

## APA Style

### Capitalization

- In titles and headings, capitalize all words with four or more letters.
- After a colon, capitalize the first word beginning a complete sentence.
- Capitalize *Black* and *White* when referring to race.
- Capitalize proper nouns and adjectives used as proper nouns.
- After an extract, use lowercase “p.” and “pp.” to indicate page numbers.
- Trial 5, Day 2, Experiment 4 . . . BUT chapter 4, row 3, and column 5.

### Citations

- Use a comma to separate author and date (Smith, 1999).
- Use an ampersand when cited in parentheses (Jones & Guerra, 1999).
- If the cite has two authors, always cite both names. If the cite has three, four, or five authors, cite all names the first time and use “et al.” thereafter. If the cite has more than five authors, use “et al.” always.
- Always alphabetize citations in parentheses.
- When citing a page number as well as an author and date, use a “p.” before the page number (Smith, 1999, p. 20).
- For a republished work, the article is cited in text as (Smith, 1999/2002).
- For a work with no author, use the complete title or abbreviation of the title in place of the author, capitalizing each correct word and using quotation marks (“Current in the News,” 1980).
- Different cited authors with the same last name must carry their initials in cites always, even if the years are different.
- Cites that appear in parenthetical text use commas to set off the date: (see Doe, 1999, for a general discussion of millennium celebrations) NOT (see Doe [1999] for a general discussion...).
- If there are two groups of authors (Graziosi, Falchetti, DiPalma, & Marotta, 1979; Graziosi, Marotta, DiPalma, & Romano, 1988) with the same first author but different years, in subsequent citations, the “et al.” must be repeated (Graziosi et al., 1979; Graziosi et al., 1988).
- If, however, there are different sets of authors and the same year, use as many last names as needed to distinguish the citations (*APA*, p. 209).
- Capitalization follows APA style, for example, Krinkle (1990, Figure 2), Poochie (1971, Table 4), Droopy (1994, Note 5), Blockhead (1987, Appendix B), Stumpy (1997, chap. 5), Fritter (1985, sec. 9).

### Factors and Variables

- APA says the following about factors (p. 99):
  - Capitalize the name of derived factors within a factor analysis. The word *factor* is not capitalized unless it is followed by a number (e.g., Factor 4).
  - Basically, understanding when to capitalize factors depends greatly on the context. Sometimes, when authors use the word *factor*, they mean it in a very general sense

- (see Webster's, "one that actively contributes to the production of a result: ingredient").
- APA's rules for variables are as follows (p. 99):
    - Do not capitalize effects or variables unless they appear with multiplication signs.
    - Many authors confuse these terms (*factor*, *variable*, and *effect*), and if you are uncertain about whether the author used them correctly, it is best to query.
  - Examples:
    - Raudenbush and Willms (1989, 1995) have proposed a theoretical model that states that student academic outcomes are influenced by three general factors: student background characteristics, school context, and school policies and practices.
    - The main advantage of their approach is that it allows researchers to identify schools whose practices appear to best promote student academic outcomes, while controlling for student background and school context factors (i.e., the Social and Economic Conditions Within Which Schools Function) that generally lie outside of the control of school personnel.
    - In addition, researchers can identify if these within-school performance differences are related to school factors, such as School Policies, Organizational Characteristics, and Student Body Composition.
    - In the accompanying statistical model, variables representing the student outcome, student background, and school context are explicitly measured and included in the model. Then, if all the important pupil background and school context variables have been included in the model, the school-level residual terms are assumed to represent the effect of the remaining determinant: school practice.
    - Before limiting the focus of the article to the School Practice and Student Characteristic interaction, a general problem with the school effects-as-residuals model needs to be addressed.
    - The focus of the article was not limited to the School Practice x Student Characteristic interaction.
    - A 2 (school practice) x 2 (student characteristic) ANOVA was conducted.
    - A 2 x 2 (School Practice x Student Characteristic) ANOVA was conducted.
    - There are 60 items in Factor 1 (School Practice).

### **Miscellaneous**

- Use the percentage symbol (25%).
- In text, use letters in parentheses for lists: (a), (b), and (c).
- Change *while* to *although* or *whereas* and *since* to *because* when applicable.
- Write dates in the month-day-year sequence (January 1, 1999).
- Use lowercase letters with periods for ante and post meridian (a.m., p.m.).
- If there is no answer in APA, then refer to Chicago style.

### **Numbers**

- Spell out numbers one through nine and use numerals (unless used in comparison with a number greater than ten; in that case, use the numeral) for 10 and greater; use numerals for centuries (20th century).
- Do not hyphenate common fractions used as nouns (two thirds).

- For ordinal numbers, use “nd” and “rd” (2nd, 3rd).
- Never abbreviate range of page numbers (pp. 121-127; NOT pp. 121-7).
- Use numerals for time (3 months, 2 weeks) and age (7-year-old, aged 40 years).

## References

- When the same authors appear for different works more than once in the references, continue to write out their names.
- When seven or more authors appear in a reference, replace the seventh and subsequent authors with “et al.”
- Please request translations for non-English titles in references.
- Provide page ranges for articles and for book chapters.
- In the references (see *APA*, pp. 215-281),
  - *Periodical*: Stuckey, M., & Rocha, M. (1999). Title of article. *Title of Journal*, 7, 121-127.
  - *Periodical, more than six authors*: Wolchik, S. A., West, S. G., Sandler, I. N., Tein, J., Coatsworth, D., Lengua, L., et al. (2000). An experimental evaluation of theory-based and mother-child programs for children of divorce. *Journal of Consulting and Clinical Psychology*, 68, 843-856
  - *Periodical in journal paginated by issue*: Stutte, H. (1972). Transcultural child psychiatry. *Acta Paedopschiatrica*, 38(9), 229-231.
  - *Book*: Law, E. (1999). *Title of work*. Thousand Oaks, CA: Sage.
  - *Book, third edition, Jr. in name*: Mitchell, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.
  - *Section of a book*: Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Lawrence Erlbaum.
  - *Unpublished papers*: Adams, M. (2002). *Title of dissertation*. Unpublished doctoral dissertation, University of Sage.
  - *Paper presented at a symposium of annual meeting*: Smith, J. R. (2001, January 21). *A citation for every reference, and a reference for every citation*. Paper presented at the annual meeting of the Reference Guidelines Association, St. Louis, MO.
  - *Document retrieved from a Web site*: Smith, J. R. (2001). *This document was taken from a Web site*. Retrieved January 8, 2002, from <http://www.sagepub.com/extracts.html>
  - *Document retrieved from on online database*: Gibson, B. (1997). The Cardinal rule. *Baseball Quarterly*, 22, 56-67. Retrieved January 8, 2002, from BaseCASE database
  - *Document available from a Web site*: Garcia, J. (1995). *Long, strange trip*. Retrieved January 22, 2002, from <http://www.dead.net>