Writing And Style Guide
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I. Preface
Writing a final term paper is a very typical requirement in most liberal arts graduate classes. The final paper is a great way for a professor to gauge the level of understanding that a student has on a topic. In many cases the final paper carries as much weight as the exams, so its importance is not to be minimized. On the contrary, given the importance of the final paper in most classes it should be a top priority for every graduate student to excel on this particular task. Final term papers may be referred to as any of the following:

- research paper+
- theme
- thesis paper, or
- term paper

The goal of every student should be to demonstrate that they have mastered the subject matter at hand through their superior coverage of a topic either assigned to or chosen by the student.

Even though the term paper is commonly required in most graduate courses, the specifics of each requirement are as unique as the individual professor teaching that particular class. In other words, even though this document attempts to point out some common elements of great paper writing, there will always be more specific directions that are included in the course syllabi.

The purpose behind the final term paper is varied and subject to curricular demands. In many cases it can be condensed into just a few compelling reasons:
A term paper helps a student put structure to an unorganized collection of information to improve the educational experience,
A term paper allows a student to get practice in performing original (or archival, in most conditions) research in a controlled situation,
A term paper facilitates advanced integration and synthesis learning.

If YOUR personal goal is to organize your thinking, to perform quality research, and to integrate and synthesize theory, then you will be far ahead of other students just rushing to get the paper done before the deadline passes.

II. Research Process
Define your Topic or Problem
- Clarify your information needs
- Organize your thoughts
- Develop an overview of the topic
- Become familiar with the terminology
- Keep notes and record

Plan a Research Strategy
- Consider the scope of the project
- Know the level of the project
- Think about managing the project
- Plan data collection

- Draw a conceptual framework
- Plan research questions and hypotheses

Locate and Retrieve Information
- Know what type of information you need for your literature review
- Determine the likely and unlikely sources of information
- Over research
- Acquire materials from other libraries/sources early
- Assess if you have enough information to write the research paper, Rule 10-2-20 (10 to 20 pages of source text for every page you write)

Evaluate the Information
- Establish credentials of the authors
- Read and highlight the materials
- Determine the purpose and results of the individual works early
- Evaluate the methods, accuracy, and relevance
- Recognize theoretical orientation, bias, and perspective

Determine if You Have Enough Information
- Get more information than you can use
- Finalize the organization of the paper, fill in the information you have, then look for areas that are weak
- Seek to find multiple sources to support every major point
- Do any significant questions seem to be inadequately addressed?

Planning Data Collection (quantitative research only)
- Know the research variables and how to operationalize them
- Pilot test the instruments, learn from the trial
- Expect the unexpected in data collection
- Build a code book
- Gather the subject pool
- Identify key statistical tests to be run

Collecting Data (quantitative research only)
- Find more subjects than you'll need
- Observe the participants for possible intervening variables or possible questions to ask for the next study
- Consider the theoretical implications of what you are researching
- Push on to the end – get a target number of cases and achieve it
- Don't cut corners, do data collection the right way

Data Analysis (quantitative research only)
- Review the instruments for error and artifacts
- Build a database of the cases
- Once data has been entered, scrub the data free of error
- Compute and print basic descriptive statistics
- Review descriptive statistics for accidental findings
- Compute and print the inferential statistics

- Place the statistics in context, interpret their meaning

Synthesize and Present the Information
- Determine the best presentation format
- Cite sources completely
- Know when is "good" and when is "good enough"
- Write the paper in sections
- Spell check and proofread your draft
- Write an abstract, make final changes, "dress it up"
- Address the theoretical component

Evaluate the Project
- Evaluate the results
- Evaluate the process
- Keep feedback on the project

III. Preparing to Write Your Paper
Four Ts (Time, Tools, Texts, Techniques)
No writing gets done if one of the four Ts is missing. Each is critical in preparing to write the best possible paper.

Time
- To a large extent, writing is limited by the amount of time you have to complete the task.
- More time does not always guarantee a better product, but less time typically does guarantee reduced quality.
- Abundance of time can create complacency and procrastination.
- No one has the ability to control or extend time, even when deadlines are flexible you are stealing time from something else.
- The best way to control time is to prioritize, budget, and schedule. There is no quick fix, and writing that is put off tends to suffer.

Tools
- Tools relate to the various technologies that people use to assist their writing.
- Mastering the tools of writing are also critical since a mastery of those tools means more time to put into creation and proofreading.
- Tools can be "hi tech" or not. Some of the most dependable tools are pen, paper, a dictionary, or typewriter.
- Be aware that if you use more "hi tech" tools like computer word processors or spreadsheets then you will be forced into a learning curve that can be lengthy and steep.
- Use tools that are most appropriate for the assignment. If the assignment is extensive then a complex word processor may be the most useful tool, if the assignment requires less work then you may be able to use less complex tools to convey the point.
- Understanding the basics of the technology is your responsibility, so it may be in your best interest to invest in some basic training on the tools you'll be commonly using.

Texts
- Writing without source texts inevitably shows ignorance. Even the most basic position is strengthened through adding the support of relevant source materials.

- Follow the 10-2-20 rule. Collect, read, process, and understand at least 10 to 20 pages of relevant source text for every page of text you are writing. There is no substitute for having source text, not even secondary texts (textbooks) are as effective as original studies or seminal works.
- Collect as much source text as you can before you begin, but be prepared to collect more after your writing project starts based on directions the work takes.
- There are rarely situations where you are disadvantaged by knowing too much about what you are writing about.

Technique
- The technique is the most personal element in preparing yourself to write. Technique is simply your own personal writing style.
- Your personal writing style is something unique and cannot be reproduced by anyone else. Analysts can identify people based on their vocabulary and grammatical habits.
- Understanding your personal technique is important to improving writing style. If you know that you bend certain grammatical rules, then knowing that will make you more attentive to that as you proofread your documents.
- Word processors (remember, the tool) often contain elaborate spell checking and thesaurus based assistants. The use of these is highly recommended, but do not allow the word processor to take the technique out of your writing. Let it assist your writing.

IV. Writing a Qualitative Research Paper
Introduction
- Begin with a point of interest
- Introduce the basic research focus
- Relevance of the study
- Audience of the research results
- Discuss the expectations of the research
- Discuss the criteria for evaluation of the research
- Proposal overview

Theoretical Foundation
- Discuss the research paradigm (naturalistic, qualitative, hermeneutic)
- Review authors that have used the same research type on the same basic research issues
- Discuss the assumptions made in developing your research project

Literature Review
- Discuss what have others said in relation to this research issue
- What methods have been used?
- Discuss the research that has been conducted
- Elaborate on what is known about the research question you seek to answer
- Keys to success
- Thorough and complete
- Logical and organized
- Recent
- Original primary research
- Critical and analytic appraisal
- Build a case for a new study (yours!)

Research Questions

- Discuss the questions that you seek to find some answers for in your data collection
- Discuss any subsequent findings that may emerge from investigation into the primary research question
- Defend your research questions by discussing lesser relevant questions in contexts outside the parameters of your research

Research Method
- Identify and describe your research methods
- Discuss the procedures followed for your research
- Discuss the sample used
- Describe the type of data collected
- Discuss the role you played in the data collection (neutral, collaborative, objective)
- Discuss how you kept track of the data
- Describe how confidentiality was maintained
- Discuss data analysis
- Explain how you maintained a valid and reliable research method
- Explain what responsibility you have to share your data with the study group

Results
- Present the research results
- Include results from both quantitative and qualitative methods
- Include quotations and other language sources as helpful
- Use simple charts and graphs to simplify the results
- Avoid blatant interpretation and discussion, stick to the findings

Interpretation
- Present the research results
- Discuss the analysis that will be provided and what will not be provided in the final product

V. Writing a Quantitative Research Paper
Introduction
- Begin with a point of interest
- Introduce the basic research focus
- Relevance of the study
- Audience of the research results
- Discuss the expectations of the research
- Proposal overview

Theoretical Foundation
- Discuss the research paradigm (heuristic, qualitative, positivistic)
- Review authors that have used the same research type on the same basic research issues
- Discuss the assumptions made in developing your research project
- "How has this theory driven your research interest?"

Literature Review
- Comprehensively discuss what others have said in relation to this research issue
- What methods have been used? What samples have been accessed? In what context?
- Discuss the research that has been conducted

- Elaborate on what is known about the research question you seek to answer
- Keys to success
- Thorough and complete
- Logical and organized
- Recent
- Original primary research
- Critical and analytic appraisal
- Build a case for a new study (yours!)

Research Questions
- Discuss the questions that you seek to find some answers for in your data collection
- Discuss any subsequent findings that may emerge from investigation into the primary research question
- Identify any hypotheses that will be tested

Research Method
- Identify and describe your research methods and the basic research design
- Discuss the procedures you'll follow for your research
- Discuss the sample you have chosen and how they will be treated (confidential, ethical)
- Discuss how the variables will be operationalized, the type of data you'll collect, and from what instruments
- Describe how you'll insure confidentiality
- Discuss how you'll analyze the data
- Explain how you'll maintain a valid and reliable research method
- Explain what responsibility you have to share your data with the study group
- Discuss how you will organize and present your data and the necessary level of significance for statistical tests

Expected Results and Summary
- Elaborate on how research results will be presented
- Describe how you'll use a statistical package to analyze the data
- Discuss the analysis that will be provided and what will not be provided in the final product
- Describe the tables and graphs that will be included
- Discuss the limitations of the expected findings

VI. Writing Style Guidelines: Basics and Beyond
The formality of the writing is largely dependent on the goal of the paper. For more academic works, a formal, contemporary style (called formal academic writing) is normally most appropriate. Formal style refers to several general conventions that are adopted when writing in this manner. Consider some of the following norms of formal writing:
- Avoid the use of first or second person (I, you, we, me, him, her, mine, etc).
- Expectation that quoted materials from primary and secondary sources will be used.
- Structured arguments based on effective evidence and reasoning and avoidance of personal opinion as the basis for conclusions.
- Avoidance of "prosaic" or "fluffy" language, seeking more scientific terms
- Attention to structure of both sentence and paragraph.
- Avoid passive voice and seek descriptive verbs.

Understand that the function is more important than the form; that the ultimate use and outcome is more important than the writing. Writing is simply a tool to increase understanding or reporting findings.

Every research paper that you write is an argument of some sort. Obviously, it is not the same type of verbal disagreement that happens between people with conflicting views, but it is a rhetorical argument that you present to an audience implicitly (or perhaps explicitly) requesting change. Every argument has component parts that are essential to its effectiveness. First, every argument has a claim. The claim is above the level of disagreement – in other words, both parties do not agree on the claim. If both parties did agree, then no argument would need to be posed, right? Second, every argument has evidence. Evidence relates to the supporting proofs relating to the claim. Common forms of evidence might include the following:
- Artifacts/objects
- Scientific facts
- Statistics
- Expert opinion
- Testimony
- Opinion

Note the ordering of the above items. Perhaps the most compelling evidence is the existence of an object or artifact that reflects proof of the claim (in a traffic accident skid marks are often measured; in a homicide trial the existence of the murder weapon and fingerprints is compelling evidence). Likewise, evidence at the lower end of the list (opinion, testimony) are likely less compelling because it is based on human credibility. Evidence must be related to the claim through reasoning, the third component, otherwise it is irrelevant in supporting the claim. Several different forms of reasoning exist including the following:
- Reasoning from sign
- Reasoning from analogy
- Reasoning from generalization
- Reasoning from cause
- Reasoning from authority

Forms of reasoning are less relevant in this discussion; suffice it to say that evidence that is not linked to the claim is worthless. The final aspect of every argument is the context in which argument occurs. This aspect may be outside the control of the rhetor. But, to the extent that you control the argument and submit your work in an exceptional manner (meeting and exceeding all assignment parameters), the context has been as controlled for as much as possible.

The final aspect of formal writing style relates to a few writing conventions that may be helpful if applied. Since every paper is an argument, this fact must be conveyed in the manner in which you write. The fact is that every research paper is likely to have multiple arguments (many claims which need reasoned support). As you begin to actually write the paper these many claims may serve as the basis for an organizing strategy for your paper. You know that certain claims rely on other claims for support, so it is smarter to put those preliminary claims first, and their secondary claims later. Additionally, it is has been said that each paragraph serves as a claim all by itself. If this is the case (and it probably should be) then every paragraph ought to be organized according to the following guidelines:

- Paragraph Sentence 1 – THESIS SENTENCE – Describes the basic point of the paragraph or what the reader is trying to impart in that paragraph
- Paragraph Sentence 2 – MAJOR SUPPORT – Summarizes a good reason why the thesis sentence is correct, serves as a link between the thesis sentence and the minor support.

- Paragraph Sentence 3 – MINOR SUPPORT – Provides key evidence supporting the truth of the major support and ultimately the thesis sentence.
- Paragraph Sentence 4 – MINOR SUPPORT - Provides key evidence supporting the truth of the major support and ultimately the thesis sentence.
- Paragraph Sentence 5 – MAJOR SUPPORT – Summarizes a good reason why the thesis sentence is correct, serves as a link between the thesis sentence and the minor support.
- Paragraph Sentence 6 – MINOR SUPPORT – Provides key evidence supporting the truth of the major support and ultimately the thesis sentence.
- Paragraph Sentence 7 – MINOR SUPPORT - Provides key evidence supporting the truth of the major support and ultimately the thesis sentence.
- Paragraph Sentence 8 – SUMMARY/RETHESIS – In this final sentence the argument is brought full circle by suggesting that at least two reasons support the truth of the thesis. Also provides persuasive "bite" for the reader in support of the position.

Anyone following the above will write well more developed, distinct, and persuasive papers (claims) than those who write in a journalistic style, a "stream of thought" style, or an organized style.

VII. Bibliographic Style Guidelines: Basics and Beyond

Bibliographic style refers to the manner in which references will be used and referenced within the work. Like writing style, one of the assumptions made of graduate students centers on their ability to use a bibliographic style guide to reference their works. The important thing is that you use a consistent style. My suggestion is to find the most common style that is used in your field. Among the more popular styles guides used are the APA (5th edition) and the MLA style. Many others exist, and some fields reject submissions that are in a style guide that is not familiar, so do your homework.

NOTE: One way to tell the style guide of your field is to look at the references at the back of journal articles. Many journals tell you the style that is acceptable.

The APA style uses the author-date method of citation. For direct quotations, a page number is also given within the parentheses.

Type of Entry	Example, In-Text Citation Format
One author (or editor) [3.94]	Dorothea Brooks' complex character is a mixture of Feuerbachian generosity, Freudian repressed rage and the Horneyan partial fulfillment of her marriage (Green, 1987).
Two authors (or editors) If the authors' names are mentioned in a signal phrase, only the date is included in parenthesis [3.94, 3.95]	Pellegrini and Bjorklund (1998) believe the study of children more complex than previously recognized.
Three, four, or five authors (or editors) Identify each author the first time you use the source. In subsequent references, include only the surname of the first author followed by et al. [3.95]	It is imperative that teachers be precise in observing and recording the behavior of young children (Cohen, Stern, & Balaban, 1997).

Six or more authors (or editors)
Cite only the surname of the first author followed by et al. Note: since this example is a direct quote, the page number is also included in the parenthesis. [3.95]

"Segregation impairs school and test performance in ways that are not revealed by analyses of individual traits" (Fischer et al. 1996, p. 196).

Corporate author
If the author is a government agency or other corporate organization with a long name, spell out the name the first time it is used, followed by an abbreviation in brackets and the year. In subsequent references, just use the abbreviation and the year. [3.96]

First Citation: (American Psychological Association [APA], 2001).

Subsequent Citations: (APA, 2001).

No author or editor
Cite by title of the book or article either in a signal phrase (see example) or in the parenthetical citations and include year of publication. [3.97]

According to Joint investigations of child abuse (1993), effective intervention requires trained personnel.

Electronic Source
To cite a specific part of a source, or when quoting directly, if page numbers are not provided, use paragraph number, preceded by paragraph symbol or abbreviation. If neither are visible, cite the heading and number of paragraph following. [3.101]

"Researchers have not yet adequately examined the degree to which parents' self-feelings may play a moderating role in the network of relationships…" (Kaplan, Xiaoru, & Kaplan, 2001, Theoretical framework, para. 2).

The APA format calls the list of books, periodicals, print and non-print materials "References." Some Guidelines for preparing the "References" list:

- Use a separate page and type References, centered, at the top. Double-space all entries.
- Include only sources cited in the text. [4.01]
- For second and subsequent lines, use the Hanging Indent style. [4.03]
- Alphabetize by author's (or editor's) last name, or by the first significant word in the title if there is no author or editor. [4.04]
- Invert all authors' (or editors') names, using surnames and initials only, for up to and including six authors. For more than six authors, name the first and use et al. for the rest. [4.08]
- Use the ampersand (&) rather than "and" in the author (or editor) entry. [4.08]
- The date of publication (in parenthesis) follows the author's (or editor's) name or title if there is no author (or editor). [4.09]
- Titles of books are in italics. The first word of the title or subtitle (if any) and any proper nouns are capitalized. [4.12]
- Titles of journals and magazines are italicized, and the above rules for capitalization are used. [4.11]
- After the title of the journal or magazine, give the volume number in italics. [4.11]
- For page number in periodicals, only use "pp" before page numbers in reference to newspapers but not in references to magazine or journal articles. [4.11]
- Additional information for a book, such as editions or volumes, is in parenthesis immediately after the title of the book. [4.12]

APA "References" Examples [4.16]

Type of Entry	Example for Reference List
Book, one author (or editor) (p.248)	Byrnes, J. P. (1996). *Cognitive development and learning in instructional contexts.* Boston: Allyn and Bacon
Book, two authors (or editors) **Note:** the example also shows an edition other than the first. (p.248)	Pellegrini, A. D., & Bjorklund, D. F. (1998). *Applied Child Study: A developmental approach* (3rd ed.). Mahwah, NJ: Erlbaum.
Book, three to five authors (or editors) (p.248)	Cohen, D. H., Stern, V., & Balaban, N. (1997). *Observing and recording the behavior of young children* (4th ed.). New York: Teachers College, Columbia University.
Book, six or more authors (or editors) Name first six and shorten any remaining to et al. (p.248)	ischer, C. S., Hout, M., Jankowsi, M. S., Lucas, S.R., Swidler, A., & Voss, K. (1996). *Inequality by design: Cracking the bell curve myth.* Princeton, NJ: University Press.
Essay or chapter in collection or anthology. (p.252)	Baker, S. L., Patterson, M. D., & Barlow, D. H. (2002). Panic disorder and agoraphobia. In A.M. Martin & D. H. Barlow (Eds.), *Handbook of assessment and treatment planning for psychological disorders* (pp. 67-112). New York: Guilford.
Book with no author or editor **Note:** This is also a government document. (p. 249)	*Joint investigations of child abuse: Report of a symposium* (1993). Washington: National Institute of Justice.
Journal articles, pagination by issue. (p. 240)	Greene, M. S. (1987). Another look at Dorothea's marriage. *Literature and Psychology, 33*(1), 30-42.
Journal articles, continuous pagination. (p. 239)	Gilewski, M. J., Zelinski, E. M., & Schaie, K. W. (1990). The memory functioning questionnaire for assessment of memory complaints in adulthood and old age. *Psychology and Aging, 5*, 482-490.
Article in a magazine. (p. 241)	Toufexis, A. (1990, October 8). Struggling for sanity. *Time, 136*, 47-48.
Daily newspaper article. (p. 243)	Foreman, J. (2001, December 4). Rethinking the causes of depression. *Boston Globe*, p. B6.

Electronic Sources

Type of Entry	Example for Reference List
Aggregated database, full text document. (p. 279)	Kaplan, D. S., Xiaoru, L., & Kaplan, H. B. (2001). Influence of parents' self-feelings and expectations on children's academic performance. *Journal of Education Research, 94*(6), 360-370. Retrieved March 18, 2002, from Education Full Text database.
Secondary database, copy of Abstract. (p. 279)	Fehm, L, & Juergen, M. (2002). Thought suppression: Specificity in agoraphobia versus broad impairment in social phobia? *Behavior Research & Therapy, 40*(1), 57-66. Abstract retrieved March 20, 2002 from PsycINFO database.
Web Site Multipage document created by a private organization. When the document has no date, signify by using n.d. (p. 273)	American Academy of Child & Adolescent Psychiatry (n.d.). *Glossary of symptoms and mental illness affecting teenagers*. Retrieved February 27, 2002, from http://www.aacap.org/about/glossary/AACAP_Glossary.pdf.

Taken from *http://www.bridgew.edu/Library/apa.htm*

The reference list should be arranged alphabetically by author surname. The APA format requires book and journal titles etc. to be italicized, although you can underline instead in a handwritten list.

The details needed for a book can be found on the front and reverse of the title page. Make sure you locate the name of the publisher rather than the printer or typesetter. You need the name of the publisher in your reference list. The Library Catalogue gives the publisher's name if you are in any doubt. Ignore any reprint dates; you need the date when the first, second, third edition etc. of the book was published according to which edition of the book you are using. The details needed for a journal article can usually be found on the contents list, front cover or article itself.

Printed Publications

Book

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, D.C.: Author.

Encyclopedia of psychology. (1976). London: Routledge.

Gardner, H. (1973). *The arts and human development*. New York: Wiley.

Moore, M. H., Estrich, S., McGillis, D., & Spelman, W. (1984*). Dangerous offenders: the elusive target of justice*. Cambridge: Harvard University Press.

Strunk, W., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

Note: List up to 6 authors. The 7th and subsequent authors are abbreviated to et al.

Edited Book

Maher, B. A. (Ed.). (1964-1972). *Progress in experimental personality research* (6 vols.). New York: Academic Press

Article in edited book (Chapter)

Vygotsky, L. S. (1991). Genesis of the higher mental functions. In P. Light, S. Sheldon, & M. Woodhead (Eds.), *Learning to think* (pp. 32-41). London: Routledge.

Encyclopedia Entry

Lijphart, A. (1995). Electoral systems. In *The encyclopedia of democracy* (Vol. 2, pp. 412-422). London: Routledge.

If the entry has no author, begin the reference with the entry title followed by the date of publication.

Government Publication

Great Britain. Command Papers. (1991). *Health of the nation* (Cm 1523). London: HMSO.

Great Britain. Home Office. (1994). *Prisons policy for England and Wales*. London: HMSO.

Report

Birney, A. J., & Hall, M. M. (1981). *Early identification of children with written language difficulties* (Report No. 81-502). Washington DC: National Educational Association.

Conference paper in published proceedings

Borgman, C. L., Bower, J., & Krieger, D. (1989). From hands-on science to hands-on information retrieval. In J. Katzer, & G. B. Newby, (Eds.), *Proceedings of the 52nd ASIS annual meeting: Vol. 26. Managing information and technology* (pp. 96-100). Medford, NJ: Learned Information.

Journal Article

Noguchi, T., Kitawaki, J., Tamura, T., Kim, T., Kanno, H., Yamamoto, T., & Okada, H. (1993). Relationship between aromatase activity and steroid receptor levels in ovarian tumors from postmenopausal women. *Journal of Steroid Biochemistry and Molecular Biology, 44*(4-6), 657-660.

Popper, S. E., & McCloskey, K. (1993). Individual differences and subgroups within populations: the shopping bag approach. *Aviation Space and Environmental Medicine, 64*(1), 74-77.

Weekly Magazine Article

Barrett, L. (2001, August 23). Daewoo's drive to survive in the UK. *Marketing Week*, 22-23.

Newspaper article

Caffeine linked to mental illness. (1991, July 13). *New York Times*, pp. B13, B15.

Young, H. (1996, July 25). Battle of snakes and ladders. *The Guardian*, p. 15.

Two or more works by the same author(s) with the same publication date

Where an author (or particular group of authors) has more than one work in a particular year, list them in title order and follow the date with a lower case letter a, b, c, ... For example:

Harding, S. (1986a). The instability of the analytical categories of feminist theory. *Signs*, 11(4), 645-64.

Harding, S. (1986b). *The science question in feminism*. Ithaca: Cornell University Press.

When referred to in the text these letters are also used (see last page section b).

Anonymous works

If a work is signed "Anonymous", your reference must begin with the word Anonymous, followed by date etc. as normal.

If no author is shown, put the title in the normal author position.

Note on page numbers

Use pp. for page range only for encyclopedia entries, multi-page newspaper articles and chapters or articles in edited books. For articles in journals or magazines use the numbers alone.

Interviews

Because an interview is not considered recoverable data, you do not give details in your reference list. You should, however, cite an interview within the body of your text as a personal communication:

…and this point was conceded (J. Bloggs, personal communication, August 22, 2001)

The details shown below have been compiled according to the guidelines available on the APA Website (http://www.apastyle.org) in August/September 2001. Check this Website and the 5th edition of The Publication Manual of the American Psychological Association which is available in the Frewen Library for further guidance.

The basic pattern for a reference to an electronic source is:

Author, Initials. (year). *Title*. Retrieved month, day, year, from Internet address.

Banks, I. (n.d.). *The NHS Direct healthcare guide*. Retrieved August 29, 2001, from
http://www.healthcareguide.nhsdirect.nhs.uk/

- If no date is shown on the document, use n.d.
- If the author is not given, begin your reference with the title of the document.
- If a document is part of a large site such as that for a university or government department, give the name of the parent organization and the relevant department before the Web address:

Alexander, J., & Tate, M. A. (2001). *Evaluating web resources*. Retrieved August 21, 2001, from
Widener University, Wolfgram Memorial Library Web site:

http://www2.widener.edu/Wolfgram-Memorial-Library/webevaluation/webeval.htm

Deciding your future. (2000). Retrieved September 5, 2001, from University of Portsmouth, Careers Service Web site:
http://www.port.ac.uk/departments/careers/plan career/deciding-your-future.htm

Electronic journal articles which are duplicates of the printed version

Use the same reference format as for a printed journal article but add "Electronic version" in square brackets after the article title:

Lussier, R. N., & Pfeifer, S. (2001). A cross national prediction model for business success [Electronic version]. *Journal of Common Market Studies, 39*(3), 228-239.

If you are referencing an online article where the format differs from the printed version or which includes additional data or commentaries, you should add the date you retrieved the document and the Web address (URL).

Articles in Internet-only journals

Korda, L. (2001, July). The making of a translator. *Translation Journal, 5*(3). Retrieved August 21, 2001 from http://accurapid.com/journal/17prof.htm

- Use the complete publication date shown on the article
- Note that page numbers are not given
- Whenever possible, the URL you give should link directly to the article itself
- Break a URL that goes onto another line after a slash or before a full-stop. Do not insert a hyphen at the break.

Articles retrieved from a database

Use the format appropriate to the type of work retrieved and add a retrieval date, plus the name of the database:

McVeigh, T. (2000, July 9). How your gestures can do the talking. *The Observer*, p.7. Retrieved September 10, 2001, from The Guardian and The Observer on CD-ROM database.

Citing references in the text

References are made from the text of the paper to the full details of the work in the reference list in the following manner:

Williams (1995, p.45) compared personality disorders...

In a recent study of personality disorders (Williams, 1995, p.45)...

When an author, or group of authors, has more than one publication in the same year a lower case letter is added to the date. For example:

In two recent studies (Harding, 1986a, p.80; Harding, 1986b, p.138) it was suggested that...

In two recent works Harding (1986a, p.80; 1986b, p.138) has suggested that...

For multiple author citations (up to five authors) name all authors the first time, then use et al. (and others). For example: the first time it would be (Moore, Estrich, McGillis, & Spelman 1984, p.33) and subsequent references to the same publication would use (Moore et al.). For six or more authors, use et al. after the first author in all occurrences.

Note that when the in-text reference occurs naturally within the sentence "and" should be used before the final author. But when the entire reference is enclosed in brackets the ampersand (&) should be used.

When a source has no author cite the first two or three words of the title followed by the year. For example:

...in the recent book (Encyclopaedia of psychology, 1991, p.62)...

...in this article ("Individual differences," 1993, p.12)...
- *follow this example for web pages where no author is given*

However, if the author is designated as "Anonymous," cite the word Anonymous in your text e.g. (Anonymous, 1993, p.116).

Note: Underline or italicize the title of a journal or book and use double quotation marks around the title of an article or chapter.

When using quotations in your text observe the following examples:

He stated, "The relative importance of the systems may nevertheless remain in approximately the same proportion" (Gardner, 1973, p.41)

Smith (1991) found that "...there is no evidence that chimpanzees can produce a drawing and discern the object represented in it..." (p.84)

If you cite a work that you discovered in another work, observe the following examples:

Smith (1970, p.27) cites Brown (1967) as finding...

Brown (1967), cited by Smith (1970, p.27), found...

It was found (Brown, 1967, cited by Smith, 1970, p.27) that...

Taken from ***http://www.libr.port.ac.uk/support/BR_APA.html***

VIII. Feedback and Learning
When writing for an assignment, learning takes place at every step of the process. Some learning occurs as you do the research, some occurs as you organize your materials, and a great deal of learning occurs as you compose your paper. But, the learning does not stop there. Most people learn a great deal more about their papers by receiving feedback on it. Feedback comes at three different stages:

Your own **self-evaluation** as you proofread your paper for errors.

A **peer-evaluation** when you give your paper to a peer for them to review prior to you submitting it. The **instructor evaluation** is very important because the grade is often assigned based on the instructor's expert evaluation.

It is absolutely natural to be concerned about evaluation outside your control. Your self-evaluation should be as thorough as possible to make sure you catch simple errors before you give it to a peer for further review. As you receive peer-evaluation and your instructor's evaluation, it is easy to be fearful of the result. The ego involvement of research, organizing, and writing a paper is naturally very high. Critical comments are often difficult to take and likely cause much defensiveness. One should try to receive the critical comments as objectively as possible and the result must always be based on what makes the paper better.