

APA Style Checklist (Dr. J. Brown)

Formatting

- 1" margins (top, bottom, and sides) are used.
- Double-space all lines including references (Use **CTRL+2** as a shortcut or change the paragraph settings.).
- Number all pages starting with the title page; page numbers located in upper-right corner of each page (not in margins). Header to left justified, page # right justified.
- On the title page, type "Running head:" before the short title. On subsequent pages, type the short title in ALL CAPS. Both are left-justified in the page header.
- Title page information is centered vertically and horizontally, and includes: paper's title, author's name, author's affiliated institution, and other required information.
- Abstract (2nd page; do not indent first line).
- New paragraphs are indented 0.5" from left margin (Use **TAB** or adjust the ruler guides.).
- Headings order is: Level One (centered, bold, 1st letters capitalized), Level Two (flush with left margin, bold, 1st letters capitalized), and Level Three (indented, bold, 1st letters capitalized, and followed by a period; content starts on same line heading).
- Words/phrases are not emphasized using bold, single or double quotation marks, uppercase characters, underlining, or italics.
- Manuscript is left-justified.

Citations

- All works referenced are cited in manuscript.
- All in-text citations must have a corresponding reference within the References Section, except personal communication.
- Citations for paraphrased content list author(s) and date.
- Citations for quoted content list author(s), date, and page number(s).
- Quoted content follows the five-word rule.
- In text quotations less than 40 words, begin and end with double quote marks, and are accompanied by a parenthetical citation before the end punctuation.
- Quoted content does not cite or quote other sources. Only cite original work that you have read.
- For multiple sources cited parenthetically in a group, list by first author's surname in alphabetical order. (*Note:* The order of authorship must follow the order printed in the article.)
 - (Brown, McIndoo, & Pezalla, 2008; Johnson & Ball, 2006; King, 2005)
- With two authors in a parenthetical citation, use "&"; with more than two, use a comma plus "&" before the last author. Use "and" in the running text.
 - Other authors (Cook & Wold, 2007; Marshall, Timmerman, & Walsh, 2006) agreed, but Patterson and Zuckerman (2008) found otherwise.
- With three to five authors, cite all authors' last names for the first citation, then use "et al." for all subsequent citations, both in-text and within the running text.
 - (Marshall, Timmerman, & Walsh, 2006)
 - (Marshall et al., 2006)
 - Marshall et al. (2006) replicated the research project
- For six or more authors, use "et al." with the first citation.
- If citing a secondary source, list the secondary source only in the References Section; in text, name the original work and cite the secondary source. (Remember, primary sources are preferred!)
 - (Laing, as cited in King, 2011)

References Section

- All cited work is referenced.
- The references are begun on a new page. (Use **CTRL+ENTER** or insert a page break.)
- The word “References” is not bolded and centered at the top of the page.
- All sources cited are listed alphabetically. (Use author names as they appear on the manuscript cited.)
- Each reference is double-spaced. The first line of each reference is flush with left margins; remaining lines are indented 0.5”. (Use **CTRL+T** as a shortcut or adjust the ruler guides rather than paragraph indents.)

Grammar, Audience, and Punctuation

- No one-sentence paragraphs.
- Use two spaces after punctuation.
- Place periods and commas inside the closing quotation marks except when a citation follows the quotation.
- No ambiguous pronouns (e.g., That is my reason.)
- No contractions.
- No onomatopoeia or slang words (e.g., Ugh!).
- Avoid colloquial words and expressions (e.g., like, a lot, really, awesome, and very).
- Do not begin a sentence with a conjunction (e.g. and).
- Do not put a comma before
 - “because”.
 - “so”.
 - “and” when you have a compound predicate.
 - “that”. (You need a comma before “which” when it describes a noun.)
 - a prepositional phrase (e.g., to show her personality).
- A series of three or more items needs a comma before the “and”.
- An introductory dependent clause needs a comma to separate it from the independent clause.
- A subject and a pronoun must agree (e.g., singular versus plural, students/their).

Other APA Odds and Ends

- In general, spell out numbers under 10 and use Arabic numerals for numbers 10 and above, with these exceptions: a series of numbers, numbers preceding exact elements of time or measurement, or a number beginning a sentence.
 - The study included 7 fourth-grade students.
 - The intervention occurred daily at the beginning of class for 5 minutes.
 - Three participants responded they liked option B.
- Report the literature in past tense. Active voice is preferred.
 - Jones (2008) *argued*.
- Write out in full a term to be abbreviated on its first appearance, followed immediately by the abbreviation. Thereafter, use the abbreviation in the running text without further explanation. Spelled out terms that are abbreviated follow usual rules of capitalization, even though the abbreviation is all capital letters.
 - The Department of Education (DOE) but cognitive-behavioral model (CBM).
- Statistical abbreviations are italicized.
 - *n, t, F, SD, p*

Example References

Journal Article with DOI

Harackiewicz, J. M., Barron, K. E., Tauer, J. M., & Elliott, A. J. (2002). Predicting success in college: A longitudinal study of achievement goals and ability measures as predictors of interest and performance from freshmen year through graduation. *Journal of Educational Psychology*, 94(3), 562 – 575. doi: 10.1037//0022-0663.94.3.562

Journal Article without DOI

Bess, J. L. (1977). The motivation to teach. *The Journal of Higher Education*, 48(3), 243-258.

Book

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.

Book with Multiple Editions

Hair, Jr., J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Chapter within an Edited Book

Tinto, V. (2004). Linking learning and leaving: Exploring the role of the college classroom in student departure. In J. M. Braxton (Ed.), *Reworking the student departure puzzle* (pp. 81 - 94). Nashville, TN: Vanderbilt University Press.

Electronic Sources

National Center for Education Statistics. (2015). *NAEP Overview*. Retrieved from <http://www.aft.org/issues/schoolreform/commschools/index.cfm>