APA Quick Reference Guide
University of North Carolina
School of Social Work

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APA Quick Reference Guide

Caveat: This guide is intended to supplement —not replace—the sixth edition of the *Publication Manual of the American Psychological Association* (APA, 2010). As a quick reference, this guide is not comprehensive but covers the most common style issues that arise in student writing.

Disclaimer: This reference tool is based on the *APA Manual of Style* (6th ed.). As such, none of the contents should be assumed the original work or thoughts of the editor/compiler.

The UNC School of Social Work follows the writing standards of the American Psychological Association as detailed in the *APA Manual of Style* (2010). However, each instructor has the discretion to accept or require other styles and modifications to the APA standards. **Therefore, always check with your instructor professor to determine his or her requirements.**

Basic Format for APA Papers

The basic structure for a paper in APA style includes four components:
1. Cover or title page
2. Abstract
3. Body of the paper
4. Reference section

In addition, tables, figures, and appendices may be added to the paper. For most student papers, tables and figures will be incorporated into the body of the paper. However, papers being submitted for publication should indicate an approximate placement for tables or figures in the body of the paper, and tables and figures (printed one per page) are included with the paper after the Reference section.

Essentials of APA Page Formatting and Style

Margins	Minimum of 1" margin on all sides Flush left (ragged right edge)
Font	New Times Roman for text; Sans Serif font (e.g., Arial) for statistic in tables and figures
Font size	12 pt. for text and headings; Table font can be reduce to 10 pt., but no smaller
Spacing	Double-spaced throughout, including references **One space** following any punctuation mark; **one space** between sentences No spaces on internal punctuation for abbreviations such as i.e., or e.g., One space between author's initials **Example**: ...funky lowercase (e.g., the writing of e. e. cummings).
Paragraphs	Indent the beginning of a new paragraph 0.5" Avoid one-sentence paragraphs.
Pagination	Page numbers begin with the title page (i.e., page 1), but the number is not shown on the title page. Beginning with page 2, numbers are placed in the upper right-hand corner. Allow 5 spaces between the end of the header and the page number.

Numbers	Numbers less than 10 are written out as words (i.e., one through nine)
	 Numbers 10 and greater use Arabic figures (10 – 999,999)
	 Use the % symbol and figures to report any number as a percentage (6%, 22.5%)
	 EXCEPTIONS: Do not use a figure to start a sentence: write out the number
	     -When writing out the number also write out "percent"
	     -Use the word *percentage* when writing in general terms and not referring to a specific numerical value.

	Example: "Sixty-seven percent of the sample....as compared to 2% that did not qualify. This was a larger percentage than previously …"
Italics	**Correct use:** 1. To introduce a word used as a term; drop italics on subsequent use of term (APA 4.21) 2. Titles of books, periodicals, brochures, reports--in text & reference entries (APA 6.15) 3. Anchors of a scale **Examples**: "*Familism* is …preserving the family of origin. Thus, familism …" "Oprah's latest book club selection, *Share the Wealth Girlfriend*, sold a staggering…" "…used a 3-point scale with ratings that ranged from 1 (*poor*) to 3 (*excellent*)…" **Incorrect use:** ▪ Don't use italics for emphasis – rely on your writing to give emphasis to a thought. ▪ Foreign phrases that have become accepted as English words (i.e., included in *Merriam-Webster's Collegiate Dictionary*) **Examples:** et al. per se vis-à-vis ad hoc ad infinitum quid pro quo a posteriori ad lib a priori pro bono ad nauseam sine qua non
Language	Avoid biased or pejorative language and language that refers to people by diagnosis. **Examples**: Terms to Avoid Preferred Terms elderly older adults, aging adults mentally ill those with mental illness disabled children children with disabilities

Hyphen use	APA style is stingy with hyphens, and most students tend to overuse hyphens.
	Note: Ignore Word's suggestions for hyphenation—it's not APA compliant.
	Words that are <u>always</u> hyphenated:
	▪ Any compound words with **self-** as the prefix (self-report, self-talk, self-esteem)
	▪ Two words acting as a compound adjective to modify a third word
	  - (low-dosage group, 12th-grade students, a two-thirds majority)
	▪ Any word easily misunderstood without a hyphen
	  - (re-pair for *pairing again*, re-form for *form again*)
	▪ Any compound with a base that is capitalized, a number, or an abbreviation
	  - (non-Latino, post-1990, anti-FBI rally)
	<u>Do not hyphenate</u>:
	○ Racial/ethnic group names
	  - (African American, European American, Arab American, Scot Irish)
	○ Compound adjectives that include an adverb ending in -*ly*

	- (federally funded grant, randomly assigned rats, widely accepted term) o Compounds that includes a comparative or superlative adjective (better written text, less informed group, higher order analysis, worst case scenario)
Abbreviations & Acronyms	APA recognizes only seven acronyms as words that do not require definition: HIV, AIDS, IQ, ESP, REM, NADP, ACTH **Define all other abbreviations** by writing out name in full on first use and putting abbreviation in parentheses. **Example:** "…School of Social Work (SSW) …" Once defined, you **must** use the abbreviation for all subsequent references; **no flip-flopping**! Use abbreviations sparingly—overuse turns a paper into alphabet soup! APA does not set a limit on the number of abbreviations allowed; however, most readers can keep track of only 4 to 5 unfamiliar abbreviations.
Quotes **Less than 40 words is an "in-line quote."** **40 or more words are set as a block quote**	Students tend to overuse quotes either because they lack confidence in their ability to express profound ideas in their own words or because they are lazy writers. In either case, your instructors are interested in learning your thoughts on a topic, not the words of another author. It is appropriate to include a quote when the author's unique phrasing suffers substantially or loses meaning when paraphrased. Quotes must be introduced in the text by explaining the meaning, relevance, or significance of the quote to your text. In-line quotations are incorporated into the text, set within double quotation marks, and followed by the in-text citation with the page number of the quote. Use p. for a quote from a single page, use pp. for a quote that spans a range of pages. Note that the sentence punctuation follows the citation. **Example**: Keep your writing accessible by avoiding use of "pointy-headed prose" (Barbaro, 2007, p. 7). If an in-text citation for the quoted author was given earlier in the sentence, only the page number follows the quote. **Example**: Smith and Jones (1993) found gum chewing improved students' retention of classroom material, but also noted professors found "the sight of 30 cud-chewing faces disgusting and demoralizing" (p. 32). Long quotes of 40 words or more are set as block quotes; each line is indented 5 spaces (0.5" in.) and double-spaced. See Sample APA paper for an example.

Headings: Roadmaps for Your Reader

Headings disclose your paper's organization to the reader, which helps the reader process the information. Used correctly, headings can help clarify how the material in one section relates to other sections. If used incorrectly, headings can be as confusing as bad driving directions.

APA style uses five levels of headings:

APA Style Headings: 6th Edition

Level	Format
1	**Centered, Boldface, Uppercase and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
2	**Flush Left, Boldface, Uppercase, and Lowercase Heading** Then your paragraph begins below, indented like a regular paragraph.
3	**Indented, boldface, lowercase paragraph heading ending with a period.** Your paragraph begins right here, in line with the heading.[a]
4	***Indented, boldface, italicized, lowercase paragraph heading ending with a period.*** Your paragraph begins right here, in line with the heading.
5	*Indented, italicized, lowercase paragraph heading ending with a period.* Your paragraph begins right here, in line with the heading.

[a] For headings at Levels 3–5, the first letter of the first word in the heading is uppercase, and the remaining words are lowercase (except for proper nouns and the first word to follow a colon).

Illustration from Lee, C. (2009). *Five essential tips for APA heading styles.* Retrieved from http://blog.apastyle.org/apastyle/2009/07/five-essential-tips-for-apa-style-headings.html

Most student papers will use two or three levels of headings. How do you know how many levels of headings to use? The headings levels are based on the amount of detail in your paper. The best way to determine heading levels is to make an outline of your paper to see how many levels of subsections are needed to present your supporting evidence.

The headings are used sequentially in a top-down progression. Headings that use both upper- and lowercase letters are referred to as headline-style capitalization. Sentence-style capitalization refers to headings in which only the first word, proper nouns, and first word following internal punctuation are capitalized. Levels 3, 4, and 5 use sentence-style capitalization.

These heading styles apply to the body of the paper; title page, abstract, references, tables are not considered parts of body of the paper; therefore, headings on those pages are not boldface. Tables and figures have special rules for titles. See Table 1 on the next page.

Table 1

APA Manuscript Order and Heading Styles

Section	Heading Style	Example
Title page -title	Centered Headline: Not Boldface	APA Rules: New Meaning for "Too Much Information!"
Author Note	Centered, Headline -Style Caps, Not Boldface	Author Note Start each paragraph with an indent, type separate paragraphs for affiliations, changes in affiliations, acknowledgements, special circumstances.
Abstract	Centered, not boldface	Abstract
Introduction	Trick question! APA does not use this heading.	Just dive in and start the paper. Your first heading may be several paragraphs or pages into your paper.
Method	Centered, sentence style, Boldface	**Method**
Results	Centered, sentence style, Boldface	**Results**
Discussion	Centered, sentence style, boldface	**Discussion**
Conclusion	Centered, sentence style, boldface	**Conclusion**
References	Centered, sentence style; not bold	References
Footnotes	APA strongly discourages the use of footnotes; however, if you must… Centered, not bold	Footnotes
Tables	Flush Left, Headline, Italics, Not Bold	Table 1 *Sociodemographic Data of Research Participants by Intervention Condition*
Figures: Legends	Flush Left, Headline: Not Italics, Not Bold	Figure 1 Details of Participant Flow Through Screening Procedures
Captions	*Figure X* . The remainder not italics, not bold, flush left. Placed under figure.	*Figure 3*. Schematic of the critical multilevel screening process that simultaneously determined potential participants' eligibility for inclusion in the research study and eligibility for the Work First program.
Appendix	Centered, Headline, Not Bold	Appendix A

Quick Reference for In-Text Citations

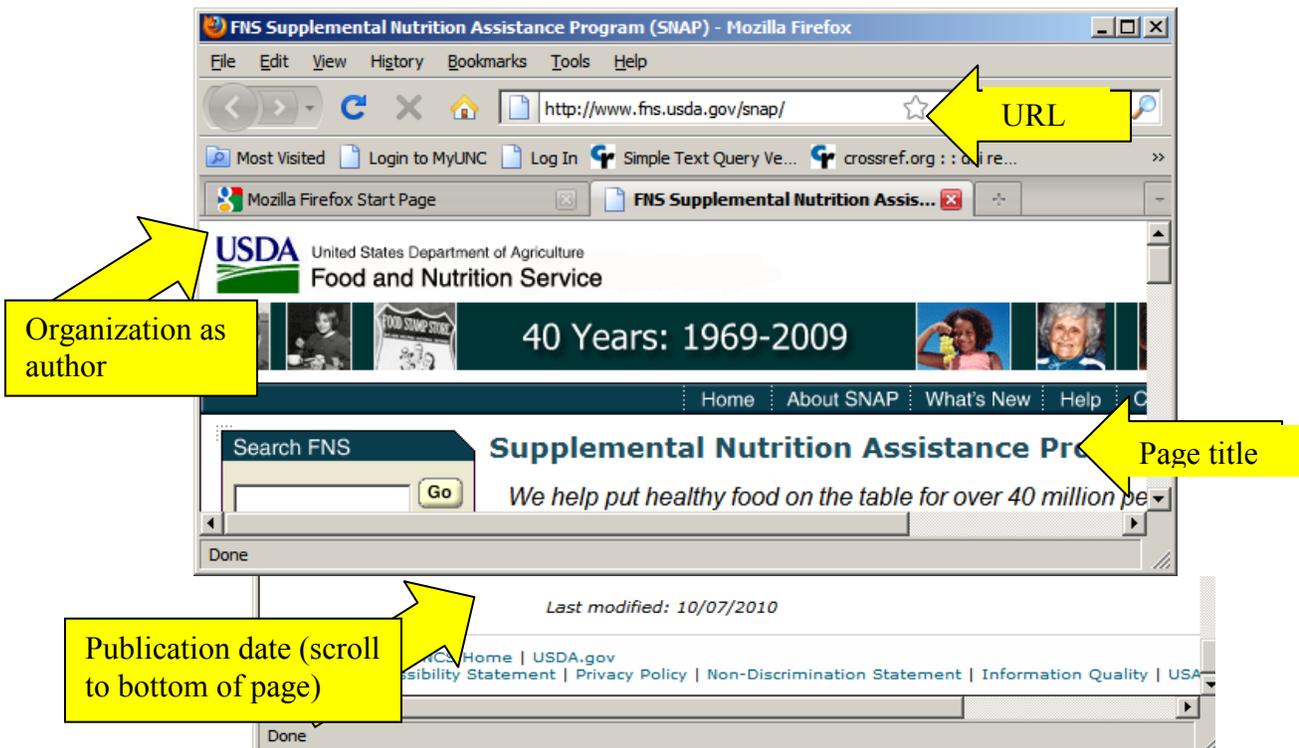|	
One author	Every citation: (last name, publication year) (Gambrill, 2001)
2 authors	Every citation: (Author 1 & Author 2, year) Use "&" within parentheses. Write out the word "and" when authors' names are used in the signal phrase. "…thus, leading to higher rates of HIV infection **(Peacock & Slocum, 2004).** "According to **Peacock and Slocum (2004)**, the higher rates of HIV …"
3-5 authors	**First use:** List all authors (separate names with commas) and publication date (Ivy, Dees, & Coe, 1999) **Subsequent use:** List first author + et al., + date; (et al. means "and others") (Ivy et al., 1999) Note: **et** is Latin *and* (not an abbreviation, no period)—**al.** is an abbreviation for the Latin *alia* ("others") and therefore **always** uses a period. In the citation, a comma separates et al. from the date.
6 or more authors	**First use:** first author + et al., + date (comma separates et al. and date) (Bucket et al., 2003)
Organization or Government Dept. as corporate author	If individual authors are not listed, use the organization as the author. To define an abbreviation <u>within a citation</u> for a corporate author that you will cite several times, enclose the abbreviation in square brackets. (March of Dimes Foundation, 2009) (Department of Health and Human Services [DHHS], 2007)
Internet site	Use same format author–date format. If no individual author for a Web page, list the organization as the author. Use date given on Web page as copyright date, last updated, or last revised date for publication date (usually at bottom of Web page). If no date given, substitute "n.d." for no date. **DO NOT** put web address in the text of the paper. (Planned Parenthood, n.d.) (Stearns, 2009) (National Health Statistics, 2003)
Citing multiple pages from one Web site	When citing multiple pages from an organization's Web, the reference entry should use the exact URL for each page. Because each in-text entry would have the same author/organization and year, you will need to add a lowercase letters to the year to distinguish citations for each page. Letters are assigned in the order that the citations are used in the text.

Citing multiple pages (cont.)	The examples below are different pages from North Carolina (NC)Division of Social Services Web site that would all be cited as (NC Division of Social Services, 2010). A lowercase letter is added to in-text citation and the corresponding reference entry. If you choose to abbreviate the source, you'll need to define the abbreviation only once and then apply to all:
In-text (1st pg.) **Ref. entry**	(North Carolina Division of Social Services [NCDSS], 2010a) North Carolina Division of Social Services. (2010a). *Role & responsibilities of CSE agency.* Retrieved from http://www.ncdhhs.gov/dss/cse/geninfo.htm#role
In-text (2nd pg.) **Ref. entry**	(NCDSS, 2010b) North Carolina Division of Social Services. (2010b). *Work First*. Retrieved from http://www.ncdhhs.gov/dss/workfirst/index.htm
In-text (3rd pg.) **Ref. entry**	(NCDSS, 2010c) North Carolina Division of Social Services. (2010c). *Low income energy assistance program.* Retrieved from http://www.ncdhhs.gov/dss/energy/index.htm
Personal Communication	Sources such as letters, e-mails, telephone conversations, nonarchived electronic bulletin boards. **Nonretrievable source, therefore no reference entry** "According to a service representative at Duke Power (I. M. Gil, personal communication, May1, 2009), connection charges incurred…". " T. L. Graf (personal communication, May 1, 2009) noted the eligibility…"
More than one work by same author or group	Use a **comma** to separate years of multiple works. (Shelter**,** 1999**,** 2004**,** 2007) (Peacock, Tibbs**,** & Slocum**,** **1989**, **1992)**
More than one work – different authors	Use **semicolons** to separate different works within the same parentheses. Citations are <u>alphabetized</u> by first author within the parentheses. "Findings from several research studies have supported this hypothesis (Adey, 1999**;** Coe & Kin, 2006**;** Long, Vic, Trout, & Gamble, 2001**;** Wing et al., n.d.**;** Xavier, Malton-Ruiz, McBride, Healy, Keefer, 1999)
More than one work **Same author, same year**	Add a lowercase letter to distinguish between same author–same year works. The first citation encountered in the body is assigned a, the second b, and so on. Be sure to add the letters to the reference entries. (Smith, 2002a) (Smith, 2002b) (Smith, 2002a, 2002b)

Classical works or republished	Reprinted or republished works, not issued as revised editions. Include both the original publication year and the date of reprinting. (Freud, 1923/1961)
Newspaper article, pamphlet, brochure **No author**	Use a shortened version of article's title in place of the author name. Use double quotation marks to enclose the title of an article, web page, or chapter. Use italics for the titles of a book, periodical, brochure, or report. To cite newspaper story: "Soldier's Service Leads to Custody Battle at Home," shorten title to **"Soldier's Service"** (rather than "Custody Battle")–keeping the first words allows the reader to easily find source in the reference list. " …complicated scenarios ("Soldier's Service," 2009)." "...range of programs (*Dual MSW/PHA Degree*, n.d.)"
Federal Statutes	**Basic form:** Name of Act (Year) or Name of Act of Year " The Americans with Disabilities Act (1990) established … or " as mandated by the American with Disabilities Act of 1990."

Identifying author/organization, title, and URL for a Web page

In-text   (U.S. Department of Agriculture, 2010)
Ref. entry   U.S. Department of Agriculture, Food and Nutrition Service. (2010).
                         Supplemental Nutrition Assistance Program (SNAP). Retrieved from
                         http://www.fns.usda.gov/snap/ [Page title is proper name therefore capped like a proper noun.]

Quick Guide to Reference Entries

Note: Be sure to double-space your reference entries.

Print Version **Journal article** **One author**	Basic form: Author A. A., & Author, B. B. (Publication year). Title of article with first word capped. *Journal Name*, *vol*(issue no.), page range. Gambrill, E. D. (2001). The tide is turning: Corporeal punishment in our schools. *Quarterly of Social Work Teaching and Education, 27*(2), 14-19.
Journal article with 7 authors. **paginated by volume** **Article with more than 7 authors** **paginated by issue**	**List first 6 authors + & + 7th author.** Author, 1., Author, 2., Author, 3., Author, 4., Author, 5., Author 6., & Author 7. (Year). Title in sentence style caps: Cap first word after internal punctuation. *Journal Title in Headline Caps and Italics*, *2,* 124-129. If journal uses continuous pagination, do not include issue number in reference. **List first 6 authors + …, + last author.** (Remainder of format is the same as above) Guo, S., June, B., May, F., Day, S., Bird, M., Tyro, G.**, …**Bates, B. (2009). Effects of small group process on personal goal setting. *Group Work*, *12*(3), 1-7. If each issue of a journal begins with page 1, include issue number in reference.
Electronic Source Journal Articles **using** **DOI**	**What's a DOI? Digital object identifier**, a unique alphanumeric identifier that acts as a persistent link to content on the Web. Usually found on the abstract page. Crossref.org (http://www.crossref.org/) is a search engine for finding DOI numbers using the author's name and/or the journal title, and can be used to locate an article using the DOI. You can convert a DOI to an active Internet link to the article by adding the DOI proxy server before the number: **http://dx.doi.org/**10.1007/s10802-006-9049-4.
Articles with DOI assigned	Format is the same as for print articles but add the DOI instead of retrieval information. For entry, doi is lowercase and followed by a colon, no space after colon. No retrieval date is needed. Note: Do not add punctuation after DOI number Smokowski, P. R., & Bacallao, M. L. (2006). Acculturation and aggression in Latino adolescents. *Journal of Abnormal Child Psychology*, *34*, 657-671. doi: 10.1007/s10802-006-9049-4

Electronic Journal article - no DOI available	• Not all journal articles will have a DOI number. If retrieved online from a public database or journal with open access, then give the specific URL (uniform resource locator, a.k.a. Web address) that will link the reader to the article. Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem. *E-Journal of Applied Psychology, 45,* 12-20. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap/article/view/71 - No retrieval date is needed because the final (archived) copy is referenced.
Article retrieved from database	• If the article has been retrieved from a journal or aggregate database that requires a subscription, give the URL for the journal's home page rather than the database link. For example, the article below was retrieved from the UNC library using the EBSCOhost database, which is a subscription database. Rose, R., & Bowen, G. (2009). Power analysis in social work intervention research: Designing cluster-randomized trials. *Social Work Research, 33,* 43-54. Retrieved from http://www.naswpress.org/publications/journals/swr.html
On-line first Advanced print electronic publication	• Many journals make articles available online as soon as they are accepted for publication. These copies are sometimes called e-pages, online first, or other designation. Usually these articles have been peer reviewed but may not incorporate final changes; if nothing else, pagination is likely to change in the final print version. • **With DOI assigned:** Add "**Advance online publication**" after journal title + doi Lurie, N. C. (2009). Public health preparedness and health care reform. *Journal of the American Medical Association.* Advance online publication**.** doi: 10.1056/NEJMp0906503 • **No DOI assigned:** Include "Advance online publication" and give the URL of the journal's home page. The APA manual no longer requires retrieval dates "unless the source material is likely to change over time" (6.32). However, because on-line first articles may change, I suggest including a retrieval date if a DOI is not assigned. Clark, K. F. (2009). What can I say besides "sound it out"? Coaching word recognition in beginning reading. *Reading Teacher, 57*, 440-449. Advanced online publication. Retrieved July 1, 2009, doi:10.1007/s00213-006-0597-7

Book – basic format **up to 7 authors** **more than 7**	Author, 1., & Author, 2. (Year). *Title in italics and sentence style caps*. City, ST: Publisher. Livermore, J. B., & Quigley, E. (2002). *Field assessment in crisis counseling* (2nd ed.). Thousand Oaks, CA: Sage. **List first 6 + & + 7th.** **List first 6 + …, + last.**
No author	*Merriam-Webster's collegiate dictionary.* (10th ed.). (1998). Springfield, MA: Merriam-Webster.
Editors instead of authors	Richman, J., & Fraser, M. (Eds.). (2004). *Assessment tools for behavior of elementary-school children*. New York, NY: Aldine.
Article from the Encyclopedia of Social Work - Electronic Version	Hagen, J. L., & Lawrence, C. K. (2008). Temporary assistance for needy families. In T. Mizrahi & L. E. Davis (Eds.-in-Chief), *Encyclopedia of social work* (20th ed.) [Electronic]. Washington, DC, and New York, NY: NASW Press and Oxford University Press. Retrieved from http://www.oxford-naswsocialwork.com/entry?entry=t203.e393
Chapter in edited book	Sharpe, T. J., & Creed. R. T. (2007). Developmental disabilities. In S. J. Parish & H. Hu (Eds.), *Advances in serving vulnerable populations* (pp. 33-67). Medfield, OR: Walnut Press. Note: Editors names are not inverted.
Organization or Government Dept.	Put organization's name in place of author's name slot: Department of Health and Human Services. (2007). *Guide to service policy and program administration.* Washington, DC: Author. If the agency or organization is also the publisher, put "Author" in the spot for publisher rather than repeating the name.
Reference for Federal Laws	Cite a statute in its location in the U.S. Code. **Basic form:** Name of Act § Section number, Volume number U.S.C. § Section number (Year). Name of Act, Pub. L. No. Number, § Section number, Volume number Stat. Page number. National Environmental Policy Act of 1969 § 102, 42 U.S.C. § 4332 (1994). Americans with Disabilities Act of 1990, Pub. L. No. 101-336, §2, 104 Stat. 328 (1991).

APA Rules for Tables

When to use a table, and what data to include in a table, can be challenging questions. Tables are meant to supplement the text rather than replace text; therefore, your text must refer to and discuss the key information presented in each table. The fifth edition of the *APA Manual* (2006) provided succinct advice on what makes a good table: "Tables that communicate quantitative data are effective only when the data are arranged so that their meaning is obvious at a glance" (p. 128).

Simple Table Rules

- Each table should be placed on a separate page. Some instructors may allow tables to be embedded in text; embedded tables should be indented 0.5" from left margin.

- Tables are numbered with Arabic figures: Example, Table 1. If the table is included in an appendix, then the table number will include the appendix letter: Example, Table B1 denotes the first table in Appendix B.

- Each table should have a title in italics with headline style capitalization; the title starts on the line under the table number.

- All elements of a table should be double-spaced, with the exception of table notes that are place immediately below table.

- For statistical tables, use a sans serif font such as Arial; for text tables, use Times New Roman font. Font size for tables may be reduced to 10 pt., but no smaller.

- Do not include vertical lines or table grids. Place a solid horizontal bar below the column headers and below the table to separate the table notes.

- For aesthetics sake, do not make the column headings much wider than the column entries.

- Align columns of numbers on commas, decimal points, or places.

- Tables follow the Reference section in the final draft.

Three types of table notes and order for listing under table:
- General notes: Begins with "Note."
    - Qualifies, explains, or provides information from the table, followed by explanations of abbreviations in the table.
- Specific note: Use a superscript lowercase letter
    - Basically a table footnote. Superscript letter is placed beside table entry and in the note section to give additional information.
- Probability notes: Use asterisk(s) to indicate findings have specific statistical significance.
- EXAMPLE: If some results are significant at the p = .05 level and others are significant at the p = .01 level, put different levels of asterisks next to those results in the table and provide an explanatory note underneath the table. Begin probability notes with the symbol being defined and end these notes a period: *p < .05. **p < .01. Note that p should be in italics in the text and tables.

Example of a text table

Table 4

Sociometric Characteristics of Third-Grade Students and Relationship to Bullying

Sociometric category	Definition	Risk factors	Protective factors	Bullying
Popular	Many friends; few negative peer reports; high visibility in group	Few. May feel need to protect status by excluding others.	Prosocial behavior; respect for authority & rules; peer engagement	Witness to bullying. Under stress, may engage in relational aggression.
Average	Both positive and negative peer reports; mid-range visibility & preference status in group.	Few. May see their position as tenuous. May see associating with lower status peers as risk to their status.	Moderate level of social skills; support from small group of same-status peers.	Witness to bullying. Unlikely to intervene because they fear becoming the next victim.

Example of a statistical table

Table 4

Homicides by Race of the Victim: United States, 1993

Race	Population[a]	Homicides	Rate[b]
Black[c]	29,986	12,114	40.5*
White	199,686	12,153	6.1
Others[d]	19,038	635	3.3**

Note. Data developed from the *Statistical Abstract of the United States–1993*.
[a] Population in 1000s. [b] Rate per 100,000 in population. [c] The rate for Black males was 69.2, for White male the rate was 9.0. [d] About one half of the Other category was composed of Asian Americans.
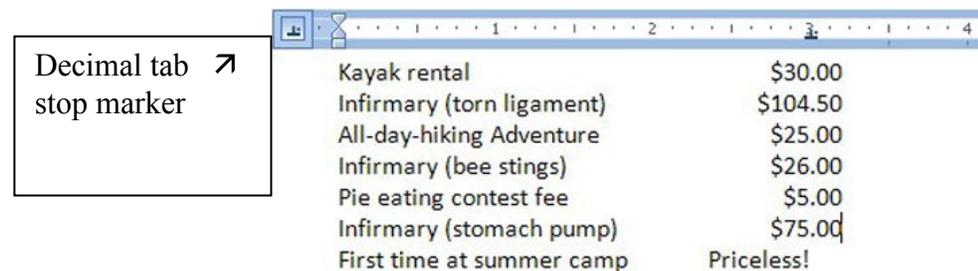* $p < 0.001$, two-tailed test ** $p < 0.05$, two-tailed test

Word Tips to Make Life Easier

The tips below can help you create tables and polish papers with less stress and frustration. These tips are for Word 2003 and 2007.

Hint 1. How to align a column of numbers on the decimal points
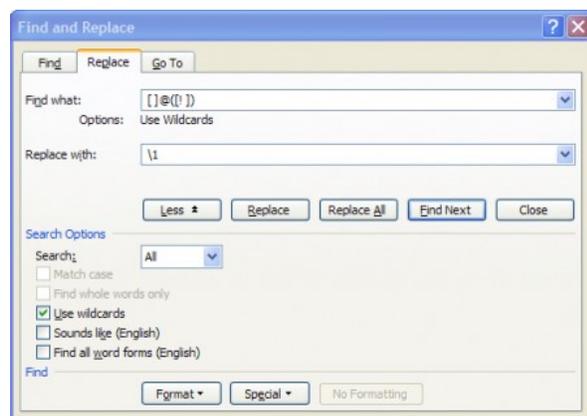
1. Make sure Word display is in Print Layout so that the ruler is showing across the top of the page.
2. Select the cell or cells containing the figures you want to align.
3. In the box at the left edge of the ruler, click repeatedly on the tab stop marker until you see the symbol for a decimal tab, which looks like an inverted T with a decimal point to the right of the center bar.
4. Click on the ruler above the selected cells at the location where you want the numbers aligned.

Kayak rental	$30.00
Infirmary (torn ligament)	$104.50
All-day-hiking Adventure	$25.00
Infirmary (bee stings)	$26.00
Pie eating contest fee	$5.00
Infirmary (stomach pump)	$75.00
First time at summer camp	Priceless!

Decimal tab stop marker

Hint 2: How to remove extra spaces from text using Word's Find and Replace function

According to the APA style manual, only one space should follow any punctuation mark. In other words, you should leave only one space between sentences. If your typing or keyboarding teacher taught you to leave two spaces between sentences, hitting the space bar twice may be hardwired into your brain. However, those extra spaces can give your paper a snaggletoothed appearance. There's a simple fix to the double spaces problem using Word's **Find and Replace** feature.

1. In the "Find" box, put the cursor to the far left, and then hit the space bar twice.
2. In the "Replace" box, put the cursor to the far left, and then hit the space bar once.
3. For the timid, click on the "Find Next" box - Word will show you the next double-space occurrence; click "Replace" to fix.
4. For the brave, click on the "Replace All" box. A pop-up box will report how many replacements were made.

Voilá! Your document is no longer snaggletoothed -- and you may have gained a few extra lines for text.

APA Style Resources on the Web

The links below were active as of August 31, 2009; however, most on-line sites have not updated content to reflect the changes to APA style introduced in the APA Manual (6th ed.). Nevertheless, these sites are good resources for the basics of good writing and examples of common citation formats used in APA.

Diana Hacker site: Error-free examples of formats for in-text citations and reference entries
http://www.dianahacker.com/resdoc/p04_c09_s1.html

UNC Writing Center link to APA Citation handouts
http://www.unc.edu/depts/wcweb/handouts/apa.html

Citation Universal: Lots of examples, with a few minor errors (e.g., extra punctuation). But, correct Ex. 2 to include issue number for the journal paginated by issue.
http://citationonline.net/CitationHelp/csg04-manuscripts-apa.htm

APA's help site - tutorial on APA basics, FAQs, blog with Q&As
http://www.apastyle.org/learn/

University of Wisconsin's Writing Center APA Overview
http://writing.wisc.edu/Handbook/DocAPA.html

Other Online Writing Resources

Indiana Univ. Plagiarism Test http://education.indiana.edu/~frick/plagiarism/index2.html

UNC Writing Center Handouts -http://www.unc.edu/depts/wcweb/handouts/

Univ. of Wisconsin Writing Center Handbook– http://www.wisc.edu/writing/Handbook

Purdue University Online Writing Lab (OWL) – http://owl.english.purdue.edu/oldindex.html

Guide to Grammar and Writing – http://grammar.ccc.commnet.edu/grammar/index.htm

Merriam-Webster Online – http://www.m-w.com/

The Jargon Files – http://www.emcf.org/pub/otherresources.htm

Bedford-St. Martins Reference Room – http://www.bedfordstmartins.com/researchroom/

  - General resource room with instructions how to use the features of your word processor to APA citation and formatting

Recommended Books on Writing

Hacker, D. (2003). *A writer's reference* (5th ed.). New York, NY: Bedford/St. Martin.

Szuchman, L. T., & Thomlison, B. (1999). *Writing with style: APA style for social work*. Belmont,

CA: Brooks/Cole. (Includes section on poster sessions)

Strunk, W., & White, E. B. (1999). *The elements of style* (4th ed.). New York, NY: Longman

Plagiarism occurs when a writer—intentionally or unintentionally—presents the work, words, thoughts, or ideas of others as his or her own. Plagiarism is a serious violation of the UNC Honor Code to which all faculty and students are bound.

Avoiding plagiarism is easily accomplished by making sure that your reading notes include all the information you will need to create accurate citations in your work (e.g., papers, posters, PowerPoint presentations) to acknowledge the source of the ideas, statistics, or other details that you use to present a convincing argument. Although the original germ of the ideas may come from other sources, the way you combine and synthesize the material becomes your contribution to the field.

In-text citations appear in the body text of your paper to acknowledge the source of the ideas or data discussed in your paper. APA uses the author–date (author's last name, year of publication) system of in-text citations that encloses the citation within parentheses. Citations are typically placed at the end of the sentence that first presents the idea, fact, date, reference to a study, contrasting opinion, or whatever else you have gleaned from a source; the citation precedes the end punctuation for the sentence.

Example: Some scholars hold that Edith Wilson was, in effect, the nation's first woman president (Lynn, 1999).

References appear as a **separate section** at the end of the paper, and should always start on a new page after the body of the paper. With two exceptions[1], every in-text citation must have an entry in the Reference section that provides the reader with all the information needed to retrieve the source. Every reference entry must have at least one in-text citation. The APA manual has numerous examples of variations and nuances in reference formats.

The format for the Reference section uses a ½" or **5-space hanging indent**, and is **double-spaced throughout**. Only the sources cited in the text of your paper are listed in the Reference section. References are listed with authors' names inverted (i.e., surname precedes initials for first and middle names) and entries are listed alphabetically by first author's last name. If there are two or more works by the same author(s), those works are arranged by publication date with the oldest work cited first.

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[1] The two exceptions are personal communication and the first source in a secondary source. Personal communication (e.g., letters, e-mail) are considered non retrievable sources but should be documented in the text. A secondary citation occurs when you cite information from Author A that appears in a work by Author B. For example, you read a book by Gurst that reported on the research of Borge and you want to use evidence from Borge's research in your paper. You cannot read Borge's original work because the articles were written in Finnish and English translations are not available. In this case, your in-text citation would use the following format: (Borge, 2002, as cited in Gurst, 2008). Gurst would be listed in your Reference section, but not Borge because your source was the secondary source. Secondary sources should be used sparingly; it is always better to use the primary source.

Running Head: 50 CHARACTERS MAX. ALL CAPS

Your Paper Title: 10 to 12 Words

Your Name

University of North Carolina at Chapel Hill

School of Social Work

Class Number and Shortened Title (SOSW 102 : Evaluation)

Professor's Name

Date of Submission

1" margin at top of page

Center heading, not bold

Double-space

↙ No indentation

Abstract

Header is ½" from top of page
Abstract is p. 2 of paper

Both single mothers and mothers with disabilities are overrepresented among the U.S. population living in poverty. Single mothers with disabilities face special challenges raising children in low-income households. To develop a better understanding of their experience, we conducted 6 focus groups with a total of 36 single mothers with disabilities who are receiving Supplemental Social Security benefits. Using coding methods appropriate for qualitative data, we analyze themes related to the dynamic nature of challenges these mothers face as their children age. Findings show that none of these women identify their disability as a specific challenge. All participants agree increased advocacy services are critical to helping them to successfully raise their children. Recommendations for future research and practice implications are discussed.

Abstracts vary in length, but 120 words is a typical length.
The Abstract should clearly state
- study purpose
- study methods
- study findings
- conclusions or implications of the study

Abstracts follow special style rules:
- use present tense whenever possible
- no indentation on first line
- use digits for all numbers, except those starting a sentence

Financial Burden in Families of Children with Special Health Care Needs

An estimated 1 out 5 children in the United States is considered to have special care needs, defined as chronic developmental, emotional, physical or behavioral condi necessitate health care and supportive services beyond those required by typically devel children (McPherson & Arrango, 1998, 2002). The costs of meeting the care needs of children with chronic or disabling conditions are high relative to typically developing children, (Newacheck, Inglas, & Kim, 2004; Newacheck & Kim, 2003; U.S. General Accounting Office [GAO], 2006). As identified by Newacheck et al. (2004), these increased costs are incurred cause of extraordinary needs:

> …elevated requirements for primary and specialty medical care, as w
> supportive services such as rehabilitation, environmental adaptations,
> personal assistance, mental health, or respite care. Therapeutic and su
> often allow families to care for their children at home rather than seek
> and often publicly-financed, out-of-home care. (p. 59)

Influential Financial Factors

evidence related to factors that influence the family financial burden of caring for children with special health care needs (CSHCN) is limited. Some studies have examined the penditures associated with caring for children with specific impairments (Chan, Zahn, & Homer, 2002) or in specific states (Lukemeyer, Mayers, & Smeeding, 2000). Very few studies have examined family financial burden for a nationally representative sample of CSHCN (Comstock & Kim, 2005; Kuhlthau, Hill, Yucel, & Perrin, 2005). Kuhlthau and Yin (1999) found that appr families caring for CSHCN reported fi

APA Quick Refe

Annotations:

Center the Level 1 Title →

Indent 5 spaces for paragraph→

In-text citations give (Author, date).
Most appear at the end of a sentence.

Use ↑ [square] brackets to define abbr. within parentheses

↙ Quotes of 40 words or more are set as *block quote* without quote marks – each line is double- spaced and indented 5 spaces. The page number is put in parentheses outside the quote punctuation. ↙

Level 2 heading ↘

To define an abbreviation, write out fully on 1st use & give abbr. in → parentheses.

Multiple ↑ references within the same parentheses are separated with a semicolon, alphabetized by first author.

↖ When authors' names are used in the text (*signal phrase*), replace the & with "and."

References

Abelson, A. G. (1999). Respite care needs of parents of childre *Focus on Autism and Other Developmental Disabilities*, *14*(2), 96-101.   **Journal**

Bruns, E. J., & Burchard, J. D. (1998). *The financial impact of disabilities on America's poor*. Thousand Oaks, CA: Sage.   **Book**

Kuhlthau, K., Hill, K. S., Yucel, R., Dau, W., Lea, T., Perrin, J. M., …Fisher, M. (2005). Financial burden for foster families raising children with disabilities. *Maternal and Child Health Journal, 9,* 207-218.   **More than 7 authors**

National Center for Education Statistics. (2002). *Current expenditures per student, 1999-2000*. Retrieved from http://nces.ed.gov/ccd/bat/   Note: No end punctuation with URL   ⬈ **Web site**

Newacheck, P. W., Inkelas, M., & Kim, S. E. (2005). Health services use and health care expenditures for children with disabilities. In S. L. Parish & M. Selzer (Eds.), *Implications of caregiving for U.S. families* (pp. 79-85). Chapel Hill; University of North Carolina Press.   ⬅ **Chapter in edited book**

⬈ Multiple works with same 1st author are ordered
⬋ by 2nd author's last name.

Newacheck, P. W., & Kim, S. E. (2004). A national profile of health care utilization for children with special health care needs. *Archives of Pediatric Medicine, 159*(11),10-17. doi:10.1542/peds.2005-2238   ⬅ Electronic article with doi assigned; don't add period to doi

U.S. General Accounting Office. (2000). *Medicaid managed care: Challenges in implementing safeguards for children with special needs* (GAO/HEHS-00-37). Washington, DC: U.S. Government Printing Office.   ⬈ Government agency as author.

Transitions: Little Words That Do a Lot

The goal of academic writing is to convey complex, technical information in a way that makes the information accessible to the reader. Transitions help you achieve this goal by linking your ideas together in a smooth, logical progression and enhancing the reader's ability to process the information presented.

Transitions serve as important "road maps" for readers, telling them how to handle, organize, and weigh the information. Transitions can be a single word, a brief phrase, a full sentence, or a complete paragraph. Effective writing uses transitions between sections of lengthy papers, between paragraphs, and within paragraphs.

The type of transition signals the reader about the relationship between pieces of information or ideas. Transitional words such as *further* or *moreover* alert the reader's brain to take note of additional information whereas *however* signals that contrasting information follows.

Function	Examples of Transitions:
Illustration	thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as
Contrast	despite, on the contrary, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, although this may be true, surely, notwithstanding, indeed…but
Addition	in addition to, furthermore, moreover, besides, too, also, both-and, another, equally important, again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.
Time	since, afterward, before, then, once, next, last, at length, formerly, rarely, usually, finally, soon, meanwhile, later, ordinarily, generally, in order to, subsequently, previously, immediately, eventually, concurrently, simultaneously
Concession	although, at any rate, at least, still, thought, even though, granted that, although it may be true, in spite of, of course.
Comparison showing Similarity	similarly, likewise, in like fashion, in like manner, analogous to
Emphasis	above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.

Details	specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
Examples	for example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
Consequence or Result	so that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, due to, as a result, in other words, then.
Summary	altogether, in other words, in particular, in short, in simpler terms, in summary, that is, to put it differently, to summarize therefore, finally, consequently, thus, in conclusion, in brief, as a result, accordingly
Suggestion	for this purpose, to this end, with this in mind, with this purpose in mind, therefore.
Concluding	therefore, thus, so, and so, hence, consequently, finally, on the whole, all in all, in other words, in short
Trace Cause and Effect	accordingly, as a result, because, consequently, otherwise,
Pro	of course, no doubt, doubtless, to be sure, whereas, granted that, certainly, perhaps, conceivably, although