

GUIDE TO USING APA:
RULES AND REGULATIONS
FOR THE MAIR PROGRAM

Based on
The Publication Manual of the
American Psychological Association
6th Edition

Prepared by Kent Warren, Ph.D.
© October 1, 2014

Whether you want to think of them as standards, rules, or regulations, the academic world has developed guidelines for preparing papers for publication and for writing in higher education. Guidelines are employed by educators to assist students at the graduate level and often at the undergraduate level as well. As with most programs in the social sciences, the MAIR program uses the standards of the American Psychological Association (APA) to make sure that all papers for our classes use a similar style of writing and that we prepare you for the academic writing you may do in the future. These rules are designed so that each piece of academic writing is examined for its content without being confused by an inconsistent and idiosyncratic style of presentation.

Your faculty know how important these guidelines are in the academic world and how challenging it may be to keep up with changes, since all of them have written and graded papers under different APA manuals over the years. There have been three APA editions since MAIR started. We hope that this guide will assure that we are all using the same set of guidelines.

Learning to Use APA

The first thing you'll learn, if you don't know it already, is that APA has guidelines for most everything! Will you remember all of the guidelines? Certainly not; nor are you expected to. Using the APA style means learning to use the guidelines in general and the Publication Manual of the American Psychological Association specifically. Some style guidelines will become second nature, while other elements will be uncovered only when you need to know them. You will look up certain rules many times and not keep the requirement stored in your brain, while other rules will be so logical you will start following them without much thought.

The important thing is to recognize that the guidelines will make your work easier to write and easier for others to read, understand, and assess. Using guidelines is a normal part of being a student, especially a graduate student. And learning to use APA style provides you with skills needed for you to achieve your goals. So, welcome to the guide for applying APA to writing papers in the MAIR program.

To help you learn the APA guidelines, we have combined two approaches:

- 1) The first approach directs you to specific parts of the APA manual for information on certain guidelines. The items that have been selected for mention here reflect typical areas relevant to writing your assignments. The list of items is in no way exhaustive, but it covers many of the core characteristics, both large and small, involving writing with the APA style.
- 2) The second approach provides an abbreviated and simplified version of some of the major guidelines relevant to your writing in the program.

Please remember that we are now using the sixth edition of the Publication Manual of the American Psychological Association. Each edition maintains some guidelines while changing others. It is always critical to look at current guidelines to make sure you are following current rules.

N.B.: Before moving ahead, please note that not everything in ICI, MAIR, the course packets or this guide will follow APA style precisely. There are a variety of reasons for this fact, but it is important not to assume that the styles we are using are always in complete APA style. If you have any questions about the differences, please contact us. And if you discover another element that needs to be included or an error in the material, please contact us.

Where to Look in the APA Publication Manual:

General Writing Elements

- **Verb tense:** I am, I was, I had been, I would have been—see pages 65-66 and 77-79/ Using verb tense to keep your writing smooth is critical. There are also different rules for different sections of your research paper, thesis, or capstone project.
- **What was third person is now first person.** You no longer refer to yourself as “the researcher,” you now say “I”—see pages 69-70. The academic world does change! Many of us learned never to use the first person when writing serious academic pieces; that’s no longer true.
- **Active Voice:** The active voice is preferred in academic writing, but hard to maintain. “The results challenged current values” (active). “The challenges to current values were presented in the results” (passive). For more on the use of verbs and the active voice see page 77.
- **Agreement:** He, she, we, and they: Getting nouns and pronouns to agree; please see—pages 79-80. This remains one of the most common problems in writing. Pay close attention!
- **That/Which:** that is not easy—page 83. This is a good example of APA having a preference while at the same time acknowledging that there are different ways of responding to the decision. We suggest that the APA preference is a good one to follow.
- **Parallel Construction:** Like Parking?—pages 84-86. Maintaining parallel construction throughout your writing is one of the easiest ways to assure clarity and smoothness of expression. What does it look like?

When designing training, it is important to listen to your client’s needs, understand the expectations of the leaders, and determine what can realistically be accomplished under those circumstances.

- **Latin Abbreviations:** Id est (i.e.) and exempli gratia (e.g.)—page 108. This is a common misunderstanding with quite different meanings. Notice the punctuation as well as the meaning.
- **Headings:** A critical part of the organization of your work—pages 62-63. The rules are clear and can be important in helping you to maintain a clear and organized paper. See similar guidelines in the University of the Pacific Thesis and Dissertation Guide.
- **Numbers:** When is one 1 and when is one one?—pages 111-113. This section will help you to learn when to use numbers and when to write the number out. You won’t need all of this section, but throughout there are good small details to remember.

Punctuation Elements

- **Spacing after punctuation**—pages 87-88. APA suggests that you use two spaces after punctuation at ends of sentences in drafts in order to help initial readers. The University of the Pacific, however, requires that you put two spaces after periods between sentences, but not in other places. We assume it is wise to put in two spaces after all punctuation between sentences. All other places for punctuation will have only one space.
- **General Punctuation: ? , ; : — “ () [] /**—pages 87-96. Punctuation can make all the difference! This entire section provides good information on the rules; keep it marked. There are other areas in the manual that cover related rules, e.g., page 176 on quotation marks.
- **Dashes and Hyphenation:** Dashes are considered punctuation, but hyphens are considered to be a part of spelling. So it is important to know that one of these (–) is not the same as one of these (—) pages 97-100. Hyphenation is always a part of a word or brings words together. A dash, however, is used to divide parts of a sentence.

Punctuation Examples

1. Commas:

- Always use a comma before and or or in a series.

For example: “I like red, white, and green beans.” “Send it by fax, mail, or email.”

- Some writers also tend to overuse commas, so be careful to use them only as needed.

2. Quotation marks:

- Use single quotation marks only inside double quotation marks.

For example: “The important aspect raised by Morgan, the ‘brain metaphor,’ will be helpful in any developing organization.”

3. Commas and periods with quotation marks:

- Place periods and commas inside quotation marks! There are no exceptions!

For example: First, she said, “I won’t go,” but with some gentle persuasion she finally agreed, saying, “Okay, you’ve talked me into it.”

- Other punctuation marks (semicolons, question marks, exclamation points, etc.), go either inside or outside quotation marks depending on whether the punctuation is a part of the

quotation or not. That is, the punctuation mark goes inside the quotation marks if it is a part of the quote, but outside if it is not.

For example: She said, “Do you want to go to the store?” (question mark inside quotation marks) versus Why would they claim “no one was there”? (question mark outside quotation marks).

4a. Ellipsis points in general:

- Use this tool only when you are dropping material in the middle of a quotation. Do not use them at the end or the beginning of a quote unless you are specifically indicating that some part is left out.

For example: “The researchers focusing on identity development revealed a consistent pattern . . . demonstrating the importance of early influences.”

4b. Ellipsis points with periods and commas:

- When the first part of the quotation before the ellipsis points ends in a period or comma, put the period or comma before the ellipsis points and then the remainder of the quote.

For example: “The complexity of the subject was intriguing. . . . The simplicity, however, often went unnoticed.” (period with ellipsis points) or “The exciting discovery engaged them, . . . but eventually they returned to the laboratory.” (comma with ellipsis points).

Note that:

- Under the first example above, the first word of the second sentence after the ellipsis points is capitalized because it is the start of a new sentence.

5. Ampersands (&):

- Use ampersands (&) in the reference list and when the citation is in parentheses.

For example: The work of Kluckhohn and Strodtbeck (1960) has influenced many subsequent researchers and writers (Hofstede, 1980; Trompenaars & Hampden-Turner, 1998) concerned with characteristics of cultures.

- Use and when you are referring to the authors in the body of your writing.

For example: see the above reference to Kluckhohn and Strodtbeck.

Quoting, Citing, and Referencing

Quoting and Paraphrasing:—pages 170-174.

In all your academic writing, these two issues will be among the most important. You will be using these principles over and over as you write your papers and your thesis, so you might want to internalize much of this section.

1. Quotations of 39 words or less:

- Include these quotations as part of the paragraph in which they are placed. Place quotation marks around the quote.

For example: Bridges (1980) provides this clear example of personal disintegration: “When the new mother shouted ‘I am falling apart!’ at the class, she was telling the truth” (p. 92).

- √ If there is a quotation inside this quote, put single quotes around it.

2. Quotations of 40 words or more (called a block quote):

- Indent ½ inch on the left only. Also maintain double spacing, which you will use in all of your papers, except when you write your thesis, capstone project and Research II paper, when you will be following Pacific guidelines, which require block quotes to be single spaced. Do not use quotation marks around this quote.

For example: Bridges (1980) provides this clear example of personal disintegration:

When the new mother shouted, “I am falling apart!” at the class, she was telling the truth—the “she” that she had hitherto identified with was disintegrating. Because of her view that disintegration meant malfunction, she assumed that what she needed was a way to repair her life. (p. 92)

- If there is a quotation embedded inside this quote, put double quotation marks around it, not single quotation marks.

3. Short quotes (less than 40 words)—how to cite them:

Looking back at the previous examples, you will see the two different ways of punctuating a citation at the end of a quote.

- Short quotes end in the following order: the last word, the double quotation marks, the citation, and finally a period at the end of the sentence.

For example—a short quote in a longer sentence:

Many writers and researchers have spoken of the importance of rituals in many aspects of our lives. According to Bridges (1980), “They provide a way of understanding the natural ending process and provide suggestive parallels to our own unritualized experience” (p. 92).

4. Long quotes (40 words or more)—how to cite them:

- Long quotes have a period at the end of the quotation, no quotation marks, and then the citation after the period.

For example—a long quote with an introduction:

Many writers and researchers have spoken of the importance of rituals in many aspects of our lives:

The old passage rituals are one answer, though they depend on social reality and a mythic imagination that is rare today. All the same, they provide a way of understanding the natural ending process and provide suggestive parallels to our own unritualized experience. (Bridges, 1980, p. 92)

5. Plagiarism and Paraphrasing

Plagiarism is the unacknowledged use of someone else’s words and ideas. Plagiarism can be accidental or done on purpose. Either way, it violates important Western academic values on originality and individual work. It is a serious breach of ethics and can result in unpleasant consequences for anyone who plagiarizes.

It is easy to acknowledge the ideas of others in your papers and your thesis. Your primary tool will be the APA conventions, which allow you to refer to the ideas and words of others in ways that acknowledge the original source. Please see the beginning of Chapter 6 for a discussion of plagiarism, quoting, and paraphrasing.

The School of Education at the University of Indiana has developed an excellent webpage on plagiarism and paraphrasing with a series of examples of both. I urge you to review this webpage and pay special attention to the examples of plagiarism and paraphrasing at the end. Please visit: <https://www.indiana.edu/~istd/>

Citations in Text and the Reference List—pages 169-215

In academic writing at the graduate level, the general rule is to have a list of everything you cited in your papers and nothing else; this is called references or reference list. So, if you are going to read a book, a chapter, an article, or a web page, etc., you will want to cite it in your paper and present it in the references. You will certainly not remember all of these guidelines, but you will want to understand how to find the category of reference you are listing. Remember that the goal

of the reference list is to make it possible for anyone else to find exactly where you found the information you are citing!

Citing References in the Text: Who said that?—pages 174-179.

Here we have the mechanics for citing the authors you are using in your papers. This section provides fundamental guidelines that you will use regularly. The principles are quite straightforward and once you have learned them, they should be very easy to follow.

Every time you refer to authors and their works, you must cite them in the text to give them credit and to support your comments. Then you automatically put them in your list of references at the back of the paper. Unless you have been asked for a general bibliography, you should not list any work in the reference list that is not mentioned in the paper.

1. Citations in the text:

Look back at the examples above for short and long quotes and notice the two ways Bridges is cited. In addition to quotations, ideas from the work of others must also be cited. You must:

- Cite the source of any quotations you are using.
- Cite the source of any research, article, book, conversation, etc. to which you are referring in your writing.

For example: The work of Bridges (1980), Bennett (1977), and Martin (1986) provides important clues to thinking about transitions interculturally as well as intraculturally.

2. References for citations:

As noted above, any quote or idea, other than your own, that you include in your writing must be presented in your reference list. In the following, there are examples and rules for citations and references for different types of sources that are most common in graduate school writing. You will need to read the APA manual for rules of other kinds of sources.

Presenting a book by one author:

Citation in text—

Researchers and writers such as Langer (1997) and Ting-Toomey (1999) have been critical in our awareness of the role of mindfulness in intercultural interactions.

OR

Researchers (Langer, 1997; Ting-Toomey, 1999) have been critical in our awareness of the role of mindfulness in intercultural interactions.

Reference list—

Langer, E. (1997). *The power of mindful learning*. Reading, MA: Addison-Wesley.

Ting-Toomey, S. (1999). *Communicating across cultures*. New York, NY: The Guilford Press.

Note that:

- the titles are in italics and only the first word is capitalized.
- only the first letter of the first name is used.
- there are periods placed after the date (in parenthesis), the name of the book, and the end of the citation.

Presenting a book by more than one author:

Citation in text—

To gain a solid understanding of how cultural diversity affects global business, one should read *Riding the Waves of Culture* by Trompenaars and Hampden-Turner (1998).

Note that:

- the title is in italics, but this time the major words are capitalized.
- by the word and is used between the authors' names.
- if the authors' names were in parentheses, the ampersand would be used, e.g., (Trompenaars & Hampden-Turner, 1998).

Reference list—

Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding cultural diversity in global business* (2nd ed.). New York, NY: McGraw-Hill.

Note that:

- the title is again in italics, but with this compound title, the first word and the first word after the colon are both capitalized.
- a comma is placed between authors' names even when there are only two authors.
- the ampersand is again used between the authors' names, which are both listed with the last name first.
- the edition is included at the end of the title, but is not italicized.
- a number is used to indicate edition and the abbreviation is not capitalized.

Presenting a book compiled by an editor or editors:

Citation in text—

The efforts of Martin, Nakayama, and Flores (1998) have provided interculturalists with a clear path to understanding the major theoretical constructs of the field.

Reference list—

Martin, J. N., Nakayama, T. K., & Flores, L. A. (Eds.). (1998). *Readings in cultural contexts*. Mountain View, CA: Mayfield.

Note that:

- the authors are identified as the editors by placing the abbreviation (Eds.) immediately after the authors' names.
- the abbreviation is capitalized.
- the briefest indicator of the publisher is to be used; however, always use Books or Press if a part of the publisher's title.

Presenting a chapter in a book by an editor or editors:

Citation in text—

According to Pusch (2009), being a successful leader in a global environment requires the leader to be an effective intercultural communicator (p. 72).

Note that:

- the author of the chapter is the cited author in the text.

Reference list—

Pusch, M. D. (2009). The interculturally competent global leader. In D. K. Deardorff (Ed.). *The SAGE handbook of intercultural competence* (pp. 66-84). Thousand Oaks, CA: SAGE.

Note that:

- the author of the chapter is the cited author in the reference list.
- the editor and the book are listed after the author and title of the chapter are identified.
- the editor's name is presented with the initials coming before the last name
- the page numbers of the chapter are also included after the title of the book..

SPECIAL NOTE

The DOI System: Publishers created the Digital Object Identifier System to provide a consistent way to identify and manage articles and other materials on digital networks. You will find the DOI system used in a variety of places where the material in question (primarily articles) can be found within a digital network. Please read pages 188 to 192 for a discussion of the DOI system. You will then find it used in the reference list examples where the article is on a digital network. The DOI is not included in this guide.

Presenting a periodical by one author:

Citation in text—

Working with Southeast Asians in the US requires a keen understanding of identity issues; a critical perspective can be gained from Longmire's (1992) article "Communicating Social Identity in a Job Interview in a Cambodian American Community."

Note that:

- the title of the article has quotation marks around it and the major words are also capitalized.

Reference list—

Longmire, B. J. (1992). Communicating social identity in a job interview in a Cambodian American community. *Journal of Asian Pacific Communication*, 3(1), 49-58.

Note that:

- the citation includes the title of the article, the name of the journal, and the volume, number, and page numbers.
- the title of the article does not have quotes around it and only the first letter is capitalized.
- the title of the journal and the volume are italicized, but the number and the page numbers are not italicized.
- the title of the journal has all capitals except prepositions and articles.

Presenting secondary sources:

Citation in text—

In a study of innovation in hospitals, Meyer and Goes (as cited in Rogers, 1995) examined “the degree of progress of an innovation” (p. 387).

Reference list—

Rogers, E. (1995). *Diffusion of innovations*. New York, NY: The Free Press.

Note that:

- the reference is for the source of the information, not the original study cited. Likewise, the page number refers to the Rogers book.

Presenting personal communication

Citation in text—

Empathy for those in transition, according to La Brack (personal communication, July 15, 2002), is often nonexistent for the sojourner returning home. OR

Empathy for those in transition is often nonexistent for the sojourner returning home (La Brack, personal communication, July 15, 2002).

Reference list—

- Since it is impossible to retrieve this information, personal communications are not listed in the references.

Headings (pp. 39, 62-63, 101-102, 112, & 133-137)

There are a variety of rules about headings in different parts of the APA Manual. The page numbers above will guide you in the use of headings in a variety of places. The following piece is taken from the University of the Pacific Guide. It will guide you in the basic use of headings for all papers in the program. It also notes in what way it is different from APA

2 inches from top®

Main Headings

Main headings, or chapter headings, must appear at the top of a new page, centered, and in Uppercase and Lowercase letters, and bold-faced. Please include the main heading for the Introduction. NOTE: This style for main headings style is required for all theses and dissertations from Pacific, and is slightly different from the APA 6th edition style, which does not include the heading for the introduction. The use of symbols such as numerals and letters to designate the various headings is optional, but once used must be used consistently throughout the thesis.

The following illustrate the remaining levels of headings in accordance with the APA style, the preferred heading style for all disciplines at Pacific. The number of levels used in the thesis depends upon the structure of the study, the complexity of the manuscript, and on personal preference. Headings should be used consistently throughout, and levels should be distinct from one another. This level is required in the Table of Contents (TOC).

Level Two Heading

These headings are left justified and have important words capitalized and are bold-faced. They do not appear at the top of a new page unless that is where they would otherwise appear in the text. The text begins on the next line and indented as other paragraphs. If section numbering is used, it must appear on all headings in the text. This level is required in the TOC.

Level three heading. These headings are indented, have the first word capitalized and are followed with a period. The next paragraph begins on the same line as the heading with two spaces after the period. Optional to include in the TOC. If a level 3 heading is listed within the TOC, all level 3 headings must be listed in the TOC.

Level four heading. These headings are indented, italicized, bold-faced, and with the first word capitalized. Text begins on same line with two spaces after the period. Optional to include in the TOC. If a level 4 heading is listed within the TOC, all level 4 headings must be listed in the TOC.

Level five heading. If used, these headings are indented, and are italicized with no capitalization of important words beyond the first, and a period at the end. Text begins on the same line, with two spaces after the period of the heading. It is optional to include it in the TOC. If a level 5 heading is listed within the TOC, all level 5 headings must be listed in the TOC.

Taken from the Thesis and Dissertation Guide at the University of the Pacific

Conclusion

Now that we have identified some of the areas to look at for specific concerns, you will also want to read other parts of the Publication Manual of the American Psychological Association for more specific issues. Chapter 2, for example, provides a solid foundation in understanding the content and organization of most research papers.

We hope that you will come to use the Publication Manual with ease, though it is unlikely that it will ever become one of your favorite books to read. It is simply a tool to help you communicate with others in a clear and understandable style. What you say and how you say it are still the most important factors; and following APA style allows all of us to focus on just that!

Good luck on your writing and do let us know if we can help you in other ways to use the APA manual in a productive, effective, and efficient way.