in a series (e.g., (a) Apples, (b) Pears, (c) Oranges), and to enclose certain numerical or statistical data, such as formulas, equations, and statistical information (Chapter 4, 4.09, p. 93).
<b>Brackets</b>	Brackets ( [ ] ) are used highlight changes to quotations added by someone other than the author of the source material. Brackets can also be used to insert parenthetical material within text already enclosed within parentheses, or to denote certain types of statistical data, such as confidence intervals.
<b>Hyphen</b>	Use a hyphen ( - ) when creating compound terms from more than one word.
<b>En Dash</b>	Use an en dash ( – ) to join words of similar weight in a compound adjective, such as heart–lung transplant or blackberry–rhubarb pie.
<b>Em Dash</b>	Use an em dash ( — ) to add text to a sentence that supplements or diverges from the main clause. No spaces should appear to either side of the em dash.



## **Words**

<b>Spelling</b>	This word is misspelled.
<b>Singular</b>	The word should be singular.
<b>Plural</b>	The word should be plural.
<b>Subject-Verb Agreement</b>	The singular and plural forms of subject and verb must agree.
<b>One Word</b>	This should be one word.
<b>Two Words</b>	This should be two words.
<b>Wrong Word</b>	Based on the context of the sentence, this isn't the right word.
<b>Better Word</b>	Choose a better word to more clearly or effectively convey this point.
<b>Familiar Words</b>	Using words with which you are familiar will strengthen your writing and make it easier for your reader to understand.

## **Possessive or Not**

<b>Possessive</b>	Use the possessive noun form.
<b>No Apostrophe</b>	An apostrophe is used to make a word possessive; this word should not have an apostrophe.
<b>There-Their-They're</b>	There refers to a place or direction (there was a dog crossing the road). There is a plural possessive pronoun. They're is the contraction for they are.
<b>Who's-Whose</b>	Who's is the contraction for who is. Whose is possessive that permits the reference to things as well as people.
<b>You're-Your</b>	You're is the contraction for you are. Your is the possessive form of you.
<b>Its Its Its</b>	It's means 'it is.' Its is a possessive pronoun, like my or hers. Its' is not a word.

## **Grammar and Usage**

<b>Affect-Effect</b>	Most of the time, affect is a verb and effect is a noun. Exceptions are rare.
<b>Can-Could</b>	Could is used to express uncertainty of ability or commitment. Can is used to express confidence of ability.
<b>Can-May</b>	Can is used to express confidence of ability or in casual language a request for permission. May is used to express the probability of ability or event or a request for permission in formal writing.
<b>Who-That-Which</b>	Who refers to a person, 'that' and 'which' refer to an animal or a thing.
<b>Who-Whom</b>	Whom' is used when the sentence refers to a person as a him or her, 'who' is used when the sentence refers to a person as a he or she.

## **One Word or Two**

<b>A lot</b>	This is two words, not one (a lot).
<b>Already-All Ready</b>	Already refers to time (e.g., I already cleaned my room); all ready is an indication of preparation (The students are all ready for the exam).
<b>Alright-All Right</b>	Most of the time, affect is a verb and effect is a noun. Exceptions are rare.
<b>Anyone-Any One</b>	Anyone is a singular pronoun that is typically used to ascribe an action or characteristic to all people (e.g., anyone would have opened that door). Any one is more dramatic version of any that refers to a person or group.
<b>Word Mix-Ups</b>	
<b>Capital-Capitol</b>	Capital refers to the seat of government (Raleigh is the capital of North Carolina). Capitol is used to refer to the building where legislators meet.
<b>Compliment-Complement</b>	Compliment means to praise (verb) or is a positive remark (noun). Complement means to complete or to add to in a different way (verb) or something\someone that completes or adds to in a different way (noun).
<b>Discreet-Discrete</b>	Most of the time, affect is a verb and effect is a noun. Exceptions are rare.
<b>e.g. - i.e.</b>	Use 'e.g.' to clarify a preceding statement by citing an example. Use 'i.e.' to clarify a preceding statement by expanding or restating the statement more specifically.
<b>Elicit-Illicit</b>	Elicit is a verb that means to draw out or encourage a response. Illicit is an adjective that means illegal, inappropriate, or immoral.
<b>Ingenious-Ingenuous</b>	Ingenious means clever, intelligent, creative. Ingenuous means simple, innocent, or unsuspecting.
<b>Lose-Loose</b>	To lose something is to misplace it (e.g., keys) or have it taken away (e.g., privileges). Loose is used to communicate something\someone is completely free.
<b>Peak-Peek-Pique</b>	Peak is an apex. Peek is a quick glance. Pique means to arouse interest or agitation.
<b>Principle-Principal</b>	A principle is a rule of legal, moral, or natural origin. A principal is a person in a position of authority, such as the head of an elementary school.
<b>Site-Sight-Cite</b>	Site is a place or website. Sight is a noun that refers to the capability of seeing, a device to aid the eye, or something worth seeing (the capitol is a sight worth seeing). Cite refers to the source of information (noun) or to refer to the source of information (verb).
<b>Tenant-Tenet</b>	A tenant is a person or organization that occupies a property rented from a landlord. A tenet is a principle or belief, such as in a religion.
<b>Then-Than</b>	Improper use of then or than. Then is related to time. Than is used to make comparative statements.

## Sentences

<b>Rephrase</b>	This passage is a bit awkward. Rewrite so that it reads better.
<b>Flow</b>	This passage is choppy. Rewrite to improve the flow for clarity.
<b>Combine</b>	It would be more effective to combine these sentences. Combine and rewrite.
<b>Unclear</b>	Unclear. Rewrite so that your intended meaning is more apparent to the reader.
<b>Run-on</b>	This is a run-on sentence.
<b>Fragment</b>	This is a sentence fragment.
<b>Filler</b>	The selected text is filler that adds to the length of your paper without adding sufficient value. Remove it and/or rewrite this portion of your paper.
<b>Redundant</b>	This text is repetitive, as you have previously made this point.
<b>Confusing Long Sentence</b>	Make sure when writing that the sentence is not so long and wordy that the main point is lost. Complex sentences often strengthen a paper, but only when they convey the point clearly.
<b>Confusing Subject</b>	The subject of your sentence should be easy to understand and clearly connected to the verb. It may help to reorganize the sentence in such a way that relationship between the subjects and verbs is clear.
<b>Interrupting Thought</b>	When a sentence contains an interrupting thought that separates the subject and the verb it can be hard for the reader to grasp the main point of the sentence. Try rearranging the sentence so the interrupting thought is at the beginning or end of the sentence.
<b>Missing Strong Verbs</b>	When a sentence is worded in such a way that the verbs are weak it makes the sentence weak. To strengthen the sentence, erase weak verbs and use the nouns in the sentence to create new strong verbs. Strong verbs are common verbs that change their stem spelling (i.e. do not end in -ed) in the simple past tense and past participle forms (e.g., sing-sang-sung or arise-arose-arisen).
<b>Evidence</b>	You have yet to discuss the evidence or cite any works that support this assertion.
<b>Transition for Clarity</b>	Include a transition for greater clarity (e.g. likewise, for example, in contrast, accordingly).
<b>Transition Missing or Weak</b>	Your transitional statement is missing or is too weak.
<b>Parallel</b>	Use parallel construction within sentence format.

## **Paragraphs**

<b>New Paragraph</b>	This sentence should be a new paragraph.
<b>No New Paragraph</b>	This sentence should not begin a new paragraph. Combine and integrate this into the previous paragraph to make the organization clearer and more logical.
<b>Paragraph Too Long</b>	In most writing, excessively long paragraphs should be avoided.
<b>Paragraph Too Short</b>	Avoid short paragraphs (i.e., less than four sentences). Reserve the use of short paragraphs for introductions, conclusions, and lists.
<b>Off Focus</b>	This part of the paper isn't clearly related to your stated topic. Revise or remove this section to increase the clarity and strength of the text.
<b>State Earlier</b>	This should be introduced earlier in the paper.
<b>State Later</b>	This should be introduced later in the paper.
<b>Vary Sentence</b>	Using the same sentence structure over and over throughout a paper makes it a chore to read and can weaken the effectiveness of the text.
<b>Vary Vocabulary</b>	Frequent repetition of similar words weakens prose and discourages people from reading to the end of an essay. Use a wider variety of words to effectively convey intent and increase the readability of the text.
<b>Connection Unclear</b>	The connection between these ideas is unclear.
<b>More Detail</b>	Add additional detail to more fully explain or support this line of thought.
<b>Missing Topic Sentence</b>	This paragraph is missing a topic sentence
<b>Relate to Topic</b>	Each paragraph should address only one idea. The topic sentence and all other sentences within the paragraph should relate and address the same idea.
<b>Missing Organizing Sentence</b>	This paragraph is missing an introductory/organizing sentence or two.
<b>Sentence Order</b>	Sentences in a paragraph should be ordered systematically (e.g., compare and contrast, chronological, simple to complex, less important to more important, etc.).
<b>Communicate Order</b>	Inform the reader of sentence organization with the use of transitional words (e.g., first or more important).
<b>Ease Into Difficult Content</b>	Allow the reader to ease into new information and tough subject matter within the paper. Start the paragraph with familiar information and then slowly introduce the detail and unfamiliar information. Always assume the reader is not as familiar with the subject as the writer.
<b>Introductory Paragraph</b>	This section needs an introductory paragraph to help guide the reader. Introduce the key terms of this section to the reader.
<b>Support Main Points</b>	Every main point should have direct support from the literature.
<b>Revise</b>	This section should be revised further.

## APA STYLE

### Citations

<b>Citations Parenthetical</b>	A common parenthetical citation includes the author surname, followed by the year of publication (e.g., (Martin, 2000)). With a work that has two authors always cite both names every time (Chapter 6, 6.13, pp. 174-176).
<b>Citation Within Text</b>	When citing a single work by a single author with the author named within the text, the year of the work should immediately follow author name (e.g., Martin (2004)) in parentheses unless the name is used several times consecutively in a paragraph in which case only the first time the author is mentioned in paragraph is the year necessary (6.11). In text citations of an author group should be treated the same in citation as a single author (6.13) (Chapter 6, pp. 174-176).
<b>First Names Rare</b>	Only include the authors' surname in a citation unless further identification of the author is necessary for clarity (Chapter 6, pp. 174-176).
<b>Two Authors</b>	For a single work by two authors, cite both authors every time (Chapter 6, 6.12, p. 175).
<b>Three to Five Authors</b>	For three to five authors, cite all of the authors the first time the work is mentioned and the primary author followed by 'et al.' for all successive times the work is mentioned. (Chapter 6, 6.12, p. 175).
<b>Six or More</b>	For six or more authors, cite the primary author followed by 'et al.' for the first and all following mentions of the work (Chapter 6, 6.12, p. 175).
<b>And-Ampersand</b>	Use 'and' to separate author names when mentioned in the text (e.g. ...but Martin and Smith (2006)...), but use an ampersand when multiple authors are in parentheses in a citation (Chapter 6, 6.11-6.13, p. 174-176).
<b>Cite Inside Punctuation</b>	Be sure to include the citation within the sentence that is being cited, i.e., before the end of sentence punctuation (., ?, or !) (Chapter 6, pp. 174-176).
<b>Alphabetical by Surname</b>	Two or more separate citations in the same parentheses should be ordered alphabetically by the first author's surnames (i.e., same order as in the reference list) separated by semicolon(s) (Chapter 6, 6.16, pp. 177-178).
<b>Same Paragraph</b>	If you cite the same work a second time in the same paragraph the year does not need to be cited after the name every time it is mentioned in text. It should continue to appear in all parenthetical citations (Chapter 6, 6.11, p. 174).
<b>As Cited In</b>	Secondary sources should be identified with a citation that indicates 'as cited in' within the parenthetical citation (Chapter 6, 6.17, p. 178).
<b>Same Surname</b>	Authors with the same surname should also have their initials included in every in text citation (Chapter 6, 6.14, p. 176).
<b>Citation Needed</b>	Citation needed.
<b>Citation Mismatch</b>	This citation does not have a corresponding entry on the reference page. This may be due to oversight or you may have not included all of the authors in the citation or reference listing.

**Classical Works** Classical works should contain the abbreviation 'trans.' followed by year of translation or the word 'version' and the year of the version used. For religious texts, cite the specific passage followed by the translation (e.g., 1 Peter 1:1 (New American Standard)), (Chapter 6, 6.18, pp. 178-179).

**Unknown Author** For a work that has an unknown author or a reference that is legal material cite in text the title and the year (Chapter 6, 6.15, p. 176).

**Anonymous Author** If the author is listed as being anonymous, use 'Anonymous' as the author name when cited in text (Chapter 6, 6.15, p. 177).

## Quotations

<b>Required</b>	When quoting another work within the paper include author, year, and page citation or paragraph number.
<b>Page Number Missing</b>	Page number is missing.
<b>Author Quotes</b>	Author is missing.
<b>Page-Paragraph Unavailable</b>	In the instance that you are using an online source(s) that does not provide page or paragraph numbers then the heading in quotes followed by the paragraph number should be included after the author and year (e.g., '(Atwood, 2009, 'This is the Heading,' para. 3).')(Chapter 6, 6.05, p. 172).
<b>Fewer than 40</b>	A quote fewer than 40 words should be implemented into the text with double quotation marks (Chapter 6, p. 171).
<b>More than 40</b>	For a quote that contains more than 40 words display it as a block (left justified) quotation by starting the quote on its own line and indent the entire quote a half-inch from the left margin and cite the source (Surname, year, p. #) in parentheses following the quote punctuation (Chapter 6, pp. 170-172).
<b>Inside Punctuation</b>	For quotes less than 40 words the citation should appear after the quotation mark and before the punctuation (Chapter 6, p. 171).
<b>After Punctuation</b>	For block quotes cite the source (Surname, year, p. #) in parentheses following the quote punctuation (Chapter 6, pp. 170-172).
<b>Quote Changes</b>	All direct quotations must be quoted exactly as written in original source with the exception of changing the case of the first letter of the first word quoted to a capital letter (6.06 and 6.07). All other changes or omissions from the exact original source when quoting must be indicated (6.08). If there is a citation within the original material that you are quoting do not omit the citation from the quote (6.09) (Chapter 6, pp. 172-174).
<b>Quotation within a Quote</b>	Double quotation marks are used when something is quoted within a quote. The outer-most quotation is indicated by double quote marks and a quote within the quote is indicated by single quote marks (i.e. ' ') (Chapter 4, 4.08, p. 92).

## **Headings**

### **Two Subheadings**

Avoid the use of single subheadings in a section (Chapter 3, 3.02, p. 62).

### **Missing**

Headings help guide the reader. A heading would go well here.

### **New Page**

This heading should start a new page. Insert a page break here.

### **Clear Headings**

Use clear, concise, and compelling language for names of section headings.

### **Use Headings**

Use section headings and subheadings to guide the reader.

### **Relationships**

Use level of heading to communicate the relationship of passages to one another.

### **Level 1**

Level 1 headings are centered, in bold print, and in 'Title Case' (Chapter 3, 3.03, pp. 62-63; see Table 3.1 and Figure 2.1).

### **Level 2**

Level 2 headings are flush left, in bold print, and in 'Title Case' (Chapter 3, 3.03, pp. 62-63; see Table 3.1. and Figure 2.1).

### **Level 3**

Level 3 headings are indented, in bold print, and in 'Sentence case' (Chapter 3, 3.03, pp. 62-63; see Table 3.1 and Figure 2.1). The first sentence of the paragraph starts on the same line as the heading.

### **Level 4**

Level 4 headings are indented, in bold print, italics, and in 'Sentence case' (Chapter 3, 3.03, pp. 62-63; see Table 3.1). The first sentence of the paragraph starts on the same line as the heading.

### **Level 5**

Level 5 headings are indented, NOT BOLD, italics, and in 'Sentence case' (Chapter 3, 3.03, pp. 62-63; see Table 3.1). The first sentence of the paragraph starts on the same line as the heading.

### **No Numbers or Letters**

Headings should not be labeled with numbers or letters (Chapter 3, 3.03, pp. 62-63).



## **Format**

<b>Times New Roman</b>	The preferred font for APA papers is 12-pt Times New Roman (Chapter 8, 8.03, p. 228).
<b>Spacing</b>	Single spacing is required after commas, colons, semicolons, and periods when used for initials and in references. Two spaces should follow the end of all punctuation-ending sentences within the text (Chapter 4, 4.01, p. 87).
<b>Double Space</b>	All lines of the paper should be double-spaced. This includes the elimination of any extra spacing before or after the paragraph (Chapter 8, 8.03, p. 229).
<b>Paragraphs</b>	Paragraphs should be indented five to seven spaces (about 1/2 inch) except for abstracts, block quotations, titles and headings, table titles and notes, and figure captions (Chapter 8, 8.03, p. 229).
<b>Margins</b>	APA style papers have one-inch margins (Chapter 8, 8.03, p. 228).
<b>Left Justify</b>	Left align in this text.
<b>Improper Seriation</b>	Improper seriation. If a series of notes are to be inserted in a paper and are not ordinal then the series should be indicated by bullet points within the paper and not by numbers. A series can also be noted within a sentence through the use of a lowercase letter of the alphabet in parentheses, for example '(a)' (Chapter 3, 3.04, pp. 63-65).
<b>Proper Nouns-Trade Names</b>	Capitalization is required for major words in proper nouns and trade names (Chapter 4, 4.16 p. 102).
<b>Titles and Headings</b>	Capitalization is required in major words of titles and headings (Chapter 4, 4.15, p. 101).
<b>Variables, Factors, and Effects</b>	Capitalize the names of factors; also capitalize variables and effects when followed by multiplication signs (Chapter 4, 4.20, p. 104).
<b>Tests and Measures</b>	Capitalize titles of tests/measurement tools (Chapter 4, 4.18, p. 103).
<b>Titles in Text</b>	Italics are necessary in the use of titles of books and periodicals within the text (Chapter 4, 4.21, pp. 104-105).
<b>Specific Word</b>	Italics are necessary when referring to a specific word or slang within the text (Chapter 4, 4.21, p. 105).
<b>Periodicals</b>	Italics are necessary when referencing a periodical or a periodical volume number (Chapter 4, 4.21, p. 105).
<b>Book Titles</b>	Italics are necessary when referencing book titles (Chapter 4, 4.21, p. 104).

## **Numbers**

**10 or Above** When a number(s) is 10 or above in a paper, then the numeral(s) should be expressed as a numeral (e.g., 10) (Chapter 4, 4.31, pp. 111-112).

**Beginning a Sentence** The word format of a number (e.g., 'Ten' instead of '10') should be used with any numbers that begin a sentence or title/heading (Chapter 4, 4.32, p. 112).

**Mathematical Expression** When a number is cited in statistical/mathematical format as a percentage or a fraction, it should be expressed as a numeral (e.g., 16%) (Chapter 4, 4.31, pp. 111-112).

**Measurement Expression** When a number is stated directly before a unit of measurement it should be expressed as a numeral (e.g., 10mg) (Chapter 4, 4.31, pp. 111-112).

**Time, Date, and Age** When a number is expressed as a time, date, or age then it should be written as a numeral (e.g., 20 years) (Chapter 4, 4.31, pp. 111-112).

**Plural (No Apostrophe)** Whenever numbers are written in plural form they should not contain an apostrophe (e.g., 50s, sixties) (Chapter 4, 4.38, p. 114).

**Comma Use** Commas should be inserted for every three digits in a number unless commas do not commonly break up the number, such as in the instance of page numbers, temperature, serial numbers, etc. (Chapter 4, 4.37, p. 114).

**Roman Numerals** If it is the norm to use Roman Numerals within a specific frame (e.g., Super Bowl), then it is best to not change to Arabic Numerals. If, however, it is an instance of seriation used throughout the paper, then Arabic Numerals are more commonly used (Chapter 4, 4.36, p. 114).

**Decimals** Decimals should have a zero before the decimal point if the number is less than one (Chapter 4, 4.35, pp. 113-114).

**Common and Accepted Numbers** When expressing common fractions and commonly recognized numbers write out the number as a word (e.g., one sixth, or Ten Commandments) (Chapter 4, 4.32, p. 112).

**Ordinal and Cardinal** Ordinal numbers should be treated the same as cardinal numbers (e.g., ordinal - sixth grade, cardinal- six grades) (Chapter 4, 4.34, p. 113).

## **Tables-Figures**

**Purpose** Data displays are important to organize the material and relay the information to the reader, are mathematically efficient, and can lighten up an overwhelming amount of text heavy information in a manuscript by providing visual stimulation.

**Efficiency** To efficiently prepare a data display, make sure the design is organized, fulfills a primary purpose, and is flexible for use with different kinds of data.

**Overuse** Don't overuse graphs and tables within your paper because it will disrupt the flow and layout of the paper.

**Numbering** Arabic numerals should be used to number tables and figures in the order that they appear. Any reproduced data tables, figures, or displays must first have written permission from the copyright holder and then must cite proper credit within the table caption.

**Tables-Figures Permission** Any reproduced data tables, figures, or displays must first have written permission from the copyright holder and then must cite proper credit within the table caption.

**Figure Use** A figure within the text of a paper should provide necessary information and add to, without repeating, what is already stated in the text.

**Figure Design** A figure should contain both a legend (discussion of icons within the figure) and a caption (discussion of figure outside of and below the figure).

**Figures Stand Alone** Although discussed and referenced in the text, a figure should be able to stand alone without having read the text. Figures that are related and express similar priority in the text should be consistent in the amount of space that is used for each of them.

**Figure Consistency** Figures that are related and express similar priority in the text should be consistent in the amount of space that is used for each of them.

**Tables-Text** Important highlights of tables should be mentioned in text and the reader should be directed to specific and important information. However, the table itself should not be a repeat of what the text has already explained. If two tables repeat the same data it is best to combine these tables into one. All tables should have the same format throughout the paper.

**Combine** If two tables repeat the same data it is best to combine these tables into one.

**Format** All tables should have the same format throughout the paper.

**Table Design** The table should contain a limited amount of information and focus on only what is necessary and relevant to the primary purpose. A table should have a clear and intelligent design that is organized rationally.

**Table Titles** Table titles should be direct and concise with a balance between wordiness and vagueness.

**Table Headings** Headings within the table provide clarity and establish how the format is structured.

**Decimals** Be consistent with decimal values within the table.

<b>Too Complicated/Confusing</b>	The way you are presenting this concept or data is too complicated or confusing for your readers. Consider separating your data/points into multiple tables or graphs and presenting in combination with text to increase clarity and readability.
<b>Present as Text</b>	By presenting this section as text, you may significantly increase its clarity or readability for your audience.
<b>Present as Graph</b>	By presenting this section as a graph, you may significantly increase its clarity or readability for your audience.
<b>Present as Table</b>	By presenting this section as a table, you may significantly increase its clarity or readability for your audience.

## **Abbreviations**

<b>General Use</b>	When using an unfamiliar abbreviation for the first time, write out the full word and follow it with the abbreviation in parentheses. Then use only the abbreviation in all successive contexts (Chapter 4, 4.23, p. 107).
<b>Common Abbreviations</b>	Abbreviations must fully be explained with the exception of those that are found as words in the dictionary (Chapter 4, 4.24, pp. 107-108).
<b>Beginning a Sentence</b>	When beginning a sentence, always use the written form (as opposed to an abbreviated form) of a word. When writing out the written word of the abbreviation at the beginning of a sentence the first letter should be capitalized in every part of the replacing word (e.g., S-Adenosyl); (Chapter 4, 4.30, p. 111).
<b>Latin Abbreviations</b>	Latin abbreviations are acceptable for use within parenthetical notation in a paper, but in text, Latin abbreviations should not be used and should be effectively written out so as not to take away from the professional manner of the writing (Chapter 4, 4.26, p. 108).
<b>Plural</b>	When using the plural form of an abbreviation, do not use an apostrophe; only add an S (not in italics) to the end of the abbreviation (Chapter 4, 4.29, p. 110).
<b>Over-Under Use</b>	Avoid overuse or underuse of abbreviations (Chapter 4, 4.22, pp. 106-107).
<b>Scientific Unit of Measurement</b>	If a scientific unit of measurement is used following a numerical value, then abbreviations and symbols can be used; otherwise the units of measurements should be written out (Chapter 4, 4.27, pp. 108-109).
<b>Common Journal Abbreviations</b>	The best rule of thumb is to assume that the reader is not familiar with the abbreviation and to write the word out the first time it appears, regardless of what scientific journal recognizes it (Chapter 4, 4.25, p. 108).

## REFERENCES

### *Page Format*

<b>New Page</b>	The reference page should start on a separate page (Chapter 2, 2.11, p. 37).
<b>Heading Format</b>	The reference page heading should be in non-bold regular font. It is not considered in the levels of headings for the paper.
<b>Heading</b>	The reference page heading should be either 'References' or 'Reference' (when there is only one) (Chapter 2, 2.11, p. 37).
<b>Hanging Indent</b>	The reference page should be in hanging indent format (Chapter 2, 2.11, p. 37).
<b>Double Space</b>	The reference page should be double-spaced (Chapter 6, p. 180).
<b>Reference Mismatch</b>	This reference does not have a corresponding citation in your paper. This may be due to oversight or you may have not included all of the authors in the citation or reference listing.
<b>References Amount</b>	The references should be sufficient to back up the research but do not need to be tedious and unnecessarily lengthy (Chapter 2, 2.11, p. 37).

### **Common Examples**

<b>Periodical</b>	An example of a typical reference of a periodical is as follows: Andrew, B. C. (2009). A study of child learning styles. <i>Children Science Quarterly</i> , 2(3), 120-142. The author surname and initials appear first followed by the year of publication in parentheses; the article title appears second; the journal name appears third in italics followed by volume number also in italics; the issue number follows in parentheses; and page numbers at the end (Chapter 6, 6.27-6.30, pp. 184-186).
<b>Books</b>	All books should be referenced with author name and year first and title of the work in italics following surname and year (e.g., Smith, S. S. (2000). <i>Child learning styles</i> ). Location and publisher, 'Retrieved from' and a URL, or doi should follow the book title if applicable depending on availability. In the case of multiple editions replace the author name with the editor name and follow editor surname and initials with Ed. In parentheses (e.g., Samuel, S. S. (Ed.). (2003). <i>Child learning styles</i> .) (Chapter 7, 7.02, pp. 202-205).
<b>Reports</b>	In general, technical and research reports should be formatted as a book containing; author surname and year, title of the work, assigned number, location and publisher (e.g., Smith, S. S. (2000). <i>Child learning styles</i> (Contract No. 325). Washington, DC: PappasVolk Publishing Inc.) (Chapter 7, 7.03, pp. 205-206).
<b>Meetings and Symposia</b>	Meetings and Symposia should be referenced in book or periodical format. If the proceedings are from a book then format the reference as a book, if the proceedings are part of a regular publication then it should be referenced in periodical format (Chapter 7, 7.04, pp. 206-207).
<b>Unpublished Sources</b>	Unpublished sources should be referenced with author surname and year, title of work in italics, and note stating unpublished paper (e.g., Smith, S. S. (2000). <i>Child learning styles</i> . Unpublished paper.) or other applicable statements (Chapter 7, 7.09, pp. 211-

212).

**Great Reference Page**

Great reference page!

**Alphabetical**

The order of the reference page should be alphabetical by last name, letter by letter.

**Same Author**

If there are multiple works by the same author(s), then order by year from earliest to latest (Chapter 6, 6.23, p. 182).

**Same Author with Coauthors**

Entries with one author should come before entries with that same author and multiple other authors (Chapter 6, 6.23, p. 182).

**Same Author(s)- Same Year**

Works published in the same year by the same authors are arranged alphabetically by the first significant word in the title. If the works are a part of a series they are arranged in the order of the series (Chapter 6, 6.23, p. 182).

**No Author**

Works with no author should be alphabetized by the first significant word in the title (Chapter 6, 6.23, p. 183).

**Organization Author**

Work with an organization listed as the author should be placed in alphabetical order by the first significant word in the organization name (Chapter 6, 6.23, p. 183).

**Source Inappropriate**

This source is not appropriate for this paper.

**Punctuation**

Appropriate punctuation is missing in this reference; see examples in Chapter 7 for specific clarification on reference form.

**Issue Number**

Issue number is only required for journals that are paginated by issue (i.e., each issue begins at 1) (Chapter 7, 7.01, p. 199).

**Use Brackets**

For special issues, special sections, abstracts, monographs, and editorials follow the title with brackets indicating the type of source (i.e., [Special Issue], [Special section], [Abstract], [Monograph], or [Editorial]) (Chapter 7, 7.01, pp. 201-202).

## **Authors**

**Author Name** The surname of the author should appear first followed by the first and middle initial (Chapter 6, 6.27, p. 184).

**Multiple Authors** List all authors in the reference up until and including seven authors (Chapter 6, 6.27, p. 184).

**More Than Seven Authors** For more than seven authors, list the first six names followed by three ellipses ( . . . ) and the last author's name (Chapter 6, 6.27, p. 184; Chapter 7, Example 2).

**Author Order** Do not alphabetize authors within the same references. Authors are ordered based on their contribution to the piece.

**Ampersand Not And** Do not use 'and' between authors. Use an ampersand before the last author named (Chapter 6, p. 182; Chapter 7 gives specific samples).

**Space Between Author Initials** There should be a space between the period after the author's first name initial and the author's middle initial.

**Organization Author** When an organization is the author, be sure to include the full name of the organization followed by a period prior to the publication date (Chapter 6, 6.27, p. 184).

**No Author** Works with no author the title takes the author position (Chapter 6, 6.23, p. 183).

**Author Editors** When referencing an edited book (not a chapter in an edited book) the editors of the book should take the place of the author name (Kennedy, A. B. (Ed.) (Chapter 6, 6.27, p. 184).



## ***Date***

**Date** The publication date should follow the author(s) in the reference in parentheses (e.g., Kennedy, A. (2010) (Chapter 6, 6.28, p. 185); (Chapter 7 gives specific examples).

**Date Magazines and Newspapers** For magazines and newspapers, the exact date (year, month and day (if available)) should be included in the date parentheses (e.g., Kennedy, A. (2010, January 12)) (Chapter 6, 6.28, p. 185); (Chapter 7 gives specific examples).

**Meetings and Symposia** The date for meetings and symposia should include the year and month of the meeting (Chapter 7, 7.04, p. 206).

**Date In Press** For a work that has been accepted for publication but has yet to be published use the words 'in press' in place of the date (e.g., Kennedy, A. (in press)) (Chapter 6, 6.28, p. 185).

**No Date** Place n. d. in the date parentheses when no date is available (Chapter 6, 6.28, p. 185).

**Date Period** There should be a period after the date parentheses (Chapter 6, 6.28, p. 185).

**Editor Name** When referencing an edited book the editors should be included immediately following the chapter title (e.g., In A. B. Kennedy (Ed.), Title of Work Goes Here) (Chapter 7, 7.02, p. 202).

## **DOI-URL**

<b>Online Sources</b>	Online sources should always contain 'Retrieved from' and a URL at the end of the reference if no doi is available (Chapter 7, 7.11, pp. 214-215).
<b>DOI</b>	All sources should include the doi if available (Chapter 6, 6.31, p. 189).
<b>DOI Format</b>	The DOI label should be in all lower case (e.g., doi) (Chapter 6, 6.31, p. 189).
<b>Print Books</b>	For electronic version of print books the version should be indicated in brackets immediately following the title inside the period of the title element (Chapter 7, 7.02, p. 203).
<b>URL</b>	The URL for electronic books should link directly to the book (Chapter 7, 7.02, p. 203).
<b>No DOI for Article</b>	When no DOI is available for electronically obtained journal, magazine, or newspaper articles the URL for the journal, magazine, or newspaper should be used in lieu of the doi preceded by the words 'Retrieved from: ' (Chapter 6, 6.31, p. 189; Chapter 7, 7.01, pp. 199-201).
<b>No DOI for Book</b>	When no DOI is available for electronically obtained books or book chapters the URL for the publisher should be used in lieu of the doi preceded by the words 'Retrieved from: ' (Chapter 6, 6.31, p. 189).
<b>No Database</b>	The name of the database (e.g., EBSCO) is not typically included in the retrieved statement for electronic resources (Chapter 6, 6.31, p. 192).
<b>No Date in Retrieved From</b>	Do not provide a retrieval date in the retrieved from element.

## ***Italics***

<b>Journal Title</b>	The periodical title should be in italics (Chapter 6, 6.30, p. 186; Chapter 7 gives specific examples).
<b>Paper and Poster Titles</b>	Paper and poster titles presented at meetings that are not a part of a symposium should be in italics (Chapter 7, 7.04, p. 206).
<b>Symposium Titles</b>	Symposium titles should be in italics (Chapter 7, 7.04, p. 206).
<b>Book Title</b>	Book and report titles should be in italics (Chapter 6, 6.30, p. 186; Chapter 7 gives specific examples).
<b>Volume Number</b>	The volume number should be in italics (Chapter 6, 6.30, p. 186; Chapter 7 gives specific examples).
<b>No Italics Symposium Contributions</b>	Only the first word of the symposium contribution title and subtitle is capitalized. Subtitles are indicated by the presence of a colon (Chapter 7, 7.04, p. 207).
<b>No Italics</b>	Article titles and chapter titles should not be in italics.
<b>No Italics Issue Number</b>	The issue number should not be in italics (Chapter 6, 6.30, p. 186; Chapter 7 gives specific examples).
<b>No Italics Page Number(s)</b>	The page number(s) should not be in italics (Chapter 6, 6.30, p. 186; Chapter 7 gives specific examples).

## ***Capitalize***

<b>Article Title</b>	Only the first word of the article title and subtitle is capitalized. Subtitles are indicated by the presence of a colon (Chapter 6, 6.29, p. 185).
<b>Chapter Title</b>	Only the first word of the chapter title and subtitle is capitalized. Subtitles are indicated by the presence of a colon (Chapter 6, 6.29, p. 185).
<b>Periodical Title</b>	The first letter of each significant word in the periodical should be capitalized (e.g., The Journal of James River Fauna) (Chapter 6, 6.29, p. 185).
<b>Books and Reports</b>	In a non-periodical title only the first letter of the first word is capitalized (Chapter 6, 6.29, p. 185); (Chapter 7 gives specific samples).
<b>Proper Names</b>	Proper names are always capitalized irrespective of their placement.

## ENDNOTES

**Grammatical Disruption** Improper use of punctuation, grammar, and spelling throughout this paper made it difficult to understand how the sentences are related and disrupted the clarity of the paper. Keep in mind that transitional words also help contribute to the flow of a paper so that it is considered smooth rather than choppy. For future papers use resources such as spell check, peer reviews, and rewrite several drafts of your paper to address these simple but pertinent mistakes in your writing (Chapter 3, 3.05, p. 65).

**Improper APA** Improper use of APA format throughout this paper made it difficult to read and disrupted the clarity of the paper. To improve your writing for future papers write several drafts of your paper, use resources such as peer reviews, and become more familiar with the Sixth Edition APA Manual (Chapter 6 (Crediting Sources) is helpful with citations/quotations and Chapter 7 (Reference Examples) is very helpful as well).

**Paper Long and Wordy** Your paper is too wordy, repetitive, and/or unnecessarily long. A research paper should be able to effectively relay information and ideas without excessive elaboration. A good paper is concise and does not bore the reader by repeating specifics in all sections of the paper or by tackling too many topics at one time or in one paper (Chapter 3, 3.01, p. 61).

**Too Much Detail** A research paper should be able to effectively relay information and ideas without excessive elaboration. A good paper is concise and does not lose the reader by repeating specifics in all sections of the paper or by tackling too many topics at one time or in one paper. Remember in future papers that a concise, efficient explanation is always a good default for paper writing (Chapter 3, 3.01, p. 61; Chapter 3, 3.08, pp. 67-68).

**Too Little Information** A research paper should be able to effectively relay information and ideas by communicating how each part of the paper is connected to the central topic of the paper. A paper should not make huge leaps in conclusions or thought. As a general rule, do not merely imply the research is connected assume that the reader is not as knowledgeable about the topic being presented and take great lengths to efficiently explain the connections (Chapter 3, 3.01, 3.05, pp. 61, 65).

**Substantial Plagiarism** Your manuscript contains a substantial amount of plagiarism. Sources are not credited and/or word-for-word quotations are not cited (Chapter 1, 1.10, pp. 15-16).

**Lacking Evidence** There is a lack of evidence and research to support your conclusions throughout the paper. Make sure to take advantage of resources such as interlibrary loan and the University Research Portal when writing your paper so that there is substantial support for your conclusions.

**Subjectivity and Science** Your paper contains subjective language and speaks in first person. This takes away from the professional thought and scientific ideas within the paper. Use objective language when describing and conducting research so as not to take away from the quality of your work.

**Good Organization and Transitions** This paper is very well written. The paper shows good organization and great clarity throughout the manuscript. Your use of transitional words, clear grammar and word choice helped contribute to the flow of the paper and made it easy to understand how the sentences are related (Chapter 3, 3.05, p. 65).

**Good APA** You did a great job using proper APA format throughout this paper which made it easier to read and understand the manuscript.

**Interesting Topic** Great paper topic: it was enjoyable to read because it was both intellectually stimulating and interesting.

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