

APA Publication Guidelines Mini-Manual:

From the 5th edition, 2001

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The APA Publication Manual (2001) is rather formidable and not particularly user-friendly. As a result, manuscripts are often not prepared in APA style. In both my own writing and reviewing of manuscripts, it has come to my attention that there are some typical areas in which APA style is not heeded. Thus, I have tried to highlight guidelines to correct these common mistakes. For issues not dealt with in this mini-manual, please consult the publication manual itself.

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I. ORDER OF SECTIONS OF THE MANUSCRIPT (*note that not all papers have all sections—write your paper to fit your instructor’s requirements*)

-Title page (*including Author Note if it is a masked review*)

This includes a page number with page header, running head, title, author(s), and institutional affiliation.

-Abstract (*on a separate page*)

This is a brief summary of your study.

-Text (*start on a separate page*)

This usually consists of 4 parts:

Introduction: This is where you introduce the topic of study, discuss the relevant literature, give the purpose and rationale for your study and the specific hypotheses you plan to test.

Method: Here, you give details about how the study was conducted, including a description of the participants, apparatus or questionnaires used, and the procedure.

Results: This section includes the statistical results of your hypothesis tests, but not a discussion of what the results mean. You would also refer to any tables and figures in this section.

Discussion: This is where you interpret and evaluate your results. You should discuss any problems that may have influenced your results and make suggestions for future research.

-References (*on a separate page*)

List any studies you cited in your paper. For information on how to write references, see the section on references later in this manual or, for help producing APA style references, go to http://www.landmark-project.com/citation_machine/index.php

-Appendixes (*typically not found in journal articles, but if using this, start on a separate page*)

-Author Note (*separate page if not included on title page*)

This includes acknowledgements and other information, with details about correspondence and the address for obtaining reprints appearing last

- Footnotes** (*all together on one separate page*)
- Tables** (*each on a separate page*)
- Figure Captions** (*all together on one separate page*)
- Figures** (*each on a separate page*)

II. TYPING FORMATS FOR MANUSCRIPTS (*Note: APA recommends 1-inch margins all around and 12 pt. Times Roman or Courier font. ALL text should be double-spaced.*)

1. TITLE PAGE

- Number** page as 1 (upper right hand corner) and include a **page header** (a very abbreviated title) just to the left of the page number
- Running head:** (all CAPS, no more than 50 characters including punctuation and spaces, type at top, flush left)
- Title** should be centered, capitalize first letter of key words, and double space if more than one line (do not underline), should not be longer than 10-12 words
- Author(s) names** should be centered (first name, middle initial and last name)
- Institutional affiliation** (where the investigation was conducted) should be centered (if more than one affiliation, see p. 297)

SAMPLE:

Level of Voice 1

Running head: LEVEL OF VOICE AMONG MALE AND FEMALE ADOLESCENTS

Level of Voice Among Male and Female Adolescents as a Function of

Support and Gender Orientation

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2. ABSTRACT

- Number page as 2 and include page header (here and on all subsequent pages). In the page header, only capitalize the first letter of key (large) words (e.g., *NOT*: and, in, the, among)
- Type the word Abstract at top, centered (do NOT underline)
- Limit to 120 words
- Left justification only (use block format, no indentation)

3. FIRST PAGE OF TEXT

- Number as page 3
- Center the title of the paper, and capitalize key words (do NOT underline)
- Begin text on the next double-spaced line (do NOT have a heading labeled “Introduction”)
- Left justification only (throughout the text)

4. HEADINGS

- Generally three levels will suffice (if not, see pp. 111-115). **For example:**

Method

(center, capitalize important words, do not bold, italicize, or underline)

Participants (flush left, capitalize key words, italicize, NO period)

Text begins on the next double-spaced line, indent first line of text

Sleep-deprived group. (indented, capitalize first word only, italicize and include period, and begin text immediately after heading on the same line)

- Do NOT bold sub-headings

-In certain cases the third level WILL be capitalized if it is the title of an instrument, e.g., *The Self-Perception Profile for Children.*

5. TABLES

-With regard to Tables, type in the text where you would like the final printed table to appear:

Insert Table 1 about here

-Do NOT break up a paragraph with these instructions.

-Note that if you want two (or more) tables to occur quite close to each other in the text you can instruct typesetters to:

Insert Tables 2 and 3 about here

6. REFERENCES

-Type “References” at top (**centered, NOT underlined**)

-Double space all reference material and use hanging indentation

-In titles, capitalize only the first word, proper nouns, or words that follow a colon (:)

Common forms (see pages 239-281 for less common forms):

(a) Periodical (Italicize journal title and volume, including comma.)

Harter, S., & Whitesell, N. R. (1997). Multiple pathways to depression and adjustment among adolescents. *Development and Psychopathology, 9*, 835-854.

(b) Chapter (Italicize title of book and include page numbers. Note capitalization.)

Harter, S. (1988). Causes and consequences of low self-esteem in children and adolescents. In R. F. Baumeister (Ed.), *Self-esteem: The puzzle of low self-regard* (pp. 87-116). New York: Plenum.

(c) Book (Italicize title of book. For locations other than major publishing locations such as New York, Paris, and others listed on p.217, put city and state abbreviation: Hillsdale, NJ: Erlbaum. When necessary, put the country.)

Harter, S. (in press). *The cognitive and social construction of the developing self*. New York: Guilford Press.

(d) Poster presentation (include month in date, italicize title)

Harter, S., Waters, P. L., & Whitesell, N. R. (1997, April). *Level of voice among adolescent males and females*. Poster session presented at the bi-annual meeting of the Society for Research in Child Development, Washington, DC.

(e) Unpublished doctoral dissertation (italicize title)

Johnson, E. (1995). *The role of social support and gender orientation in adolescent female development*. Unpublished doctoral dissertation, University of Denver, Denver, CO.

(f) Sources on the Internet (at minimum, provide document title, date, URL and when possible, the author of a document)

1. Article in an Internet-only journal (include date you retrieved the document)

Miller, M.B. (2001, April 20). Resources for psychology majors. *Psychology Online*, 4, Article 012b. Retrieved May 5, 2001, from <http://du.edu/psychology/volume4/onl004012b.html>

2. Multipage document created by private organization, no date

Peer to Peer Counseling Group. (n.d.). *Teaching listening skills to large groups*. Retrieved July 25, 2003, from <http://www.peertopeer.org/listeningskills/00343.html>

See pages 268-281 for ways to cite other online sources.

Order of entries in the reference list

1. Alphabetize references by surname of first author.
2. If there is a reference by a single author with multiple publication years, list earlier years of publication first (the same applies to references with same multiple authors).
3. Single author references precede multiple authorship where the first author is the same person.

4. References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author. If the first and second authors are the same but there are different third authors, they should be arranged alphabetically by the surname of the third author (and so on).

See pages 219-222 for other special cases

References in the text

-When using the ideas of others, you must acknowledge them as a source.

1. One way is to cite someone at the end of a sentence:

Rather than focusing on global representations of the self, it is often useful to employ a multidimensional framework for conceptualizing the self (Harter, 1997).

2. Another method is to reference someone as part of the sentence:

McIntosh (1999) argued that multiple mechanisms may be involved in facial effects on emotions.

3. If you are using the exact wording of another person, you must put the wording in quotes and cite the author(s) and the page number:

“This manual will be useful for students” (Harter & McIntosh, 2003, p.144).

-When a multiple-authored reference first appears, ALL authors need to be listed (unless the work has six or more authors in which case, cite only the first author followed by “et al.”). In subsequent citations, use the form: First author et al. (date). Note punctuation.

-If the very same authors have publications in the same year, then they need to be ordered with letters after the date, in both the text and the reference list (e.g., Harter & Whitesell, 1996a, Harter & Whitesell, 1996b).

-When citing multiple studies for the same idea, alphabetize by first author, putting earlier publications by the same author first (Harter, 1990, 1993; Harter & Whitesell, 1996; Harter, Whitesell, & Waters, 1997).

-In each NEW paragraph, dates of a publication that have already been cited need to be included.

-When citing the title of an article or book in the text, capitalize all important words in the title.

7. TABLES

The tables below are reproduced from the APA manual (pp.149-154). Number tables with Arabic numbers. Note spacing (all double), italics, capitalization (in title, capitalize all major words, but for headings and captions, only the first word and proper nouns), and use of horizontal lines.

Table Example 1.

Table X
Error Rates of Older and Younger Groups

Level of difficulty	Mean error rate		Standard deviation		Sample size	
	Younger	Older	Younger	Older	Younger	Older
Low	.05	.14	.08	.15	12	18
Moderate	.05	.17	.07	.15	15	12
High	.11	.26	.10	.21	16	14

Table Example 2.

Table X
Mean Numbers of Correct Responses by Children With and Without Pretraining

Grade	Girls			Boys		
	With	Without	Difference	With	Without	Difference
3	280	240	40	281	232	49
4	297	251	46	290	264	26
5	301	260	41	306	221	85
n*	18	19		19	20	
Verbal tests						
3	201	189	12	210	199	11
4	214	194	20	236	210	26
5	221	216*	5	239	213	26
n*	20	17		19	18	

Note. Maximum score = 320.
*Numbers of children out of 20 in each group who completed all tests. *One girl in this group gave only two correct responses.

Table Example 3.

Table X
Mean Causality and Responsibility Attribution Scores

Personal similarity	Situational similarity	
	Low	High
Causality		
High	16	15
Low	32	20
Responsibility		
High	16	9
Low	38	19

Note. The higher the score, the greater the attribution. Actual scores have been multiplied by 10.

Table Example 4.

Table X
Recognition Memory for Words and Nonwords as a Function of Age and Viewing Condition

Viewing condition	Adults ^a	Children ^b	Difference
Words			
Dim	91	73	18
Moderate	88	63	25
Bright	61	45	16
Nonwords			
Dim	78	58	20
Moderate	65	62	3
Bright	80	51	29

Note. The values represent mean percentages of correctly recognized words or nonwords. ^aAdults were 18-21 years old. ^bChildren were 12-14 years old.

Table Example 5. Sample correlation table

Table X
Intercorrelations Between Subscales for Students and Older Adults

Subscale	1	2	3	4
Students (n = 200)				
1. Tranquillity	—	.93	-.09	.73
2. Goodwill		—	-.34	.62
3. Happiness			—	.14
4. Elation				—
Older adults (n = 189)				
1. Tranquillity	—	.42	-.07	.52
2. Goodwill		—	-.43	.62
3. Happiness			—	.47
4. Elation				—

Table Example 6.

Table X
Intercorrelations Between Subscales for Students and Older Adults

Subscale	Goodwill	Elation	Happiness
Students (n = 200)			
Tranquillity	.9	.7	-.1
Goodwill	—	.6	-.3
Elation		—	.1
Older adults (n = 189)			
Tranquillity	.4	.5	-.1
Goodwill	—	.6	-.4
Elation		—	.5

8. FIGURES

- Label with letters and numbers large enough to be clear when reduced for the journal.
- Put the legend within the dimensions of the graph.
- Use symbols and bar codes that make the groups or conditions easy to differentiate.
- Do NOT type in the actual values on the graph. Values on the ordinal should allow the reader to interpret the level of scores.
- Do NOT put the figure caption on the same page as the figure. Type all captions on a separate page labeled Figure Caption.
- Do NOT create three-dimensional figures, and do not use line drawings for discontinuous groups or conditions--use bar diagrams.

See pages 180-193 for examples

APA Statistical Form**Means and standard deviations:**

($M = 2.8$) ($M_s = 2.8$ and 3.4 , respectively) ($SD = .68$) ($SD_s = .68$ and $.71$, respectively)

Chi Square:

, $\chi^2(4, N = 90) = 10.51, p < .05.$ *ps*

ANOVAs:

, $F(2, 116) = 2.80, p < .05.$

t-tests:

, $t(60) = 1.99, p < .05.$

Description of ANOVAs: (lower-case x, capitalize variables)

A 3 x 3 x 2 (Level of Support x Grade x Gender) analysis of variance was performed on participants' voice scores. The significant three-way (Level of Support x Grade x Gender) interaction revealed...

MISCELLANEOUS

- a. **To indicate number of subjects:** Use *N* for the total sample, *n* for a subsample (e.g., in tables)
- b. The word **participants** is now being used instead of subjects. Respondents is another synonym that is acceptable.

c. The word "which" is typically misused.

MISUSE: We developed a task which assessed . . .

CORRECT: We developed a task **that** assessed . . .

CORRECT: There were three conditions under which participants . . .

d. The word **data** is followed by a plural verb

CORRECT: The data **are** . . . The data **were** analyzed . . .

MISUSE: The data **is** . . . The data **reveals** . . .

e. Confusions in the use of effect and affect

The manipulation had an **effect** on participants' learning (**effect is a noun**)

The manipulation **affected** participants' learning (**affect is a verb**)

(Of course affect can be used as a noun in the case where it is synonymous with emotion. For example: Participants displayed negative affect in the condition designed to evoke anxiety.)