The words *Running head* only appear on the title page. Use no more than the first 50 characters of the title.

Pagination and page header: Use the header feature in Microsoft® Word to set the page number and to add the running head (see Appendix A).

The title: Use upper and lower case letters, centered between the left and right margins, and positioned on the upper half of the page. Use black, 12-point Times New Roman font throughout. Arial and Courier font types are acceptable.

Writing Style and Mechanics

Student Name

University of Phoenix

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.

This APA Sample Paper is intended for doctoral level students.

The University of Phoenix APA sample papers represent the consensus of key academic officials within the University. This particular sample reflects the expectations outlined in the University of Phoenix Writing and Style Guidelines for doctoral courses, which correspond with the required style guide: *The Publication Manual of the American Psychological Association*, Sixth Edition. This sample is intended to be a model for course work only, not dissertations.

This sample paper is offered as a concise tool to help students with style, but it is not a definitive or binding representation of format for all courses. The Center for Writing Excellence provides many tools to help students write and format effective papers; however, the faculty member determines the assignment grade in the course.

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 assignment's

requirements.

Typically, the abstract is required only for publication. **Check your assignment instructions regarding the preference for using an abstract.** The abstract appears on page 2, just after the title page. The body of the paper begins on page 3. Use the insert page break feature in Microsoft® Word to begin the next page.

Writing Style and Mechanics

The *Publication Manual of the American Psychological Association* (APA) began as a journal article in 1929. The APA 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 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 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 your assignment instructions 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.

Callout annotations:

Use the paper title above your introduction, centered, not bolded.

Indent the first line of each paragraph using the tab key, set at five to seven spaces or one-half inch.

Direct quotations require a page or paragraph number.

Doctoral students should use two spaces after sentence-ending punctuation in the body of the paper.

Personal communication citation: No need to include on the reference page.

Level one heading: Centered, bolded, upper and lower case letters.

Writers should ensure that a line is **not** tab indented when centering a heading so as not to appear off center.

Level two heading: Left margin, bolded, upper and lower case letters.

Margins should be one inch on all sides of the document.

Page Header

The page header contains the running head and the page number. The header is set using the header feature in Microsoft® Word (see Appendix A). The words *Running head* only appear on the title page. Use no more than the first 50 characters of the title in the 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.   This sample demonstrates the use of three levels of paragraph heading. If your paper requires the use of four or five heading levels, refer to the doctoral APA Paper Template in the Center for Writing Excellence (CWE) for examples.

Reference Page

Hanging indentation is used for the reference page. The proper format can be set in Microsoft® Word (see Appendix B). Creating the hanging indentation by using the tab key or space bar will not protect the formatting if changes are made to the reference page at a later time. 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

The place of publication in a reference should include city and state using two letter postal abbreviation for the state. If the location is outside of the U.S., use the city and country. Examples: New York, NY. London, England.

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

http://www.apastyle.org for additional information about formatting electronic references. The

site also features frequently asked questions, free tutorials, and an APA style blog.

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.

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.

Level three heading: Indented, bolded, capitalize only the first word, period at the end, continue text same line.

Citation with a page number: One space between the *p.* and the number.

"Erroneous Assumptions" is the heading of a section within the web-based article, "Managing a Multicultural Workforce." Using the heading of a section for an online article citation will help your reader quickly locate the content in the original source.

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). The following example from the *Publication Manual* (2010, p. 42) shows a citation from a work with more than six authors using the first author: (Good et al., 2001). Refer to the Reference and Citation Examples tutorial in the CWE at Tutorials and Guides for more 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 or summarized material. Paraphrasing or summarizing allows the writer to present someone else's ideas or intellectual property and to supply proper credit to the original author (Lawton, Cousineau, & Hillard, 2001). When an author is paraphrased or summarized, 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:

Write out *and* with authors' names mentioned within the text. Use an *ampersand* (&) when they are written within a citation.

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 CWE at Tutorials and Guides for examples of citing

paraphrased material.

Deciding to summarize, to paraphrase, or to provide a direct quotation is an important

question one must consider when using sources in an academic paper. Summarizing and

paraphrasing both consist of sharing a source author's ideas by phrasing them in one's own

words. A writer should summarize or paraphrase source material when it is important to capture

the basic idea but when the author's exact words are not essential to the paper. Conversely, a

writer should quote directly when the source verbiage is crucial and stating it any other way

would cause it to lose its meaning. Usually writers will quote authors who are experts in their

field and whose ideas support their own. However, excessive use of direct quotations should be

avoided. Writers are encouraged to paraphrase when doing so will not change the meaning or

the impact of a source (Ede, 2011).

Secondary Sources: Also called an indirect source. List only primary source in reference list, and cite secondary source author only within the text. Secondary sources are not ideal in academic writing and should be avoided.

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

Electronic source quotation: If the electronic source does not have page numbers, use the abbreviation *para.* for the paragraph number.

writer. When in doubt, cite. See the Plagiarism Guide in the CWE at Tutorials and 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. 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, according to the *Publication Manual* (2010), most publications require an

abstract to precede the text, an abstract is not always required in student papers unless they are

lengthy papers or project proposals. In those cases, the direction to submit an abstract will be in

the assignment guidelines.

<div align="center">

Writing Mechanics

</div>

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:

Block quotation (40 or more words): Indent to the tab margin and do not include quotation marks. The in-text citation occurs outside of the punctuation that ends the sentence.

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. Important basic grammar principles are listed below. For further information, refer to Step-by-Step Grammar Review in the CWE. The Step-by-Step Grammar Review provides individualized practice with grammar and punctuation.

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 awkward combined forms such as *he/she* or (s)*he*, 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/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 two spaces after a period at the

end of a sentence. When a hyphen or a dash is used, no space appears before or after the hyphen

or dash (APA, 2010). In academic writing, use a comma to separate all words in a series of three

or more, as in the following example: Tasks included *reading, writing*, and *analyzing* the

information in the text. Correct use of commas and semicolons can be challenging for students.

Writers should consider using a proofreading tool, such as WritePoint®, to aid in checking

proper comma use.

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 (see 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 and Guides. Once in the Grammar and Writing Guides, go to Grammar Mechanics and select Number Usage for a list of the exceptions. Refer to pages 111-114 in the *Publication Manual,* sixth edition (2010), 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, or 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.

<div style="text-align:center">

Conclusion

</div>

> Always include a conclusion that summarizes the main points of the paper.

  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 CWE and the style information from www.apastyle.org for additional information about academic writing.

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Sterngold, A. (2004). Confronting plagiarism: How conventional teaching invites cyber-cheating. *Change*, *36*(3), 16. Retrieved from http://www.changemag.org

Strunk, W., Jr. (1999). Elementary principles of composition: Omit needless words. In *The elements of style*. Retrieved from http://www.bartelby.com/141/strunk5.html#13 (Original work published 1918)

Venes, D. (2001). *Taber's cyclopedic medical dictionary* (19th ed.). Philadelphia, PA: F.A. Davis.

A book with a corporate author and an edition number.

An online journal article.

Italicize the titles of books and journals (including journal volume numbers).

A print version of a book.

A source available on a university program or department website.

A source with a digital object identifier (DOI).

An electronic version of a republished book.

Appendix A: Header Feature in Microsoft® Word

Identify each page with the running head at the left margin and the page number placed at the right margin. 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. To create a correct header with an automatic page number in Word, use the following guidelines.
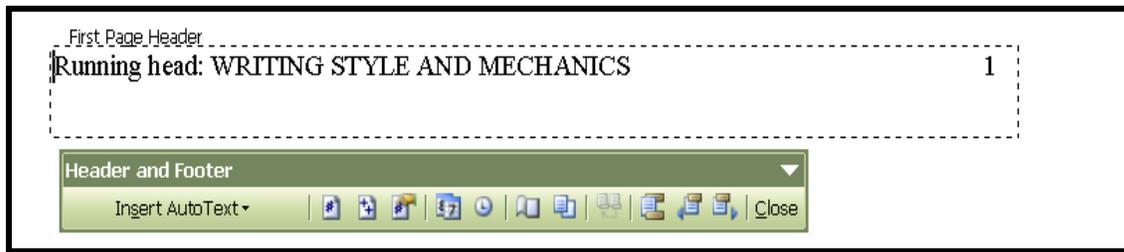
Word 2007, 2010, and 2013

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*).

5. Tab to the right margin, and click the *Page Number* icon.

6. Place the cursor over *Current Position*. A drop-down menu should appear.

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 *Header & Footer Tools Design* menu, (must have cursor in Header to see the menu) 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.

11. Place the cursor over *Current Position*. A drop-down menu should appear.

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 2003

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.

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.

First Page Header

Running head: WRITING STYLE AND MECHANICS   1

Header and Footer

Insert AutoText ▾ | ▯ ▯ ▯ | ▯ ◷ | ▯ ▯ | ▯ | ▯ ▯ ▯, | Close

10. Select *Close*. The header is complete.

Appendix B: Creating a Hanging Indent in Microsoft® Word

To create a hanging indent for your references page in Word, use the following guidelines.

Word 2007, 2010, and 2013

1. Select the text that requires a hanging indent or create a hanging indent at the top of the references page before typing the text.

2. From the Home menu, click on the Paragraph command seen below. This will bring up the Indents and Spacing tab.

3. Under Indentation in the Special box, click on Hanging and select OK.
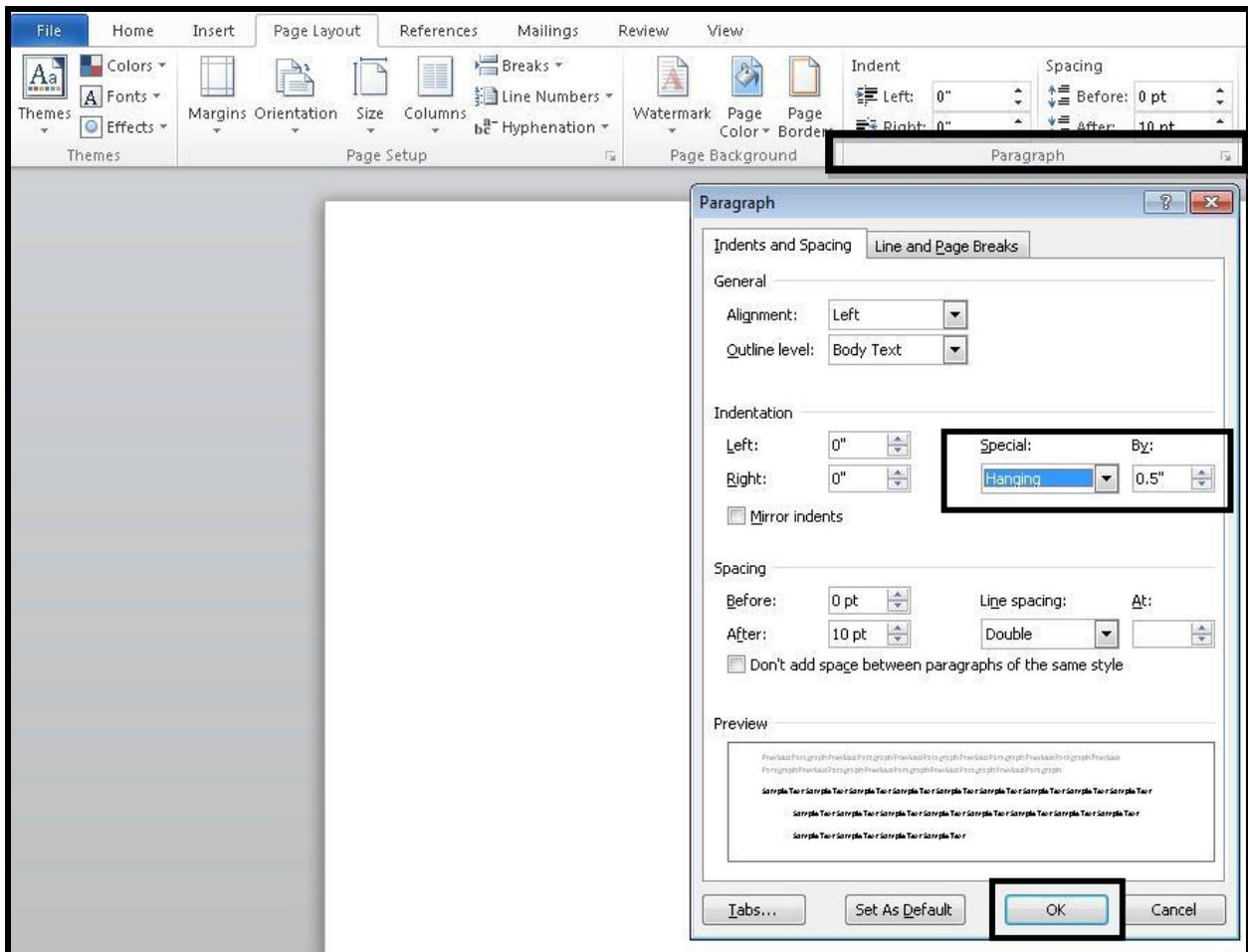
Word 2003

1. Select the text that requires a hanging indent or create a hanging indent at the top of the references page before typing the text.

2. From the Format menu, select the Paragraph command.

3. In the Special list under Indentation, select Hanging and select OK.
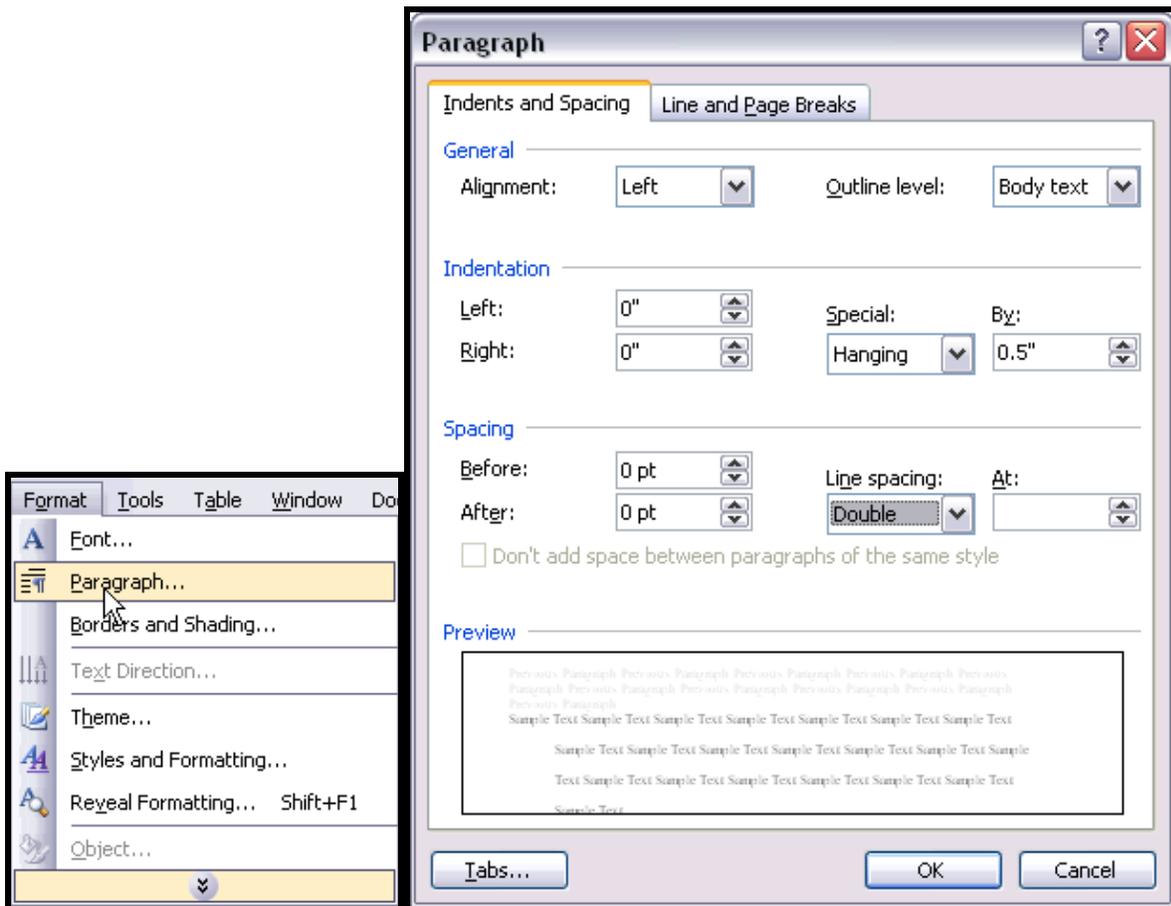
Appendix C: Seriation

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]