



## REQUIREMENTS FOR WRITTEN ASSIGNMENTS <sup>1</sup>

### 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 (7th 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 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.<sup>2</sup>

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<sup>1</sup> Taken from the Online Writing Lab (OWL) at Purdue University.  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

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: The 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 “Bias-Free Language” section of American Psychological Association. (2022). *Style and Grammar Guidelines*. Retrieved August 1, 2022 from <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>

**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. <b>Disability-Appropriate (Person First) Language</b>	
<b>Words to avoid</b>	<b>Words to Say</b>
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. . . .	Person with . . . .

Stricken 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.

The following are examples of bias-free language for age.

### Terms for different age groups

Different terms are used for individuals of different ages, and these terms are often gendered. Use the terms individuals use to self-describe, whether these are binary gender categories of boy–girl or man–woman or descriptive and possibly nonbinary categories of transgender, genderqueer, agender, or gender-fluid.

- For an individual of any age, appropriate terms are “person,” “individual,” and so on. In general, avoid using “males” and “females” as nouns; instead use “men” and “women” or other age- and gender-appropriate words. “Males” and “females” are appropriate when groups include individuals with a broad age range (e.g., “males” to describe a group that includes both boys and men).
- For an individual aged 12 years and younger, appropriate terms are “infant” (for a very young child), “child,” “girl,” “boy,” “transgender girl,” “transgender boy,” “gender-fluid child,” and so on.
- For an individual aged 13 to 17 years, appropriate terms are “adolescent,” “young person,” “youth,” “young woman,” “young man,” “female adolescent,” “male adolescent,” “agender adolescent,” and so on.
- For an individual aged 18 years and older, appropriate terms are “adult,” “woman,” “man,” “transgender man,” “trans man,” “transgender woman,” “trans woman,” “genderqueer adult,” “cisgender adult,” and so on

### Terms for older adults

#### ***Problematic:***

the elderly  
 elders  
 elderly people  
 the aged

aging dependents  
seniors  
senior citizens

***Preferred:***

older adults  
older people  
persons 65 years and older  
the older population

**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
- 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.

## 6. Intersectionality Bias

Intersectionality is a paradigm that addresses the multiple dimensions of identity and social systems as they intersect with one another and relate to inequality, such as racism, genderism, heterosexism, ageism, and classism, among other variables (APA, 2017b). Thus, individuals are located within a range of social groups whose structural inequalities can result in marginalized identities. Because people are unique, many identities are possible. To address intersectionality

in a paper, identify individuals' relevant characteristics and group memberships (e.g., ability and/or disability status, age, gender, gender identity, generation, historical as well as ongoing experiences of marginalization, immigrant status, language, national origin, race and/or ethnicity, religion or spirituality, sexual orientation, social class, and socioeconomic status, among other variables), and describe how their characteristics and group memberships intersect in ways that are relevant to the study. Report participant data for each group using specific terms as described in the bias-free language pages on age, disability, gender, racial and ethnic identity, sexual orientation, and socioeconomic status.

## Using APA Format <sup>1</sup>

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 twenty authors. If there are 21 or more authors, use an ellipsis (but no ampersand) after the 19th author, and then add the final author's name.
- 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 the titles of **books, chapters, articles, reports, webpages**, or other sources, capitalize only the first letter of the first word of the title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Do not italicize or underline the article title.
- Do not enclose the article title in quotes.
- Italicize titles of longer works (e.g., books, edited collections, names of newspapers, and so on).

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<sup>1</sup> Taken from the Online Writing Lab (OWL) at Purdue University.

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)



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

### Single Author

Last name, followed by author initials.

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.

### Two Authors

List by their last names and initials. Separate author names with a comma. Use the ampersand instead of "and."

Soto, C.J., & John, O.P. (2017). The next big five inventory (BFI-2): Developing and assessing a hierarchical model with 15 facets to enhance bandwidth, fidelity, and predictive power. *Journal of Personality and Social Psychology*, 113(1), 117-143. <http://dx.doi.org/10.1037/pspp0000096>

### Three to Twenty Authors

List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand. [This is a departure from APA 6, which only required listing the first six authors before an ellipsis and the final author's name.](#)

Nguyen, T., Carnevale, J. J., Scholer, A. A., Miele, D. B., & Fujita, K. (2019). Metamotivational knowledge of the role of high-level and low-level construal in goal-relevant task performance. *Journal of Personality and Social Psychology*, 117(5), 879-899. <http://dx.doi.org/10.1037/pspa0000166>

### More than Twenty Authors

List by last names and initials; commas separate author names. After the first 19 authors' names, use an ellipsis in place of the remaining author names. Then, end with the final author's name (do not place an ampersand before it). There should be no more than twenty names in the citation in total.

Pegion, K., Kirtman, B. P., Becker, E., Collins, D. C., LaJoie, E., Burgman, R., Bell, R., DelSole, R., Min, D., Zhu, Y., Li, W., Sinsky, E., Guan, H., Gottschalck, J., Metzger, E. J., Barton, N. P., Achuthavarier, D., Marshak, J., Koster, R., . . . Kim, H. (2019). The sub-seasonal experiment (SubX): A multimodel sub-seasonal prediction experiment. *Bulletin of the American Meteorological Society*, 100(10), 2043-2061. <https://doi.org/10.1175/BAMS-D-18-0270.1>

## Organization as Author

Group authors can include corporations, government agencies, organizations, etc; and a group may publish in coordination with individuals. Here, you simply treat the publishing organization the same way you'd treat the author's name and format the rest of the citation as normal. Be sure to give the full name of the group author in your reference list, although abbreviations may be used in your text.

Entries in reference works ( e.g. dictionaries, thesauruses, and encyclopedias) without credited authors are also considered works with group authors.

Merriam-Webster. (2008). Braggadocio. In *Merriam-Webster's Advanced Learner's English Dictionary*. Merriam-Webster.

When a work has multiple layers of group authorship (e.g., The Office of the Historian, which is a part of the Department of State, publishes something), list the most specific agency as the author and the parent agency as the publisher.

Bureau of International Organization Affairs. (2018). *U.S. contributions to international organizations, 2017* [Annual report]. U.S. Department of State.  
<https://www.state.gov/u-s-contributions-to-international-organizations/>

## Unknown Author

When the work does not have an author move the title of the work to the beginning of the references and follow with the date of publication. Only use “Anonymous ” if the author is the work is signed “Anonymous.” [This is a new addition to APA 7.](#)

*Merriam-Webster's collegiate dictionary* (11th ed.). (2003). 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*, 2003).

## 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). List references with no dates before references with dates.

Urcuioli, P. J. (n.d.).

Urcuioli, P. J. (2011).

Urcuioli, P. J. (2015).

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.

Agnew, C. R. (Ed.). (2014). *Social influences on romantic relationships: Beyond the dyad*. Cambridge University Press.

Agnew, C. R., & South, S. C. (Eds.). (2014). *Interpersonal relationships and health: Social and clinical psychological mechanisms*. Oxford University Press.

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.

Arriaga, X. B., Catezza, N. M., Reed, J. T., Wesselman, E. D., & Williams, K. D. (2014). With partners like you, who needs strangers?: Ostracism involving a romantic partner. *Personal Relationships*, 21(4), 557-569.

Arriaga, X. B., Kumashiro, M., Finkel, E. J., VanderDrift, L. E., & Luchies, L. B. (2014). Filling the void: Bolstering attachment security in committed relationships. *Social Psychological and Personality Science*, 5(4), 398-405.

### 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, first check to see if they have more specific dates ([this recommendation is new to APA 7](#)). Works with only a year should be listed before those with a more specific date. List specific dates chronologically. If two works have the same publication date, organize them in the reference list alphabetically by the title of the article or chapter. If references with the same date are identified as parts of a series (e.g., Part 1 and Part 2), list them in order of their place in the series. Then assign letter suffixes to the year. Refer to these sources in your essay as they appear in your reference list, e.g.: "Berndt (2004a) makes similar claims..."

Berndt, T. J. (2004a). Children's friendships: Shifts over a half-century in perspectives on their development and their effects. *Merrill Palmer Quarterly*, 50(3), 206-223.

Berndt, T. J. (2004b). Friendship and three A's (aggression, adjustment, and attachment). *Journal of Experimental Child Psychology*, 88(1), 1-4.

### Basic Format for Books

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher Name.  
DOI if available.

Stoneman, R. (2008). *Alexander the Great: A life in legend*. Yale University Press.

### **Edited Book, No Author**

Editor, E. E. (Ed.). (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher. DOI (if available)

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

### **Edited Book with an Author or Authors**

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (E. Editor, Ed.). Publisher. DOI (if available)

Malory, T. (2017). *Le morte darthur* (P. J. C. Field, Ed.). D. S. Brewer. (Original work published 1469-70)

### **A Translation**

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (T. Translator, Trans.). Publisher. (Original work published YEAR) DOI (if available)

Plato (1989). *Symposium* (A. Nehamas & P. Woodruff, Trans.). Hackett Publishing Company. (Original work published ca. 385-378 BCE)

**Note:** When you cite a republished work, like the one above, in your text, it should appear with both dates: Plato (385-378/1989)

### **Edition Other than the First**

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (# edition). Publisher. DOI (if available)

Belcher, W. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). 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. List any edition number in the same set of parentheses as the page numbers, separated by a comma: (2nd ed., pp. 66-72).

Armstrong, D. (2019). Malory and character. In M. G. Leitch & C. J. Rushton (Eds.), *A new companion to Malory* (pp. 144-163). D. S. Brewer.

### Multivolume Work

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Vol. #). Publisher. DOI (if available)

David, A., & Simpson, J. (Eds.). (2006). *The Norton anthology of English literature: The Middle Ages* (8<sup>th</sup> ed., Vol. A). W. W. Norton and Company.

### Work Discussed in a Secondary Source

Provide the source in which the original work was referenced:

Nail, T. (2017). What is an assemblage? *SubStance*, 46(1), 21-37. <http://sub.uwpress.org/lookup/doi/10.3368/ss.46.1.21>

**Note:** Provide 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 Deleuze and Guattari's work is cited in Nail and you did not read the original work, list the Nail reference in the References. In the text, use the following citation:

Deleuze and Guattari's concept of the assemblage (as cited in Nail, 2017)....

### Webpage or Piece of Online Content

If the page names an individual author, cite their name first:

Lastname, F. M. (Year, Month Date). *Title of page*. Site name. URL

Price, D. (2018, March 23). *Laziness does not exist*. Medium. <https://humanparts.medium.com/laziness-does-not-exist-3af27e312d01>

If the resource was written by a group or organization, use the name of the group/organization as the author. Additionally, if the author and site name are the same, omit the site name from the citation.

Group name. (Year, Month Date). *Title of page*. Site name. URL

American Society for the Prevention of Cruelty to Animals. (2019, November 21). *Justice served: Case closed for over 40 dogfighting victims*. <https://www.aspca.org/news/justice-served-case-closed-over-40-dogfighting-victims>

If the page's author is not listed, start with the title instead. Additionally, include a retrieval date when the page's content is likely to change over time (like, for instance, if you're citing a wiki that is publicly edited).

*Title of page.* (Year, Month Date). Site name. Retrieved Month Date, Year, from URL

*Tuscan white bean pasta.* (2018, February 25). Budgetbytes.  
Retrieved March 18, 2020, from <https://www.budgetbytes.com/tuscan-white-bean-pasta/>

If the date of publication is not listed, use the abbreviation (n.d.).

Author or Group name. (n.d.). *Title of page.* Site name (if applicable). URL

National Alliance on Mental Illness. (n.d.). *Mental health conditions.* <https://www.nami.org/Learn-More/Mental-Health-Conditions>

### **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.

### **Article From an Online Periodical with DOI Assigned**

Lastname, F. M., & Lastname, F. M. (Year). Title of article. *Title of Periodical*, Vol.(Issue), page numbers. DOI

Drollinger, T., Comer, L. B., & Warrington, P. T. (2006). Development and validation of the active empathetic listening scale. *Psychology & Marketing*, 23(2), 161-180. <https://doi.org/10.1002/mar.20105>

### **Article From an Online Periodical with no DOI Assigned**

If an online scholarly journal article has no DOI and is published on a website, include the URL. If an online scholarly article has no DOI and is published on a database, do not include a URL or any database information. The only exception is for databases that publish articles that are in limited circulation (like ERIC) or that are only available on that particular database (like UpToDate). Note that retrieval dates are required for unarchived sources that are likely, or intended, to change over time.

Perreault, L. (2019). Obesity in adults: Role of physical activity and exercise. *UpToDate*. Retrieved January 12, 2020, from <https://www.uptodate.com/contents/obesity-in-adults-role-of-physical-activity-and-exercise>

## Abstract

*APA 7<sup>th</sup> edition* does not provide guidance on how to cite abstracts. However, if you only use information from the abstract but the full text of the article is also available, we advise you to add "[Abstract]" after the article or source name. If the full text is not available, you may use an abstract that is available through an abstracts database as a secondary source.

## Online News Article

**Note:** The format for this type of source depends on whether your source comes from a site with an associated newspaper. If the source **does** come from a site with an associated newspaper, leave the title of the article unformatted, but italicize the title of the newspaper.

Lastname, F. M. (Year, Month Date). Title of article. *Title of Publication*. URL  
 Richards, C. (2019, December 9). Best music of 2019: Lana Del Rey sings lullabies about the end of America. *Washington Post*. [https://www.washingtonpost.com/entertainment/music/best-music-of-2019-lana-del-rey-sings-lullabies-about-the-end-of-america/2019/12/06/6e82c5ec-15d8-11ea-a659-7d69641c6ff7\\_story.html](https://www.washingtonpost.com/entertainment/music/best-music-of-2019-lana-del-rey-sings-lullabies-about-the-end-of-america/2019/12/06/6e82c5ec-15d8-11ea-a659-7d69641c6ff7_story.html)

On the other hand, if the source **doesn't** come from a site with an associated newspaper, italicize the title of the article, but leave the name of the site unformatted.

Lastname, F. M. (Year, Month Date). *Title of article*. Name of publishing website. URL

Jones, J. (2020, May 10). *Why flats dominate Spain's housing market*. BBC. <https://www.bbc.com/worklife/article/20200506-why-do-flats-dominate-spains-housing-market>

## Electronic or Kindle Books

It is not necessary to note that you have used an eBook or audiobook when the content is the same as a physical book. However, you should distinguish between the eBook or audiobook and the print version if the content is different or abridged, or if you would like to cite the narrator of an audiobook.

Lastname, F. M. (Year). *Title of book*. Publisher. URL

Lastname, F. M. (Year). *Title of book* [eBook edition]. Publisher. URL

Lastname, F. M. (Year). *Title of book* (N. Narrator, Narr.) [Audiobook]. Publisher. URL  
 (if applicable)

## Dissertation/Thesis from a Database

Lastname, F. M. (Year). *Title of dissertation or thesis* (Publication No.) [Doctoral dissertation or master's thesis, Name of Institution Awarding Degree]. Database Name.

Duis, J. M. (2008). *Acid/base chemistry and related organic chemistry conceptions of undergraduate organic chemistry students* (Publication No. 3348786) [Doctoral dissertation, University of Northern Colorado]. ProQuest Dissertations and Theses Global.

### Online Encyclopedias and Dictionaries with a Group Author

**Note:** An online dictionary, thesaurus, or encyclopedia may be continuously updated and therefore not include a publication date (like in the example below). If that's the case, use "n.d." for the date and include the retrieval date in the citation.

Institution or organization name. (Year). Title of entry. In *Title of reference work*. URL

Merriam-Webster. (n.d.). Braggadocio. In *Merriam-Webster.com dictionary*. Retrieved January 13, 2020, from <https://www.merriamwebster.com/dictionary/braggadocio>

### Online Encyclopedias and Dictionaries with an Individual Author

Lastname, F. M. (Year). Title of entry. In F. M. Lastname (ed.), *Title of reference work* (edition). Publisher. URL or DOI

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopedia of big data*. SpringerLink. [https://doi.org/10.1007/978-3-319-32001-4\\_7-1](https://doi.org/10.1007/978-3-319-32001-4_7-1)

**Note:** If the dictionary, thesaurus, or encyclopedia does not include an edition, simply skip that step.

### Qualitative Data and Online Interviews

If an interview is not retrievable in audio or print form, cite the interview only in the text (not in the reference list) and provide the month, day, and year in the text. If the interview transcript is published in an online periodical, like a magazine, cite the interview the same way you would cite the medium where it is published, as shown below:

Schulman, M. (2019, December 8). Peter Dinklage is still punk rock. *The New Yorker*. <https://www.newyorker.com/culture/the-new-yorker-interview/peter-dinklage-is-still-punk-rock>

If it is an audio file or transcript published in a database, credit the interviewee as the author and use the following model:

Paynter, W. (1970, September 17). *Interview with Will Paynter* [Interview]. Studs Terkel Radio Archive; The Chicago History Museum. <https://studsterkel.wfmt.com/programs/interview-will-paynter>



### 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).

Lastname, F. M. (Year, Month Date). *Title of presentation* [Lecture notes, PowerPoint slides, etc]. Publisher. URL

Smith, C. (2017, October 13). *AI and machine learning demystified* [PowerPoint slides]. SlideShare. <https://www.slideshare.net/carologic/ai-and-machine-learning-demystified-by-carol-smith-at-midwest-ux-2017>

### Online Forum or Discussion Posting

Lastname, F. M. or Name of Group [username]. (Year, Month Date). *Title of post* [Online forum post]. Publisher. URL

Stine, R. L. [RL\_\_Stine]. (2013, October 23). *I'm R.L. Stine and it's my job to terrify kids. Ask me anything!* [Online forum post].  
Reddit. <https://www.reddit.com/r/IAmA/comments/1p32dl/>

### Facebook Post

Lastname, F. M. or Name of Group. (Year, Month Date). *Content of the post up to the first 20 words* [Type of post]. Site Name. URL

**Note:** If the Facebook post includes images, videos, or links to other sources, indicate that information in brackets after the content description. Also attempt to replicate emojis if possible.

U.S. Department of the Interior. (2020, January 10). *Like frosting on a cake, snow coats and clings to the hoodoos at Bryce Canyon National Park in Utah* [Image attached] [Status update].  
Facebook. <https://www.facebook.com/USInterior/photos/a.155163054537384/2586475451406120/?type=3&theater>

### Facebook Page

Lastname, F. M. or Name of Group. (n.d.). *Home* [Facebook page]. Site name.  
Retrieved Month Date, Year, from URL

Little River Canyon National Preserve (n.d.). *Home* [Facebook page]. Facebook.  
Retrieved January 12, 2020 from <https://www.facebook.com/lirinps/>

### Instagram Photo or Video

Lastname, F. M. or Name of Group [@username]. (Year, Month Date). *Content of the post up to the first 20 words* [Type of post]. Site Name. URL

BBC [@bbc]. (2020, January 12). *Skywatchers have been treated to the first full moon of 2020-known as a “wolf moon”-at the same time as a* [Photograph]. Instagram. <https://www.instagram.com/p/B7OkWqbBwcf/>

### Blog Post

Lastname, F. M. (Year, Month Date). Title of post. *Publisher*. URL

Axelrod, A. (2019, August 11). A century later: The Treaty of Versailles and its rejection of racial equality. *Code Switch*, NPR. <https://www.npr.org/sections/codeswitch/2019/08/11/742293305/a-century-later-the-treaty-of-versailles-and-its-rejection-of-racial-equality>

### Youtube or Other Streaming Video

Last Name, F. M. [Username]. (Year, Month Date). *Title of video* [Video]. Streaming Service. URL

Lushi, K. [Korab Lushi]. (2016, July 3). *Albatross culture I* [Video]. YouTube. <https://www.youtube.com/watch?v=AMrJRQDPjk&t=148s>

**Note:** The person or group who uploaded the video is considered the author. If the author’s name is the same as the username, you can omit the [Username].

### Ted Talk

Author, A. A. (Year, Month Date). *Title of talk* [Video]. TED. URL

Al-Mutawa, N. (2010, July). *Superheroes inspired by Islam* [Video]. TED. [https://www.ted.com/talks/naif\\_al\\_mutawa\\_superheroes\\_inspired\\_by\\_islam#t-4909](https://www.ted.com/talks/naif_al_mutawa_superheroes_inspired_by_islam#t-4909)

Or (if on YouTube)

Username. (Year, Month Date). Title of talk [Video]. YouTube. URL

Tedx Talks. (2011, Nov. 15). *TEDxHampshireCollege - Jay Smooth - How I learned to stop worrying and love discussing race* [Video]. YouTube. <https://www.youtube.com/watch?v=MbdxeFcQtaU>

## Podcast Episode

Host, A. A. (Host). (Year, Month Date). Title of episode (No. if provided) [Audio podcast episode]. In *Name of podcast*. Publisher. URL

Prime, K. (Host). (2019, March 29). For whom the cowbell tolls [Audio podcast episode]. In *Radiolab*. WNYC Studios. <https://www.wnycstudios.org/story/whom-cowbell-tolls>

## 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, 2014), 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. On the other hand, if you are directly quoting or borrowing from another work, you should include the page number at the end of the parenthetical citation. Use the abbreviation “p.” (for one page) or “pp.” (for multiple pages) before listing the page number(s). Use an en dash for page ranges. For example, you might write (Jones, 1998, p. 199) or (Jones, 1998, pp. 199–201). 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*."
- If the title of the work is italicized in your reference list, italicize it and use title case capitalization in the text: *The Closing of the American Mind*; *The Wizard of Oz*; *Friends*.
- If the title of the work is not italicized in your reference list, use double quotation marks and title case capitalization (even though the reference list uses sentence case): "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 page number for the reference (preceded by "p." for a single page and "pp." for a span of multiple pages, with the page numbers separated by an en dash).

You can 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 you do not include the author's name in the text of the sentence, 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, but do not add an extra blank line before or after it. 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 and may omit the page numbers. APA guidelines, however, do encourage including a page range for a summary or paraphrase when it will help the reader find the information in a longer work.

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 or More Authors:** List only the first author's name followed by "et al." in every citation, even the first, unless doing so would create ambiguity between different sources.

(Kernis et al., 1993)

Kernis et al. (1993) suggest...

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

If you're citing multiple works with similar groups of authors, and the shortened "et al" citation form of each source would be the same, you'll need to avoid ambiguity by writing out more names. If you cited works with these authors:

Jones, Smith, Liu, Huang, and Kim (2020)

Jones, Smith, Ruiz, Wang, and Stanton (2020)

They would be cited in-text as follows to avoid ambiguity:

(Jones, Smith, Liu, et al., 2020)

(Jones, Smith, Ruiz, et al., 2020)

Since *et al.* is plural, it should always be a substitute for more than one name. In the case that *et al.* would stand in for just one author, write the author's name instead.

**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; titles of articles, chapters, and web pages are in quotation marks. APA style calls for capitalizing important words in titles when they are written in the text (but not when they are written in reference lists).

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

### **Introductions, prefaces, forewords, and afterwords**

When citing an Introduction, Preface, Foreword, or Afterword in-text, cite the appropriate author and year as usual.

(Funk & Kolln, 1992)

### **Personal Communication**

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. Do not include personal communication in the reference list.

(E. Robbins, personal communication, January 4, 2001).

If using a footnote to reference personal communication, handle citations the same way.

P. Smith also claimed that many of her students had difficulties with APA style (personal communication, November 3, 2002).

### **Traditional Knowledge of Indigenous Peoples**

When citing information you learned from a conversation with an Indigenous person who was not your research participant, use a variation of the personal communication citation above. Include the person's full name, nation or Indigenous group, location, and any other relevant details before the "personal communication, date" part of the citation.

(Caroline Jennings, Cherokee Nation, lives in Tulsa, Oklahoma, personal communication, October 2019).

### **Citing Indirect Sources**

Generally, writers should endeavor to read primary sources (original sources) and cite those rather than secondary sources (works that report on original sources). Sometimes, however, this is impossible. 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. If you know the year of the original source, include it in the citation.

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

(Johnson, 1985, as cited in Smith, 2003, p. 102).

### **Electronic Sources**

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

Kenneth (2000) explained...

### **Unknown Author and Unknown Date**

If no author or date is given, use the title in your signal phrase or the first word or two of the title in the parentheses and use the abbreviation "n.d." (for "no date").

Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

## Sources Without Page Numbers

When an electronic source lacks page numbers, you should try to include information that will help readers find the passage being cited. Use the heading or section name, an abbreviated heading or section name, a paragraph number (para. 1), or a combination of these.

According to Smith (1997), ... (Mind Over Matter section, para. 6).

**Note:** Never use the page numbers of webpages you print out; different computers print webpages with different pagination. Do not use Kindle location numbers; instead, use the page number (available in many Kindle books) or the method above.

### 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

<b>Words to AVOID</b>	<b>ALTERNATIVE words</b>
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 <sub>2max</sub> was measured...	Maximal oxygen consumption (VO <sub>2max</sub> ) was measured...
...which means...	...suggesting that...
VO <sub>2</sub> went back	VO <sub>2</sub> 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