



REQUIREMENTS FOR WRITTEN ASSIGNMENTS

DEPARTMENT OF KINESIOLOGY

Faculty members in the Department of Kinesiology 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 (6th 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 (<http://www.plu.edu/aac/>, x7518) and the Writing Center (<http://www.plu.edu/writingcenter/appointments/home.php>, 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.¹

¹ Rev: 02/14/14 KINS Writing Guidelines

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”

Examples: Alternatives:

Mankind *humanity, human being*

Man made *synthetic, manufactured*

2. Use of “man” in occupational terms

Examples: Alternatives:

Chairman *Chair, presiding officer*

Salesman *Salesperson, clerk*

3. Use of generic “He” and “His”

a. Recast into the plural

Example: Ask the student to hand in his work when he is finished.

Alternative: Ask the students to hand in their work when they are finished.

b. Reword to eliminate possessive.

Example: The average student is worried about his grades

Alternative: The average student is worried about grades.

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

Example: He sees luck as the key to his success.

Alternative: We see luck as the key to our success.

d. Recast in the passive voice

Example: The student should put it in.

Alternative: It should be put in.

e. Recast using plural pronouns for masculine singular.

Example: All coaches and their wives are invited.

Alternative: All coaches guests/partners/significant others are invited.

f. Casting gender as polar opposites.

Example: Pick a partner of the opposite sex.

Alternative: 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.

Examples: Alternatives:

Lady lawyer lawyer

Woman driver driver

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

Example: Have your mother send a snack for the party.

Alternative: Have a parent send a snack for the party.

C. Treat men and women in a parallel manner.

Example: The class interviewed Coach Smith and Mrs. Summit.

Alternative: he class interviewed Paul Smith and Kate Summit

D. Seek alternatives to language that trivializes women.

Examples: Alternatives:

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

1. 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> (or name the disability)
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

2. 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.

3. 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.

4. 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.

5. 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.

Using APA Format ²

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

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

1. Reference List

Basic Rules

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work for up to and including seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- For multiple articles by the same author, or authors listed in the same order, list the entries in chronological order, from earliest to most recent.
- Present the journal title in full.
- Maintain the punctuation and capitalization that is used by the journal in its title.
 - For example: *ReCALL* not *RECALL* or *Knowledge Management Research & Practice* not *Knowledge Management Research and Practice*.
- Capitalize all major words in journal titles.
- When referring to books, chapters, articles, or Web pages, capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

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 Authors

List by their last names and initials. Use the ampersand instead of "and."

Wegener, D. T., & Petty, R. E. (1994). Mood management across affective states: The

² Taken from the Online Writing Lab (OWL) at Purdue University.

Paiz, J. M., Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., . . . Keck, R. (2012). *APA Formatting and Style Guide*. Retrieved February 14, 2014 from <http://owl.english.purdue.edu/owl/resource/560/01/>

hedonic contingency hypothesis. *Journal of Personality and Social Psychology*, 66, 1034-1048.

Three to Seven Authors

List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.

Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., Harlow, T., & Bach, J. S. (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 Seven Authors

List by last names and initials; commas separate author names. After the sixth author's name, use an ellipses in place of the author names. Then provide the final author name. There should be no more than seven names.

Miller, F. H., Choi, M. J., Angeli, L. L., Harland, A. A., Stamos, J. A., Thomas, S. T.,
. . . Rubin, L. H. (2009). Web site usability for the blind and low-vision user.
Technical Communication, 57, 323-335.

Organization as Author

American Psychological Association. (2003).

Unknown Author

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

NOTE: When your essay includes parenthetical citations of sources with no author named, use a shortened version of the source's title instead of an author's name. Use quotation marks and italics as appropriate. For example, parenthetical citations of the source above would appear as follows: (*Merriam-Webster's*, 1993).

Two or More Works by the Same Author

Use the author's name for all entries and list the entries by the year (earliest comes first).

Berndt, T. J. (1981).
Berndt, T. J. (1999).

When an author appears both as a sole author and, in another citation, as the first author of a group, list the one-author entries first.

Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational*

Psychologist, 34, 15-28.

Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *Child Development*, 66, 1312-1329.

References that have the same first author and different second and/or third authors are arranged alphabetically by the last name of the second author, or the last name of the third if the first and second authors are the same.

Wegener, D. T., Kerr, N. L., Fleming, M. A., & Petty, R. E. (2000). Flexible corrections of juror judgments: Implications for jury instructions. *Psychology, Public Policy, and Law*, 6, 629-654.

Wegener, D. T., Petty, R. E., & Klein, D. J. (1994). Effects of mood on high elaboration attitude change: The mediating role of likelihood judgments. *European Journal of Social Psychology*, 24, 25-43.

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

If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year. Refer to these sources in your essay as they appear in your reference list, e.g.: "Berndt (1981a) makes similar claims..."

Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. *Developmental Psychology*, 17, 408-416.

Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. *Child Development*, 52, 636-643.

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 and the state using the two letter postal abbreviation without periods (New York, NY).

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, NY: Russell Sage Foundation.

Edited Book with an Author or Authors

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

A Translation

Laplace, P. S. (1951). *A philosophical essay on probabilities*. (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814)

Note: When you cite a republished work, like the one above, in your text, it should appear with both dates: Laplace (1814/1951).

Edition Other Than the First

Helfer, M. E., Kempe, R. S., & Krugman, R. D. (1997). *The battered child* (5th ed.). Chicago, IL: 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. A. Editor & B. 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: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). New York, NY: Springer.

Multivolume Work

Wiener, P. (Ed.). (1973). *Dictionary of the history of ideas* (Vols. 1-4). New York, NY: Scribner's.

Work Discussed in a Secondary Source

List the source the work was discussed in:

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, *100*, 589-608.

NOTE: Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in the References. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

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 from

<http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. *A List Apart: For People Who Make Websites*, 149. Retrieved from

<http://www.alistapart.com/articles/writeliving>

Online Scholarly Journal Article: Citing DOIs

Please note: In August of 2011 the formatting recommendations for DOIs changed. DOIs are now rendered as an alpha-numeric string which acts as an active link. According to *The APA Style Guide to Electronic References*, 6th edition, you should use the DOI format which the article appears with. So, if it is using the older numeric string, use that as the DOI. If, however, it is presented as the newer alpha-numeric string, use that as the DOI. The Purdue OWL maintains examples of citations using both DOI styles.

Because online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are an attempt to provide stable, long-lasting links for online articles. They are unique to their documents and consist of a long alphanumeric code. Many-but not all-publishers will provide an article's DOI on the first page of the document.

Note that some online bibliographies provide an article's DOI but may "hide" the code under a button, which may read "Article" or may be an abbreviation of a vendor's name like "CrossRef" or "PubMed." This button will usually lead the user to the full article, which will include the DOI. Find DOI's from print publications or ones that go to dead links with CrossRef.org's "DOI Resolver," which is displayed in a central location on their home page.

Article From an Online Periodical with DOI Assigned

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number, page range. doi:0000000/000000000000 or

<http://dx.doi.org/10.0000/0000>

Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41, 1245-1283.

doi:10.1108/03090560710821161

Wooldridge, M.B., & Shapka, J. (2012). Playing with technology: Mother-toddler interaction scores lower during play with electronic toys. *Journal of Applied Developmental Psychology*, 33(5), 211-218.
<http://dx.doi.org/10.1016/j.appdev.2012.05.005>

Article From an Online Periodical with no DOI Assigned

Online scholarly journal articles without a DOI require the URL of the journal home page.

Remember that one goal of citations is to provide your readers with enough information to find the article; providing the journal home page aids readers in this process.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number. Retrieved from <http://www.journalhomepage.com/full/url/>
Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. Retrieved from <http://www.cac.psu.edu/jbe/twocont.html>

Article From a Database

Please note: APA states that including database information in citations is not necessary because databases change over time (p. 192). However, the OWL still includes information about databases for those users who need database information.

When referencing a print article 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). By providing this information, you allow people to retrieve the print version if they do not have access to the database from which you retrieved the article. You can also include the item number or accession number or database URL at the end, but the APA manual says that this is not required.

If you are citing an article from a database that is available in other places, such as a journal or magazine, include the homepage's URL. You may have to do a web search of the article's title, author, etc. to find the URL. For articles that are easily located, do not provide database information. If the article is difficult to locate, then you can provide database information. Only use retrieval dates if the source could change, such as Wikis. For more about citing articles retrieved from electronic databases, see pages 187-192 of the Publication Manual.

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number, page range. Retrieved from
<http://www.someaddress.com/full/url/>
Smyth, A. M., Parker, A. L., & Pease, D. L. (2002). A study of enjoyment of peas. *Journal of Abnormal Eating*, 8(3), 120-125. Retrieved from
<http://www.articlehomepage.com/full/url/>

Abstract

If you only cite an abstract but the full text of the article is also available, cite the online abstract

as any other online citations, adding "[Abstract]" after the article or source name. However, if the full text is not available, you may use an abstract that is available through an abstracts database as a secondary source.

Paterson, P. (2008). How well do young offenders with Asperger Syndrome cope in custody?: Two prison case studies [Abstract]. *British Journal of Learning Disabilities, 36*(1), 54-58.

Hendricks, J., Applebaum, R., & Kunkel, S. (2010). A world apart? Briding the gap between theory and applied social gerontology. *Gerontologist, 50*(3), 284-293. Abstract retrieved from Abstracts in Social Gerontology database. (Accession No. 50360869)

Newspaper Article

Author, A. A. (Year, Month Day). Title of article. *Title of Newspaper*. Retrieved from <http://www.someaddress.com/full/url/>

Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. *The New York Times*. Retrieved from <http://well.blogs.nytimes.com>

Electronic Books

Electronic books may include books found on personal websites, databases, or even in audio form. Use the following format if the book you are using is *only* provided in a digital format or is difficult to find in print. If the work is not directly available online or must be purchased, use "Available from," rather than "Retrieved from," and point readers to where they can find it. For books available in print form and electronic form, include the publish date in parentheses after the author's name. For references to e-book editions, be sure to include the type and version of e-book you are referencing (e.g., "[Kindle DX version]"). If DOIs are available, provide them at the end of the reference.

De Huff, E. W. (n.d.). *Taytay's tales: Traditional Pueblo Indian tales*. Retrieved from <http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html>

Davis, J. (n.d.). *Familiar birdsongs of the Northwest*. Available from <http://www.powells.com/cgi-bin/biblio?inkey=1-9780931686108-0>

Kindle Books

To cite Kindle (or other e-book formats) you must include the following information: The author, date of publication, title, e-book version, and either the Digital Object Identifier (DOI)

number, or the place where you downloaded the book. Please note that the DOI/place of download is used in-place of publisher information.

Here's an example:

Stoker, B. (1897). *Dracula* [Kindle DX version]. Retrieved from Amazon.com

Chapter/Section of a Web Document or Online Book Chapter

Author, A. A., & Author, B. B. (Date of publication). Title of article. In *Title of book or larger document* (chapter or section number). Retrieved from

<http://www.someaddress.com/full/url/>

Engelshcall, R. S. (1997). Module mod_rewrite: URL Rewriting Engine. In *Apache HTTP Server version 1.3 documentation* (Apache modules). Retrieved from

http://httpd.apache.org/docs/1.3/mod/mod_rewrite.html

Peckinpough, J. (2003). Change in the Nineties. In J. S. Bough and G. B. DuBois (Eds.), *A century of growth in America*. Retrieved from GoldStar database.

NOTE: Use a chapter or section identifier and provide a URL that links directly to the chapter section, not the home page of the Web site.

Online Book Reviews

Cite the information as you normally would for the work you are quoting. (The first example below is from a newspaper article; the second is from a scholarly journal.) In brackets, write "Review of the book" and give the title of the reviewed work. Provide the web address after the words "Retrieved from," if the review is freely available to anyone. If the review comes from a subscription service or database, write "Available from" and provide the information where the review can be purchased.

Zacharek, S. (2008, April 27). Natural women [Review of the book *Girls like us*]. *The New York Times*. Retrieved from

http://www.nytimes.com/2008/04/27/books/review/Zacharek_t.html?pagewanted=2

Castle, G. (2007). New millennial Joyce [Review of the books *Twenty-first Joyce, Joyce's critics: Transitions in reading and culture, and Joyce's messianism: Dante, negative existence, and the messianic self*]. *Modern Fiction Studies*, 50(1), 163-173. Available from

Project MUSE Web site:

http://muse.jhu.edu/journals/modern_fiction_studies/toc/mfs52.1.html

Dissertation/Thesis from a Database

Biswas, S. (2008). *Dopamine D3 receptor: A neuroprotective treatment target in Parkinson's disease*. Retrieved from ProQuest Digital Dissertations. (AAT 3295214)

Online Encyclopedias and Dictionaries

Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry.

Feminism. (n.d.). In *Encyclopædia Britannica online*. Retrieved from <http://www.britannica.com/EBchecked/topic/724633/feminism>

Online Lecture Notes and Presentation Slides

When citing online lecture notes, be sure to provide the file format in brackets after the lecture title (e.g. PowerPoint slides, Word document).

Hallam, A. *Duality in consumer theory* [PDF document]. Retrieved from Lecture Notes Online Web site:

<http://www.econ.iastate.edu/classes/econ501/Hallam/index.html>

Roberts, K. F. (1998). *Federal regulations of chemicals in the environment* [PowerPoint slides]. Retrieved from <http://siri.uvm.edu/ppt/40hrenv/index.html>

Nonperiodical Web Document, Web Page, or Report

List as much of the following information as possible (you sometimes have to hunt around to find the information; don't be lazy. If there is a page like <http://www.somesite.com/somepage.htm>, and [somepage.htm](http://www.somesite.com/somepage.htm) doesn't have the information you're looking for, move up the URL to <http://www.somesite.com/>):

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

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). *General format*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

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.

2. In-Text Citations

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

In-text citation capitalization, quotes, and italics/underlining

- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: *Permanence and Change*. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *Writing New Media*, *There Is Nothing Left to Lose*. (**Note:** in your References list, only the first word of a title will be capitalized: *Writing new media*.)
- When capitalizing titles, capitalize both words in a hyphenated compound word: *Natural-Born Cyborgs*.
- Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."
- Italicize or underline the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."

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).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

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 that are 40 words, or longer, in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the 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, but APA guidelines encourage you to also provide the page number (although it is not required.)

According to Jones (1998), APA style is a difficult citation format for first-time learners. APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

Citing an Author or Authors

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 the ampersand in the parentheses.

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

(Kernis, Cornell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

(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...

(Harris et al., 2001)

Unknown Author: If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized or underlined; titles of articles, chapters, and web pages are in quotation marks.

A similar study was done of students learning to format research papers ("Using APA," 2001).

Note: In the rare case the "Anonymous" is used for the author, treat it as the author's name (Anonymous, 2001). In the reference list, use the name Anonymous as the author.

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...

Citing Indirect Sources

If you use a source that was cited in another source, name the original source in your signal phrase. List the secondary source in your reference list and include the secondary source in the parentheses.

Johnson argued that...(as cited in Smith, 2003, p. 102).

Note: When citing material in parentheses, set off the citation with a comma, as above. Also, try to locate the original material and cite the original source.

Electronic Sources

If possible, cite an electronic document the same as any other document by using the author-date style.

Kenneth (2000) explained...

Frequently Asked APA Citation Questions³

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

When citing an entire website, it is sufficient to give the address of the site in just the text.

Example: Kidspsych is a wonderful interactive website for children (<http://www.kidspsych.org>).

Q: How do you cite a newspaper article?

Example (print version):

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

Precede page numbers for newspaper articles with p. or pp.

- If an article appears on discontinuous pages, give all page numbers, and separate the numbers with a comma (e.g., pp. B1, B3, B5–B7).

Example (electronic version):

Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

Give the URL of the home page when the online version of the article is available by search to avoid nonworking URLs.

³ The following section was taken from the American Psychological Association. *Frequently asked questions*. Retrieved February 14, 2014 from <http://www.apastyle.org/learn/faqs/index.aspx>

Q: How do you reference a web page that lists no author?

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

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

Cite in text the first few words of the reference list entry (usually the title) and the year. Use double quotation marks around the title or abbreviated title.: ("New Child Vaccine," 2001). *Note:* Use the full title of the web page if it is short for the parenthetical citation. Articles found on the web, like the example above, are not italicized in the reference entry and are not italicized but enclosed in quotations in the in-text citation, just like a newspaper or magazine article. Reports found on the web would be italicized in the reference list, as in *Publication Manual* (6th ed.) Examples 31, 32, and 33 on pp. 205–206. They would also be italicized in the in-text citation, just like a book.

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

Use secondary sources sparingly, for instance, when the original work is out of print, unavailable through usual sources, or not available in English. Give the secondary source in the reference list; in text, name the original work and give a citation for the secondary source.

For example, if Allport's work is cited in Nicholson and you did not read Allport's work, list the Nicholson reference in the reference list. In the text, use the following citation:

Allport's diary (as cited in Nicholson, 2003).

Q: How do you cite website material that has no author, no year, and no page numbers?

Because the material does not include page numbers, you can include any of the following in the text to cite the quotation (from pp. 170–171 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.
- A short title in quotation marks, in cases in which the heading is too unwieldy to cite in full.

Because there is no date and no author, your text citation would include the title (or short title) "n.d." for no date, and paragraph number (e.g., "Heuristic," n.d., para. 1). The entry in the reference list might look something like this:

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from <http://www.m-w.com/dictionary/heuristic>

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 6th 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.

Clarity and precision are extremely important for effective science writing. This section provides a brief overview of effective writing, as well as descriptions and examples of some common mistakes that detract from the clarity and precision of an author's writing. We provide abbreviations for specific mistakes (in parentheses) so that instructors can efficiently provide feedback on students' papers.

Section 1.1: A general strategy for effective writing

The clarity of a paper begins with its organization. The best way to begin organizing a paper is by making a detailed outline. By distilling the major parts of a paper into simplest terms, you can assess your understanding of the parts and their relationships to each other. Make an outline as soon as possible and then revise it as many times as necessary until it is perfectly clear. If you are having difficulty constructing a clear outline, you may need to reconsider the topic (e.g., limit or expand the focus of the paper).

Begin writing by following your outline closely. Each paragraph of a paper should present a single, coherent idea. The first sentence should clearly state the idea, and the following sentences should reinforce and support it. The final sentence of a paragraph should provide a transition to the next paragraph. If you are having trouble writing sentences that connect ideas you may need to go back to the outlining step and reassess your understanding of the material and the focus of your subject. When you are finished writing, reread the paper several times. It is very helpful to take a break from working on the paper (at least one day) before rereading it. Proofreading and editing a paper for clarity and precision is an **essential** part of writing an effective paper.

Section 1.2: Common writing problems

Economy (E)

Effective writers use as few words as possible to convey precisely their information or ideas. Wordy writing appears to be an attempt by the author to sound "smart." A good reader (possibly your professor) will not fall for this trick. Economy is particularly important in science writing, so keep it simple. Try to avoid phrases such as; *it has been indicated that, due to the fact that, as a result of the fact.* For example:

Instead of *Manatees are endangered due to the fact that humans have degraded the animals' coastal habitat.*

Use *Manatees are endangered because humans have degraded the animals' coastal habitat.*

Many words used for emphasis do not convey the precision needed in scientific writing. Words such as *extremely, very, and quite* are often unnecessary, or should be replaced with more specific information. For example:

Instead of *African elephants are extremely large animals.*

Use *African elephants are the largest living land animals.*

Comparative terms (CT)

Comparative terms are words and phrases such as, *bigger, smaller, more, less*, etc. Sentences that contain a comparative term without completing the comparison are meaningless. For example, the sentence, "*Honeybees are more social,*" is uninformative. The sentence, "*Honeybees are more social than mosquitoes,*" conveys specific information.

Dangling modifiers (DM)

Keep modifying phrases as close to the word they modify as possible to avoid confusion. For example:

Instead of *Jumping into the water, a large boat caught my attention.*

Use *Jumping into the water, I spotted a large boat.*

Dangling participles (DP)

Present participles are verbs ending in *-ing*. Dangling participles cause the same kind of confusion as dangling modifiers. For example:

Instead of *Rushing to finish the paper, my computer caught fire.*

Use *While I was rushing to finish the paper, my computer caught fire.*

Agreement (A)

The parts of a sentence should agree with each other. For native English speakers agreement is usually obvious. For example, "*I has a minute,*" should be, "*I have a minute.*" Writers may have trouble when a plural noun is in front of a singular verb. For example, "*Any one of the articles are available,*" should be, "*Any one of the articles is available.*" The subject of the sentence is *one* not *articles*, so the singular verb *is* should be used.

A very common agreement problem occurs when two pronouns are used. For example, "*He wanted you and I for the team,*" should be, "*He wanted you and me for the team.*" If you remove one of the pronouns the agreement of the other will be clearer. For example, few writers would make the mistake, "*He wanted I for the team,*" though many make the first mistake. Of course, if the pronouns are the subjects of the sentence, *he* and *I* are correct, as in, "*He and I want Tim on our team.*" Spelling and grammar checkers commonly miss agreement mistakes, so be careful!

Passive voice (PV)

When writing a scientific article, writers should use active voice unless explicitly instructed otherwise by a journal or instructor. Active voice takes the form "*A does B.*" Passive voice takes

the form, “*B is done by A.*” There are two major problems with passive voice. First, sentences full of passive voice construction tend to be overly wordy and clumsy. For example:

Instead of *The blue car was washed and waxed by Tim.*

Use *Tim washed and waxed the blue car.*

Some additional examples to avoid and alternative choices

Words to AVOID	ALTERNATIVE words
went up	increased
what the data did was the data proved	the data suggest the data provide evidence the data suggest the data are consistent with the
These data didn't	These data did not
Using But, It, What, This to start a sentence alone (i.e. This was related)	This increase in heart rate was related
Using But ever	However,
Using Like ever	Such as
In opposition to this...	In contrast,
About	Approximately
However, it is sometimes associated...	However, pregnancy is sometimes associated with...
It has been shown to cause... They did a study on...	Inactivity has been shown to cause... Smith et al. (2008) also did a study on...
Seems to indicate	Suggests
proves	Provides evidence, suggests
Will sometimes	May
The actual cause	The cause
The reduced blood flow will cause	The reduced blood flow may cause
The study states	The study provides evidence
So much of an increase	A large increase
Could	May
Also	In addition,
The effect really makes a difference	The effect results in a large increase in...
Better	Increased, decreased
Such low	Markedly decreased
The results being that	The results suggest that
The most effective method yet	The most effective method reported to date
Jones (2009) did a study on the effect of cocaine on the menstrual cycle. The study used 27 drug addicts	Jones (2009) studied the effect of cocaine use on the menstrual cycle in 27 drug addicts
Using abbreviations to start sentences (e.g. VO _{2max} was measured...	Maximal oxygen consumption (VO _{2max}) was measured...
...which means...	...suggesting that...

VO ₂ went back	VO ₂ decreased to
Even though	Although
Did return	Returned
The bad thing about this study	The results of this study should be viewed with caution because...
This showed	This study suggests
but	Although
...estimates say...	...estimates indicate...
Obviously ..., and so...	Therefore,
Smith et al. (2008) looked at	Smith et al. (2008) studied or examined
With obesity being a common disease...	Since obesity is a common disease...
Most generally,	Generally
It does appear that...	It appears that...
Would indicate	indicates