

REQUIREMENTS FOR WRITTEN ASSIGNMENTS

DEPARTMENT OF MOVEMENT STUDIES AND WELLNESS EDUCATION

Faculty members in the Department of Movement Studies and Wellness Education have adopted specific writing guidelines for courses fulfilling major or minor requirements. The rationale for such requirements is based on each student's need to accept responsibility for their own academic work; to take pride in the accomplishment of high quality assignments; and to learn appropriate and effective writing skills. The faculty are united in its commitment to expect papers (1) that are free of typographical, grammatical and spelling errors, (2) that are free of plagiarism (intentional or unintentional), and (3) in which logical organization and attention to quality and detail are present.

No paper should contain any form of plagiarism. If students obtain an idea from a source other than their own imagination, credit must be given to the source. Direct quotes and paraphrased information should be appropriately referenced, using APA format (5th ed.). In cases of skill analyses, drills, symptoms, etc., which are nearly always taken from other sources, entire lists or paragraphs may be referenced. Your instructor may have specific requirements concerning documentation, reference list, and bibliographical citations. Please review the PLU Student Handbook (www.plu.edu/print/handbook/code-of-conduct/academic-integrity.html) for further information.

All papers should be typewritten. Your instructor may make exceptions for certain papers or projects. Errors should be completely corrected. Students are encouraged to utilize campus resources available through Academic Assistance (www.plu.edu/%7Eaast/appointment.html, x7518) and the Writing Center (www.plu.edu/~writing/appointment.html, x8709). You should also have someone else read and proofread any paper submitted for a grade. Your final submission should always represent your *best* work.

The following section was taken from Fowler, H. R. (1998). *The Little, Brown Handbook* (7th ed.). New York: Longman.

GENDER INCLUSIVE LANGUAGE

Sexist language is defined as words or actions that assign roles or characteristics to people on the basis of biological sex. It includes any usage that unfairly delimits the aspirations or attributes of either sex. Help the reader focus on the content of your paper by avoiding the general language patterns in a way that opens, rather than closes, possibilities to women and men.

I. LANGUAGE USAGE

A. Omission of Women

1. Use of generic “man”

<u>Examples:</u>	<u>Alternatives:</u>
Mankind	humanity, human being
Man made	synthetic, manufactured

2. Use of “man” in occupational terms

<u>Examples:</u>	<u>Alternatives:</u>
Chairman	Chair, presiding officer
Salesman	Salesperson, clerk

3. Use of generic “He” and “His”

a. Recast into the plural

<u>Example:</u>	Ask the student to hand in his work when he is finished.
<u>Alternative:</u>	Ask the students to hand in their work when they are finished.

b. Reword to eliminate possessive.

<u>Example:</u>	The average student is worried about his grades
<u>Alternative:</u>	The average student is worried about grades.

c. Substitute masculine pronoun with “one”, “you”, or sparingly “he” or “she”.

<u>Example:</u>	He sees luck as the key to his success.
<u>Alternative:</u>	We see luck as the key to our success.

d. Recast in the passive voice

<u>Example:</u>	The student should put it in.
<u>Alternative:</u>	It should be put in.

e. Recast using plural pronouns for masculine singular.

<u>Example:</u>	All coaches and their wives are invited.
<u>Alternative:</u>	All coaches guests/partners/significant others are invited.

f. Casting gender as polar opposites.

<u>Example:</u>	Pick a partner of the opposite sex.
<u>Alternative:</u>	Pick a partner of a different sex.

II. SEX ROLE STEREOTYPES

A. Identify men and women in the same way unless the gender inclusion helps provide information.

<u>Examples:</u>	<u>Alternatives:</u>
Lady lawyer	lawyer
Woman driver	driver

B. Do not represent women as occupying only certain jobs or playing certain sports.

<u>Example:</u>	Have your mother send a snack for the party.
<u>Alternative:</u>	Have a parent send a snack for the party.

C. Treat men and women in a parallel manner.

<u>Example:</u>	The class interviewed Coach Smith and Mrs. Summit.
<u>Alternative:</u>	he class interviewed Paul Smith and Kate Summit

D. Seek alternatives to language that trivializes women.

<u>Examples:</u>	<u>Alternatives:</u>
Ladies	Women
Man-sized job	Large/difficult job

III. REPRESENTATION OF MEN AND WOMEN

A. **Book lists** – should be chosen to emphasize the equality of women and men and to show them in non-traditional as well as traditional roles.

B. **Graphic displays** – should be chosen showing males and females actively participating in a variety of situations.

C. **Teaching units** – activities suggested should not be segregated by sex.

D. **Use parallel terms** – girls/boys, men/women, males/female

The following sections are adapted from the “Removing Bias in Language” section of American Psychological Association. (2007). *Style tips*. Retrieved October 8, 2007 from <http://www.apastyle.org/styletips.html>

Other Bias Free Writing Guidelines

Ability Bias

Emphasize people, not labels, Say people with mental retardation or people who are deaf. Put people first, not their disability. Say “woman with arthritis, children who are deaf, people with disabilities.” This language puts the focus on the individual, not the particular functional limitation. People with a disability should be described in words and expression that portray dignity. Refer to a person’s disability only when it is relevant. Avoid images designed to evoke pity or guilt. Crippled, deformed, suffers from, victim of, the retarded, infirm, etc. *are never* acceptable under any circumstances. Do not use generic labels for disability groups, such as “the retarded”, “the deaf”.

Emphasize abilities, not limitations. Consider: uses a wheelchair/braces, walks with crutches, rather than confined to a wheelchair, or is crippled. Similarly, do not use emotional descriptors such as unfortunate, pitiful, etc.

Disability groups also strongly object to using euphemisms to describe disabilities. Blind advocates dislike partially sighted, because it implies avoiding acceptance of blindness. Terms such as handicapped, mentally different, physically inconvenienced, and physically challenged are considered condescending. They reinforce the idea that disabilities cannot be dealt with honestly and directly.

Show people with disabilities as active participants of society. Portraying persons with disabilities interacting with non-disabled people in social, work and play environments helps break down barriers and open lines of communication.

Disability-Appropriate (Person First) Language

Words to avoid	Words to Say
Brain damaged	Person with brain injury
Deaf person	Person who is deaf or person with a hearing impairment
Crippled Wheelchair-bound Wheelchair-confined	Uses a wheelchair
Disabled Handicapped Physically challenged Defective Deformed	Person with <i>a disability</i> (<i>or name the disability</i>)
Able-bodied	Person without disability
Suffers from. . .	Person who has. . .
Mentally retarded	Person with an intellectual disability
Stroke victim	Stroke survivor
Suffers from. . . . Stricken with . . .	Person with . . .
Epileptic/diabetic	Person with epilepsy/diabetes

Class Bias

Writers and speakers should choose words that do not put down or imply superiority over another person or group. In general, to avoid class bias, use language that is descriptive instead of technical, familiar instead of obscure. Be sensitive to intended audiences and strive for clarity.

Classism is shown in the way some people are set “above” others because of education, occupation, economic resources or family background. Others sometimes are viewed as “below” another group and may be overlooked or discounted.

Age Bias

Stereotypes of age groups divide people and deny them individuality. To stereotype teenagers as “teenyboppers” or as “punk rockers”, is both inaccurate and demeaning. Likewise, terms such as “yuppie” (young urban professional) and “dink” (double income, no kids) frequently are unjust. It is not accurate to classify people over 60 as being conservative, stodgy and over the hill.

Ethnic/Racial Bias

All people share a common humanity. Cultural and racial differences are to be affirmed, while slurs and stereotypes are to be avoided. Reference to race or nationality should be made only when it is important to the specific material and is not gratuitous or pejorative.

Avoid putting people only in stereotypical settings. Not all Africans live in little villages; and not all Americans are affluent and well educated.

Acknowledge the cultural diversity among people from the same racial or ethnic background.

Use positive examples of men and women from all racial, ethnic, and national backgrounds.

Avoid presenting anyone as “typical” of his or her ethnic group.

Be conscious of sources used in research, writing, or speaking. Many publications considered authoritative in such fields as history, religion or social studies were written from a white, European, or U.S. male perspective and have not taken into consideration the interests and contributions that other racial and ethnic groups and different genders have made throughout history.

Styles and preferences for nouns referring to ethnic groups change over time. In some cases, even members of a group disagree about the preferred name at a specific time. Try to ascertain the most acceptable current terms and use them. Consideration for your audience should prevail.

Avoid racist stereotyping in the English language by:

1. Avoiding the “black-hat, white-hat” dichotomy
 - a. “white lies” (not meant to cause harm)
 - b. “black-hearted” (malevolent)
 - c. “blackmail” (unless used in the appropriate legal sense and even then avoided when possible)
 - d. “That’s white of you” (honest or decent)
2. Avoiding obvious bigotry
3. Scrupulously avoiding slang terms for any group
4. Avoiding color symbolism of any kind
5. Avoiding “minority” to mean non-white unless clearly necessary, and then specifically defined.
6. Ensuring that descriptive and qualifying adjectives are used only for appropriate purposes.
7. Recognizing the Eurocentrism of our language
 - a. “Discovering America,” a continent already populated and civilized
 - b. “Massacre” used when the Native Americans were successful and
 - c. “Defeat” or “Defend” used when the encroaching Europeans were successful.

Heterosexual Bias

Problems occur in language concerning lesbians, gay men, and bisexual persons when language is too vague or concepts are poorly defined. There are two major problems of designation. First, language may be ambiguous in reference, so that the reader is not clear about its meaning or its inclusion and exclusion criteria. Second, "homosexuality" has been associated in the past with deviance, mental illness, and criminal behavior, and these negative stereotypes may be perpetuated by bias.

Sexual orientation is a preferred term for psychological writing over "sexual preference" and refers to sexual/affectional relationships of lesbian, gay, bisexual, and heterosexual people. The terms "lesbian sexual orientation," "heterosexual sexual orientation," "gay male sexual orientation," and "bisexual sexual orientation" are preferable over "lesbianism," "heterosexuality," "homosexuality", and "bisexuality", respectively. The former terms focus on people, and some of the latter terms have in the past been associated with pathology.

Lesbian and gay male are preferred to the word "homosexual" when used as an adjective referring to specific persons or groups, and **lesbians and gay men** are preferred terms over "homosexuals" used as a noun when referring to specific persons or groups.

Same-gender behavior, male-male behavior, and female-female behavior are appropriate terms for specific instances of same-gender sexual behavior that people engage in regardless of their sexual orientation. Likewise, it is useful that women and men not be considered "opposites" (as in "opposite sex") to avoid polarization, and that heterosexual women and men not be viewed as opposite to lesbians and gay men.

Clarity and accuracy are preferred when using the terms **gender** or **sex**. The terms "sex" and "gender" are often used interchangeably but should not. First, the term "sex" is often confused with sexual behavior, and this is particularly troublesome when differentiating between sexual orientation and gender. Second, a person's gender identity may or may not conform to the individual's biological sex.

The following sections are taken from the Online Writing Lab (OWL) at Purdue University.
Neyyart, D., Karper, E., Seas, K., Wagner, J., & Driscoll, D. L. (2007). *APA Formatting and Style Guide*. Retrieved October 8, 2007 from <http://owl.english.purdue.edu/owl/resource/560/01/>

Using APA Format

There are two general places in which your references will appear:

1. Reference List (end of paper)
2. In-Text

Articles

Basic Form

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

Note: examples are indented here so they stand out, but should be placed at the left margin in your papers.

Single Author

Last name first, followed by author initials.

Berndt, T. J. (2002). Friendship quality and social development. *Current Directions in Psychological Science*, 11, 7-10.

Two to Six Authors

List by last names and initials; commas separate author names, while the last author name is preceded by "&" instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The hedonic contingency hypothesis. *Journal of Personality & Social Psychology*, 66, 1034-1048.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

More Than Six Authors

If there are more than six authors, list the first six as above and then "et al.," which stands for "and others." Remember not to place a period after "et" in "et al."

Harris, M., Karper, E., Stacks, G., Hoffman, D., DeNiro, R., Cruz, P., et al. (2001). Writing labs and the Hollywood connection. *Journal of Film and Writing*, 44(3), 213-245.

Article in a Magazine

Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Article in a Newspaper

Unlike other periodicals, p. or pp. precedes page numbers for a newspaper reference in APA style. Single pages take p., e.g., p. B2; multiple pages take pp., e.g., pp. B2, B4 or pp. C1, C3-C4.

Schultz, S. (2005, December 28). Calls made to strengthen state energy policies. *The Country Today*, pp. 1A, 2A.

Books

Basic Format for Books

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

NOTE: For "Location," you should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

Edited Book, No Author

Duncan, G.J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York: Russell Sage Foundation.

Edited Book with an Author or Authors

Plath, S. (2000). *The unabridged journals* (K.V. Kukil, Ed.). New York: Anchor.

Edition Other Than the First

Helfer, M.E., Keme, R.S., & Drugman, R.D. (1997). *The battered child* (5th ed.). Chicago: University of Chicago Press.

Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

NOTE: When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York: Springer.

Electronic References

Article From an Online Periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number (issue number if available). Retrieved month day, year, from <http://www.someaddress.com/full/url/>

Online Scholarly Journal Article

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved month day, year, from <http://www.someaddress.com/full/url/>

Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved February 20, 2001, from <http://www.cac.psu.edu/jbe/twocont.html>

Article From a Database

When referencing material obtained from an online database (such as a database in the library), provide appropriate print citation information (formatted just like a "normal" print citation would be for that type of work). Then add information that gives the date of retrieval and the proper name of the database.

Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3). Retrieved February 20, 2003, from PsycARTICLES database.

Nonperiodical Web Document, Web Page, or Report

List as much of the following information as possible

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved month day, year, from <http://Web address>.

NOTE: When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

Online Forum or Discussion Board Posting

Message posted to an online newsgroup, forum, or discussion group. Include the title of the message, and the URL of the newsgroup or discussion board.

Frook, B. D. (1999, July 23). New inventions in the cyberworld of toylandia [Msg 25]. Message posted to <http://groups.earthlink.com/forum/messages/00025.html>

In Text Citations

Short Quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style," (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long Quotations

Place direct quotations longer than 40 words in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented five spaces from the left margin. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation five spaces from the new margin. The parenthetical citation should come after closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or Paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference.

According to Jones (1998), APA style is a difficult citation format for first-time learners.

A Work by Two Authors:

Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use "&" in the parentheses.

Research by Wegener and Petty (1994) showed...

(Wegener & Petty, 1994)

A Work by Three to Five Authors:

List all the authors in the signal phrase or in parentheses the first time you cite the source. In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

(Kernis, Cornell, Sun, Berry, & Harlow, 1993) and then, (Kernis et al., 1993)

In *et al.*, *et* should not be followed by a period.

Six or More Authors:

Use the first author's name followed by *et al.* in the signal phrase or in parentheses.

Harris et al. (2001) argued... and then, (Harris et al., 2001)

Organization as an Author:

If the author is an organization or a government agency, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

According to the American Psychological Association (2000),...

If the organization has a well-known abbreviation, include the abbreviation in brackets the first time the source is cited and then use only the abbreviation in later citations.

First citation: (Mothers Against Drunk Driving [MADD], 2000)

Second citation: (MADD, 2000)

Two or More Works in the Same Parentheses:

When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Berndt, 2002; Harlow, 1983)

Authors With the Same Last Name:

To prevent confusion, use first initials with the last names.

(E. Johnson, 2001; L. Johnson, 1998)

Two or More Works by the Same Author in the Same Year:

If you have two sources by the same author in the same year, use lower-case letters (a, b, c) with the year to order the entries in the reference list. Use the lower-case letters with the year in the in-text citation.

Research by Berndt (1981a) illustrated that...

The following section was taken from the American Psychological Association. (2007). *Frequently asked questions*. Retrieved October 8, 2007 from <http://www.apastyle.org/faqs.html>

Frequently Asked APA Citation Questions

Q: How do I cite using quotations?

A: Direct Quotations – Quotations cannot be altered, but you can use any of the following alternatives:

- Avoid the quotation altogether.
- Paraphrase the quotation, giving the original author credit.
- If the quotation is short, recast it as an indirect quotation, substituting non-sexist words.

Q: How do I format a bibliography in APA style?

A: APA style calls for a list of References instead of a bibliography. The requirements of a reference list are that all references cited in the text of a paper must be listed alphabetically by first author's last name in the list of References and that all references listed must be cited within the text. A bibliography, on the other hand, typically includes resources in addition to those cited in the text and may include annotated descriptions of the items listed. In general, the list of References is double-spaced and listed alphabetically by first author's last name. For each reference, the first line is typed flush with the left margin, and any additional lines are indented as a group a few spaces to the right of the left margin (this is called a *hanging indent*).

Q: How do I reference a Web page that lists no author?

A: When there is no author for a Web page, the title moves to the first position of the reference entry:

New child vaccine gets funding boost. (2001). Retrieved March 21, 2001, from http://news.ninemsn.com.au/health/story_13178.asp

The text citation would then just cite a few words of the title to point the reader to the right area of your reference list: ...are most at risk of contracting the disease ("New Child," 2001).

Q: How do I cite Web site material that has no author, no year, and no page numbers?

A: Because the material does not include page numbers, you can include any of the following in the text to cite the quotation (from p. 120 of the *Publication Manual*):

- A paragraph number, if provided; alternatively, you could count paragraphs down from the beginning of the document.
- An overarching heading plus a paragraph number within that section.
- Nothing. Just put quotation marks around the words you're using, which the reader can use as a search string.
- Never use the page numbers of Web pages you print out; different computers print Web pages with different pagination.

Because there is no date and no author, your text citation would include the first couple of words from the title and "n.d." for no date (e.g., para. 5, "Style List," n.d.). The entry in the reference list might look something like this: Style list for references. (n.d.). Retrieved January 1, 2001, from <http://www.apa.org>

Q: What format should I follow to cite an interview, email or personal communication?

A: Interviews, emails and personal communications are not considered recoverable data, so no reference to these types of sources are provided in the References. You may, however, cite the interview, email or personal communication within the text as a personal communication. For example,
(J. Smith, personal communication, August 15, 2001)
For interviews, letters, e-mails, and other person-to-person communication, cite the communicator's name, the fact that it was personal communication, and the date of the communication.

Q: How do I cite a source that I found in another source?

A: To cite secondary sources, refer to both sources in the text, but include in the References list only the source that you actually used. For instance, suppose you read Feist (1998) and would like to paraphrase the following sentence within that book: Bandura (1989) defined self-efficacy as "people's beliefs about their capabilities to exercise control over events that affect their lives" (p. 1175). In this case, your in-text citation would be "(Bandura, 1989, as cited in Feist, 1998)." Feist (1998) would be fully referenced within the list of References. Bandura (1989) would not be listed. For more information on citing secondary sources, see Example 22 on p. 247 of the [Publication Manual](#).

Q: In referencing periodicals, what's the difference between using "p." or "pp." for page numbers?

A: If a periodical includes a volume number, italicize it and then change to regular type and give the page range without "pp." If the periodical does not use volume numbers, include "pp." before the page numbers so the reader will understand that the numbers refer to pagination. Use "p." if the source is a page or less long.

Q: How do I cite an entire Web site (but not a specific document on that site)?

A: When citing an entire Web site, it is sufficient to give the address of the site in just the text. For example, Kidspsych is a wonderful interactive web site for children (<http://www.kidspsych.org>).

Q: How do I Cite Texts of Electronic Material

A: If you have questions regarding how to correctly cite a website, go to www.apa.org/journals/webref.html/
To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations (see section 3.34). Note that the words *page* and *chapter* are abbreviated in such text citations:

(Cheek & Buss, 1981, p. 332) or (Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).

(Myers, 2000, ¶ 5) or (Beutler, 2000, Conclusion section, para. 1)

References

- American Psychological Association. (2007). *Frequently asked questions*. Retrieved October 8, 2007 from <http://www.apastyle.org/faqs.html>
- American Psychological Association. (2007). *APA style*. Retrieved October 8, 2007 from <http://apastyle.apa.org>
- American Psychological Association. (2007). *Style tips*. Retrieved October 8, 2007 from <http://www.apastyle.org/styletips.html>
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
- Fowler, H. R. (1998). *The Little, Brown Handbook* (7th ed.). New York: Longman.
- Neyyart, D., Karper, E., Seas, K., Wagner, J., & Driscoll, D. L. (2007). *APA formatting and style guide*. Retrieved October 8, 2007 from <http://owl.english.purdue.edu/owl/resource/560/01/>

Please note: Both the *APA Manual* and the OWL website (<http://owl.english.purdue.edu>) offer hundreds of guidelines on how to format references, statistics, tables, punctuation, and grammar. They also contain writing tips and instructions about how to format manuscripts. Some elements of the 5th edition's style guidelines differ from previously published guidelines. You can find a copy of the *Publication Manual* in the PLU library or local bookstore.