Required Title Page Information

As shown above, center the following elements on the page in this order:

- Title of Paper (mixed upper and lower case letters)
- Your Name (first and last name without including academic or license information such as BSN or RN)
- Course Abbreviation and Number
- Due Date (month, day, and year)
- Instructor’s Name

*Doctoral students must format the title page according to APA guidelines as follows: title, author’s name, and institution name.

All lines are double-spaced throughout the entire document. Use black, 12-point Times New Roman font throughout the document. Arial and Courier font types are acceptable.

The Writing Style and Mechanics paper provided by the Center for Writing Excellence represents the consensus of several deans and other key academic officials within Apollo Group. The sample paper corresponds to APA style, which is the University’s preferred style. This document may contain more than 20% of its information from a single source. The sample paper is written to help you format your paper. Typically, an academic paper will include information from a variety of sources and should not contain more than 20% of its information from a single source.

Although this sample paper is offered as a tool to help students with style, it is not a definitive or binding representation of format accepted by individual instructors. As a result, for all unresolved style and format issues, it is essential that you consult with your instructor before submitting your paper for a grade. Your instructor is the final authority regarding acceptable format and style for papers associated with a course, and the instructor’s recommendations will prevail over this sample paper in the event that differences occur between the two.

Revised: June 2011

Center for Writing Excellence
© 2009-2010 Apollo Group, Inc. All rights reserved.
Abstract

According to the Publication Manual of the American Psychological Association (APA), an abstract is “a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly and, like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases” (2010, p. 25). The first line of the abstract is not indented. An abstract may range from 150 to 250 words (APA, 2010). Because an abstract is not always required for student papers, adhere to your instructor’s requirements.
Writing Style and Mechanics

The *Publication Manual of the American Psychological Association* (APA) began as a journal article in 1929. That article reported results from a meeting of scholars “to establish a simple set of procedures, or *style rules*, that would codify the many components of scientific writing to increase the ease of reading comprehension” (APA, 2010, p. xiii).

Today the *Publication Manual* is in its sixth edition, and the APA style described in it is a widely recognized standard for scholarly or professional writing in the social sciences. Although the style guide is designed to prepare manuscripts for publication, many universities and health care journals have adopted its use as a guide to achieve uniformity and consistency (Cuddy, 2002). Writing in the style prescribed by the *Publication Manual* can be a daunting experience for students. As with any new skill, “practice makes perfect” (S. Proofreader, personal communication, June 28, 2004). Points of APA style most often used by undergraduate and graduate students are listed below. However, keep in mind that this sample paper is a guide and should not be considered as a replacement for the *Publication Manual*.

**Format Considerations**

Some commonly used rules and formats from the sixth edition of the *Publication Manual* are listed below. Please note, however, that some assignments may require unique formatting, and you should consult with your instructor for clarification.

**Correct Margins**

Margins are one inch on all sides. This rule is broken only to avoid placing a lone heading on the last line of the page or a single line of text on the top of the next page.
Page Header

The page header contains the running head and the page number. Check with your instructor to see if a running head is required. The header is set using the header feature in Microsoft® Word. Consult Appendix A for format directions for the header feature. The words *Running head* only appear on the title page. Use no more than the first 50 characters of the title in running head. The page number is set at the right margin, and the running head is set at the left margin. The automatic header function of a word-processing program should be used to place the page numbers consecutively in the paper. Arabic numerals (1, 2, 3, and so on) are used to number each page, beginning with 1 on the title page.

Document Headings

Paragraph headings should be used in long documents to organize the essay, to break it up into readable portions, and to make it easy for readers to locate information. Using headings in a short document before every paragraph can make the writing appear choppy, and the paper may not flow smoothly from point to point. Use paragraph headings if your document is longer than three or four pages and if your instructor requires paragraph headings.

Reference Page

Hanging indentation is used for the reference page. (See Appendix B for format directions to create hanging indents.) In a hanging indent, the first line of the reference rests against the left margin, and the lines that follow are indented five to seven spaces or one-half inch to the first tab stop. The reference page is alphabetized by author or by title of the work when no author is listed, and each entry contains the date of publication in parentheses directly after the author’s name. The title, the place of publication, and the name of the
publisher follow the date of publication for a book entry. The proliferation of electronic materials has prompted APA to create formats designed specifically for Internet and web-based written material. Visit the APA website at www.apastyle.org for additional information about formatting electronic references. You will also find frequently asked questions and helpful free tutorials about using APA style.

Only references that have been cited in the paper are listed on the reference page. Personal communications are cited in the text but do not appear on the reference page because the reader cannot retrieve them. Additional reference examples are available in the Reference and Citation Examples tutorial in the Center for Writing Excellence at Tutorials.

**In-Text Citations**

**Direct quotations.** Direct quotations must mirror the original source word for word, even if errors are contained in the original text. To alert the reader that errors are part of the original material, the word [sic], enclosed in brackets and italicized, must follow the erroneous material. The source of the quotation must be cited. The format of direct quotations may vary with the placement of the quoted material in the sentence. The following is an example of how you may use a direct quotation from a website with an author: “Diversity is emerging as one of the most serious issues in the workplace today, yet most employers are not prepared to deal with it” (Copeland, 2003, Erroneous Assumptions, para. 1). The author’s last name, the year of publication, the website title or section title, and the paragraph number, when no page number is available, are included in the citation.

The following is an example of how one may use a direct quotation from a book with one author: Venes (2001) stated, “The types of influenza doctors must prepare for fall into
three categories” (p. 106). If the author’s name is stated prior to the quotation, include the date of publication (in parentheses) after the author’s name, and follow the quotation with the page or paragraph number. For a work with two authors, use both authors’ last names for every citation. If the source has three or more authors but fewer than six authors, list all authors in the first citation, and use the first author’s last name and the words *et al.* (without italics) for the rest of the citations. If the source has more than six authors, you may use the first author’s last name and the words *et al.* (without italics) for every citation (APA, 2010, p. 175). Refer to the Reference and Citation Examples tutorial in the Center for Writing Excellence at Tutorials & Guides for examples of in-text citations.

Quotations that contain fewer than 40 words are enclosed in double quotation marks within the text. Use single quotation marks for quotations contained within a direct quotation. Quotations of 40 words or more are indented in a block format without quotation marks. Use double quotation marks to indicate a quotation within the block quotation. The block quotation is started on a new line, and it is indented five to seven spaces or one-half inch. A sample block quotation appears on page 8 of this document.

**Paraphrased material.** Paraphrasing allows the writer to present someone else’s ideas or intellectual property and to supply proper credit to the original author or authors (Lawton, Cousineau, & Hillard, 2001). When an author is paraphrased, the source must be cited in the text. If a source is mentioned more than once in a paragraph, a citation must be included each time. Page or paragraph numbers are not required for paraphrased material, but the *Publication Manual* recommends that writers include a page or paragraph number to help the reader easily locate the information (APA, 2010, p. 171). If a writer were to paraphrase information from an article located in an online database, the writer would
format the citation as follows: Daniels (2004) included Darden Restaurants on her list of the 50 best companies for minorities. Here is an example where the author is not mentioned within the text: A list of companies has been singled out as best for minority employees (Daniels, 2004). Both examples include the author’s last name and the date of publication. If the author’s name is not provided with the paraphrased text, it must be included in the citation. Refer to the Reference and Citation Examples tutorial in the Center for Writing Excellence at Tutorials & Guides for examples of paraphrasing.

**Plagiarism.** Plagiarism constitutes a serious academic concern. According to Lawton, Cousineau, and Hillard (2001), “Academic communities demand that writers credit others for their work and that the source of their material clearly be acknowledged” (para. 6). Internet access has resulted in an increase in plagiarism. McCabe noted (as cited in Sterngold, 2004), 41% of students said they engaged in *cut-and-paste* plagiarism from online sources. The sentences and phrases used in one’s paper must be original or cited and referenced accordingly. Although it may be easier for a writer to use someone else’s words, doing so discredits the writer. When in doubt, cite. See the Plagiarism Guide in the Center for Writing Excellence at Tutorials & Guides for more information about avoiding plagiarism and about properly citing intellectual property.

**Other Format Issues**

The preferred typeface for APA style is black, 12-point Times New Roman (APA, 2010). However, Arial and Courier font types are acceptable. Avoid using any software settings that reduce spacing between words or letters or that add spacing between paragraphs. Use double-spacing throughout the document. You may use *one space* or *two spaces* after sentence-ending punctuation in the body of your essay, but use consistent
spacing at the end of a sentence throughout your essay. For consistency with APA style, Doctoral students must space twice after sentence-ending punctuation in the body of an essay and space once after a period separating each main element in the reference list.

Although the *Publication Manual* (2010) requires an abstract to precede the text, an abstract is not used in most student papers. Instructors may require an abstract if students are submitting lengthy papers or project proposals. In those cases, the direction to submit an abstract will be in the assignment guidelines.

**Writing Mechanics**

Correct grammar, punctuation, spelling, and sentence structure—in addition to formatting—are essential components of scholarly writing. Strunk (1918/1999) emphasized the importance of being succinct:

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell. (para. 1)

**Grammar**

In addition to the provision of a standardized format for scientific writing, the *Publication Manual* (2010) emphasizes the importance of proper grammar. For a thorough grammar review, refer to the Grammar and Writing Guides in Tutorials & Guides from the Center for Writing Excellence homepage. The Grammar and Writing Guides are resources that review grammar, mechanics, and style, and each section contains practice quizzes. Important basic grammar principles are listed below.
Subject and verb agreement. A singular noun requires a singular verb, and a plural noun requires a plural verb (APA, 2010). Words that intervene between the noun and the verb do not change this basic rule.

Noun and pronoun agreement. When writers use a singular noun, they must also use a singular pronoun. To avoid using he/she (he or she) or him/her (him or her), writers may reword the sentence and use a plural noun and a plural pronoun to eliminate the problem of nouns and pronouns that do not agree. For example, the sentence “A student applying for a job must carefully proofread his or her application” may be reworded to read, “Students applying for jobs must carefully proofread their applications.” Use of plural forms also helps writers reduce bias, avoid stereotypes, and refrain from using both singular and plural in the same sentence or paragraph.

Passive voice. Passive voice obscures the actor in this sentence: “The house was painted,” because it omits who applied the paint. In contrast, the same sentence written in active voice would be something such as this: “Our company painted the house.” The passive voice, which is a form of “be” (is, was, were, will be, have been, etc.) and a participle (painted, etc.), is useful when the actor's identity is not important to the sentence or context. Overuse of the passive voice causes the document to read similarly to an instructional manual, dry and monotonous. According to Sigel (2009), it weakens the essay’s argument and prevents clear and concise writing. Occasional use of the passive voice is acceptable, but documents written primarily in the active voice are more enjoyable and more persuasive to read (Sigel, 2009).

Punctuation. Correct punctuation establishes the rhythm and readability of sentences. Use only one space after commas, colons, and semicolons. Use one or two spaces
after a period at the end of a sentence (be consistent with use). When a hyphen or a dash is used, no space appears before or after the hyphen or dash (APA, 2010). Correct use of commas and semicolons can be challenging for students. Writers are encouraged to proofread their papers to ensure proper use of commas (Purdue OWL, 2009).

**Capitalization.** Capitalization is used to designate a proper noun or trade name as well as major words in titles and in headings. Instances where capitalization is not used include laws, theories, models, or hypotheses, such as ethical decision-making models and names of conditions or groups in an experiment, such as experimental or control groups (APA, 2010). A common error in capitalization is its use with the name of a job title or department. An example is human resources, which is not capitalized, versus the specific title of ACME Human Resources Department, which is capitalized.

**Seriation (elements written in a series).** Items contained in a list help to clarify the point being made or help to clarify components of a subject. Bullets may be used for a list in academic writing according to APA standards (2010). To show seriation of separate paragraphs, however, number each paragraph with an Arabic numeral followed by a period that is not enclosed in or followed by parentheses. To show seriation within a paragraph or a sentence, use lowercase letters in parentheses. An example of seriation is shown in Appendix C.

**Numbers.** Spell out numbers one through nine that appear in the body text. Use Arabic numerals to express numbers 10 and above. Exceptions to this rule are discussed in the Grammar and Writing Guides in the Center for Writing at Tutorials & Guides. Once in the Grammar and Writing Guides, go to Grammar Mechanics and select Number Usage for
a list of the exceptions. If you have the *Publication Manual*, sixth edition (2010), refer to pages 111-114 for detailed information about number usage.

**Third person versus first person.** *Person* refers to the point of view or the source of the writer’s opinions. Use third person (he, she, they) in academic writing. When referring to yourself, however, stating “The writer instructed the patients” is ambiguous and may give the impression that you did not participate. Instead, use a first person personal pronoun: “I instructed the patients.” For the most part, reference to self in first person should be limited to personal reflection or opinion papers.

**Conclusion**

By understanding mechanics and usage requirements and by referencing materials appropriately with in-text citations and reference entries, you will clearly communicate the content of your work. Use the information included in this paper to develop effective academic papers. You are also encouraged to refer to the resources in the Center for Writing Excellence and the style information from www.apastyle.org for additional information about academic writing.
References


Purdue OWL. (2009). *Commas: Quick rules.* Retrieved from Purdue University Online Writing Lab website:

http://owl.english.purdue.edu/handouts/grammar/g_commaproof.html


Appendix A: Header Feature in Microsoft® Word

Page Headers

Identify each page with the running head at the left margin and the page number placed at the right margin. (Use a running head only if your instructor requires it or if you are a doctoral student.) Do not use your name to identify each page. Be sure the font type and size are the same in the header as that used throughout the document.

Word 2003

To create a correct header with an automatic page number in Word 2003, use the following guidelines:

1. Select the View menu on the toolbar.
2. Select Header and Footer. (If you are not creating a running head, skip to number 8 below.)
3. Place the cursor in the Header box and select the left justification button on the toolbar so that the cursor in the Header box moves to the left.
4. Type the running head, if required. Otherwise, continue with number 8 below.
5. Select the Page Setup icon (the sixth icon in the Header and Footer toolbar).
6. Select the different first page option in the Layout tab to make the first page header different from the rest of the document.
7. Adjust the first page header to include the words Running head (without italics) with the first 50 characters of the title, and adjust the header on the second page to include the first 50 characters of the title.
8. Tab to the right so that the cursor in the Header box moves to the right margin.
9. Use the automatic function for inserting the page number as illustrated in this picture by selecting the first button with the # symbol.

10. Select Close. Your header is complete.

Word 2007

To create a correct header with an automatic page number feature in Word 2007, use the following guidelines:

1. Click on the Insert tab.
2. Select the Header icon.
3. Choose the Blank header tab from the drop-down menu. This places the cursor inside the header at the left margin.
4. Type the running head (the first 50 characters of the title in all capital letters. Do not yet include the words, Running head:), if required. Otherwise, continue with number 7 below.
5. Tab to the right margin, and click the Page Number icon.
7. Select the Plain Number option. A number 1 will appear at the right margin of your document. (Once the different first page has been created, this number will change to 2, 3 . . . when the document is typed.)
8. From the Design menu for Header & Footer, select the option labeled Different first page.
9. Create the new first page header to include the words Running head: (do not, however, use italics) and, as before, the first 50 characters of the title in all capital letters.
10. Once again, tab to the right margin, and click the Page Number icon.
12. Select the Plain Number option. A number 1 will appear at the right margin of your document.
13. Choose Close Header and Footer (the red X at the far right on the menu). Your cursor then appears at the beginning of the document, and automatic page numbers should be visible as you type each new page.
14. Verify that the page numbers at the right of the header for page 1 and for page 2 are at the same location for the right margin. (If not, use the ruler bar to make adjustments.)

**Word 2010**

To create a correct header with an automatic page number feature in Word 2010, use the following guidelines:

1. Click on the Insert tab.
2. Select the Header icon.
3. Choose the Blank header tab from the drop-down menu. This places the cursor inside the header at the left margin.
4. Type the running head (the first 50 characters of the title in all capital letters. Do not yet include the words, Running head:), if required. Otherwise, continue with number 7 below.
5. Tab to the right margin, and click the Page Number icon.
7. Select the Plain Number option. A number 1 will appear at the right margin of your document. (Once the different first page has been created, this number will change to 2, 3 . . . when the document is typed.)
8. From the Design menu for Header & Footer, select the option labeled Different first page.
9. Create the new first page header to include the words Running head: (do not, however, use italics) and, as before, the first 50 characters of the title in all capital letters.
10. Once again, tab to the right margin, and click the Page Number icon.
12. Select the Plain Number option. A number 1 will appear at the right margin of your document.
13. Choose Close Header and Footer (the red X at the far right on the menu). Your cursor then appears at the beginning of the document, and automatic page numbers should be visible as you type each new page.
14. Verify that the page numbers at the right of the header for page 1 and for page 2 are at the same location for the right margin. (If not, use the ruler bar to make adjustments.)
Appendix B: Directions for a Hanging Indent

Microsoft® Word 2003

Select the text that requires a hanging indent or create a hanging indent at the top of the references page before typing the text. From the Format menu, select the Paragraph command (as shown in Picture One). In the Special list under Indentation, select Hanging (Picture Two).

![Picture One]

![Picture Two]
Microsoft® Word 2007

Select the text that requires a hanging indent or create a hanging indent at the top of the references page before typing the text. From the Home menu, click on the Paragraph command (see Picture One). This will bring up the Indents and Spacing tab (see Picture Two). Under Indentation in the Special box, click on Hanging and choose OK.
Microsoft® Word 2010

Select the text that requires a hanging indent or create a hanging indent at the top of the references page before typing the text. From the Page layout menu, click on the Paragraph command seen below. This will bring up the Indents and Spacing tab. Under Indentation in the Special box, click on Hanging and choose OK.
Appendix C: Seriation

Seriation

To show seriation (lists) within a paragraph or sentence, use lowercase letters, not italicized, in parentheses:

Job satisfaction is increased when nurses are provided with (a) therapeutic massage, (b) relaxation therapy, and (c) music therapy.

To show seriation of separate paragraphs, number each paragraph with an Arabic numeral, followed by a period but not enclosed in or followed by parentheses. A numbered list signifies that element 1 is more important than element 2 and so on. See the following examples to create a numbered or bulleted list.

Berk (2001) suggests that parents determine suitability of books for children by using the following criteria:

1. Books are made from durable material . . . [paragraph continues]
2. Books are action-oriented . . . [paragraph continues]

If all elements in the list are of equal importance, use bullets instead of numbers as shown below.

Berk (2001) suggests that parents determine suitability of books for children by using the following criteria:

- Books are made from durable material . . . [paragraph continues]
- Books are action-oriented . . . [paragraph continues]