Writing & Documenting in APA

A Concise Guide for GU Students

Part One: Formatting in APA Style

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GRANTHAM UNIVERSITY

What is APA?

The term APA refers to a style of writing, including formatting, documentation of sources, tone, organization of ideas, and so on, as determined by the American Psychological Association. For many students, the very idea of having to learn APA, no less to write in that style, is terrifying. We understand that. Most of us felt the same way when we encountered one of these writing styles for the first time. That is exactly what we are doing here. There are several different styles of documentation available to the academic writer (e.g. MLA, Chicago, etc.), depending upon his or her field of study. Here at Grantham, we use the APA style because it best fits the disciplinary needs of most of our degree programs.

We use APA for the following reasons:

1. APA standardizes the way documents appear. For most assignments, teachers evaluate ideas, not one's skills in document design. We use APA to be fair.
2. APA defines the way we should give credit to our sources. We use APA to be transparent.
3. APA helps the organization of the material in a document. If we all present our information in the same way, our readers can engage with our ideas more quickly and more completely. We use APA to be efficient and thorough (Goss, 2012, para. 9).
4. APA is the accepted standard style or, at least, an appropriate style for the fields of study and professions aligned with the overwhelming majority of our degree programs. We use APA to meet industry standards.
5. APA is our established University-wide style because settling on a single style allows us--students, faculty, and administrators--to avoid any confusion resulting from using a variety of styles. We use APA to remain consistent.

Think Monopoly.

Any board game has its own specific rules that everyone who plays has to follow. APA, while arguably more important than a simple board game, is still just that: a game; one with specific rules to follow and certain rewards and penalties for following or not following those rules. This guide has been put together to help alleviate some of the fear you may have about APA by defining the parameters of the APA environment and by clearly spelling out the way this game works.

Our goal is not to make you APA experts in the short time we have to work together. These things take time to perfect, so you should not expect to learn everything right away. Our goal is instead to make you aware of the basic skills you need to format and write an APA style paper, and to give you the knowledge to explain some basic principles of APA should you run across the topic in a conversation (if this happens, you may need to attend better parties). Learning APA will help you to write better academic papers by helping you to work with the ideas of others while avoiding plagiarism and by helping to organize your ideas more clearly and concisely so they are more easily received by your readers.

Using this Guide

Before you get started learning APA, you'll need to know how to get the most out of this guide Throughout your courses, you will see a list of things you need to read and write in order complete the work for that week. Because each assignment may cause you to call on a different set of writing skills, it may be a good idea to refer to this guide frequently for detailed information concerning the various components of the APA style.

This guide has been set into four parts: 1. *Formatting in APA Style;* 2. *Plagiarism;* 3. *Academic Tone, Documenting and Citing;* and 4. *Proofreading, APA and the Internet.* Each of these parts build on the information found in the previous parts, but they have also been designed to work as individual reference guides. It is a good idea to read each part in succession, and then reference the work as needed.

We hope this helps you throughout your education here at Grantham University.

**Note that the written materials for this guide are instructional. Though the writers of this course took measures to mirror academic tone when applicable and to strictly follow APA guidelines, the purpose and audience for this course demanded that the writers approached these lessons in a broader format.*

***This guide follows the standardized APA rules set forth in* The Publication Manual of the American Psychological Association, *(6th ed.).*

Formatting in APA style

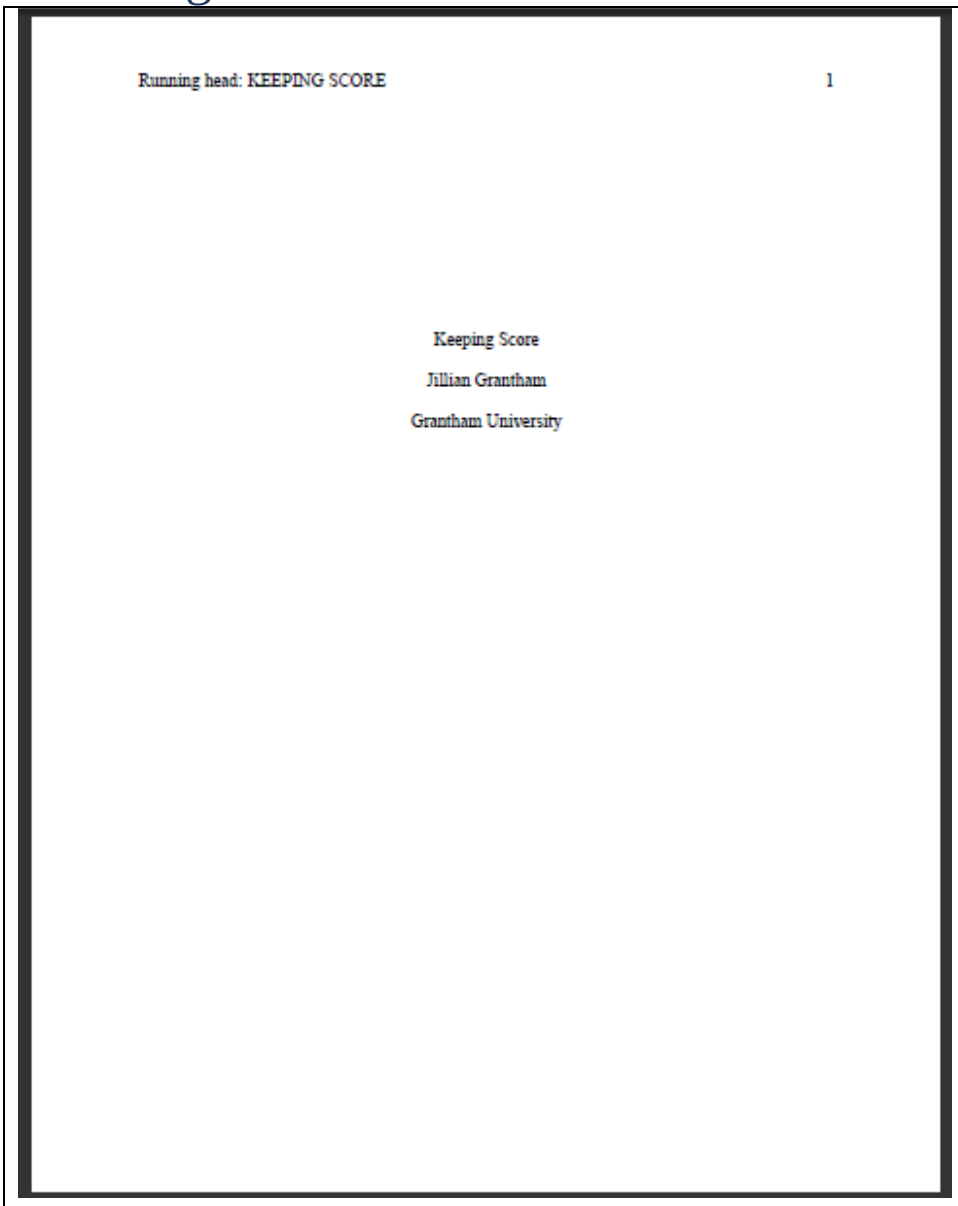
Every paper that is submitted for grading through a writing assignment drop box should be formatted according to APA style. The following example paper illustrates how a properly formatted paper should look.

To help simplify the process, we have placed an APA Template in the *Course Resources* folder to help you when formatting your work in APA style.

Terms to know: If you are unfamiliar with these terms please review them in the Glossary.

flush left: flush right
hanging indent
running head /page header
tab
title block

Title Page



All words on the page, including the Header Section, are to be in Times New Roman, 12pt font.

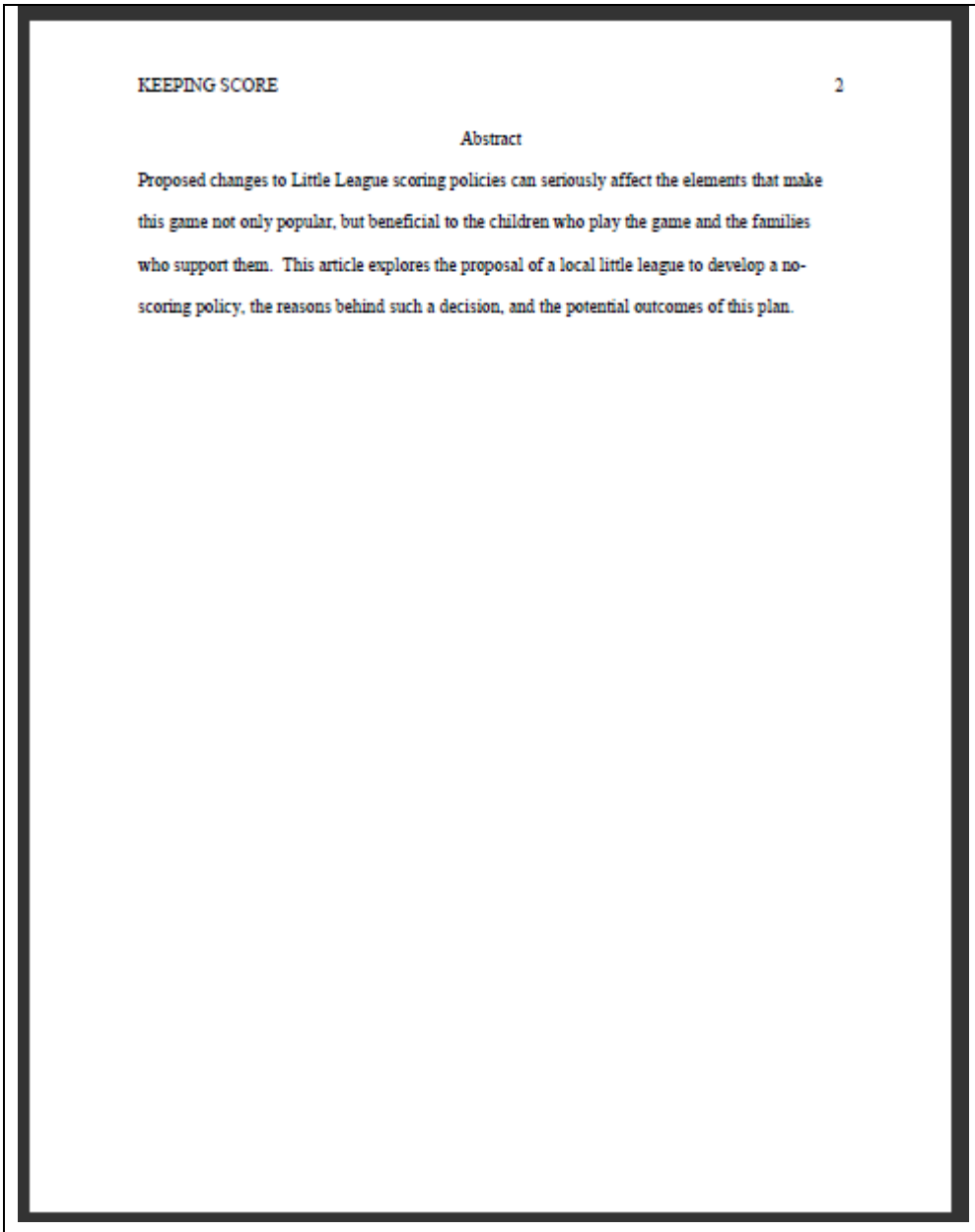
Running heads are flush left.

Page numbers are flush right.

The running head is an abbreviated title (no more than 50 characters, or five words). The title in the Header Section should be in ALL CAPS.

The Title Block should be centered; spaced two inches below the bottom of the Header Section; and include a full title, your name, and Grantham University. This is all of the information you should include on the title page.

Abstract



KEEPING SCORE 2

Abstract

Proposed changes to Little League scoring policies can seriously affect the elements that make this game not only popular, but beneficial to the children who play the game and the families who support them. This article explores the proposal of a local little league to develop a no-scoring policy, the reasons behind such a decision, and the potential outcomes of this plan.

Note that an abstract is generally not required for shorter academic papers. Ask your instructor if you are not sure whether or not to include one.

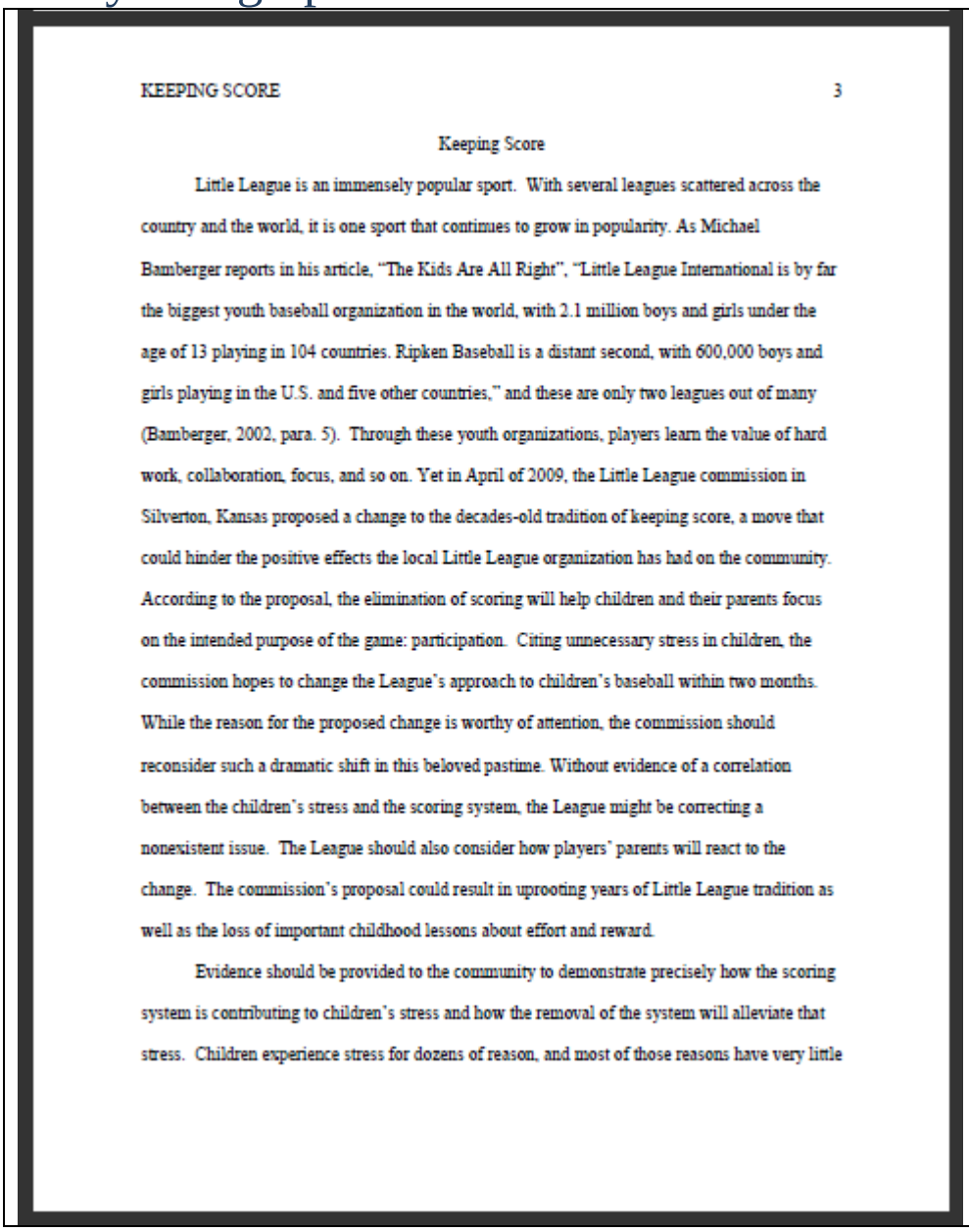
Abstracts are short summaries of the following paper. They are meant to be a research tool that helps potential readers know if the ideas in the paper are something they could use in their own work.

These abstracts are generally limited to 150-250 words.

They should present an accurate, non-evaluative, concise summary of your paper.

The personal opinion of the author is strictly prohibited in abstracts.

Body Paragraph # one



KEEPING SCORE 3

Keeping Score

Little League is an immensely popular sport. With several leagues scattered across the country and the world, it is one sport that continues to grow in popularity. As Michael Bamberger reports in his article, "The Kids Are All Right", "Little League International is by far the biggest youth baseball organization in the world, with 2.1 million boys and girls under the age of 13 playing in 104 countries. Ripken Baseball is a distant second, with 600,000 boys and girls playing in the U.S. and five other countries," and these are only two leagues out of many (Bamberger, 2002, para. 5). Through these youth organizations, players learn the value of hard work, collaboration, focus, and so on. Yet in April of 2009, the Little League commission in Silverton, Kansas proposed a change to the decades-old tradition of keeping score, a move that could hinder the positive effects the local Little League organization has had on the community. According to the proposal, the elimination of scoring will help children and their parents focus on the intended purpose of the game: participation. Citing unnecessary stress in children, the commission hopes to change the League's approach to children's baseball within two months. While the reason for the proposed change is worthy of attention, the commission should reconsider such a dramatic shift in this beloved pastime. Without evidence of a correlation between the children's stress and the scoring system, the League might be correcting a nonexistent issue. The League should also consider how players' parents will react to the change. The commission's proposal could result in uprooting years of Little League tradition as well as the loss of important childhood lessons about effort and reward.

Evidence should be provided to the community to demonstrate precisely how the scoring system is contributing to children's stress and how the removal of the system will alleviate that stress. Children experience stress for dozens of reason, and most of those reasons have very little

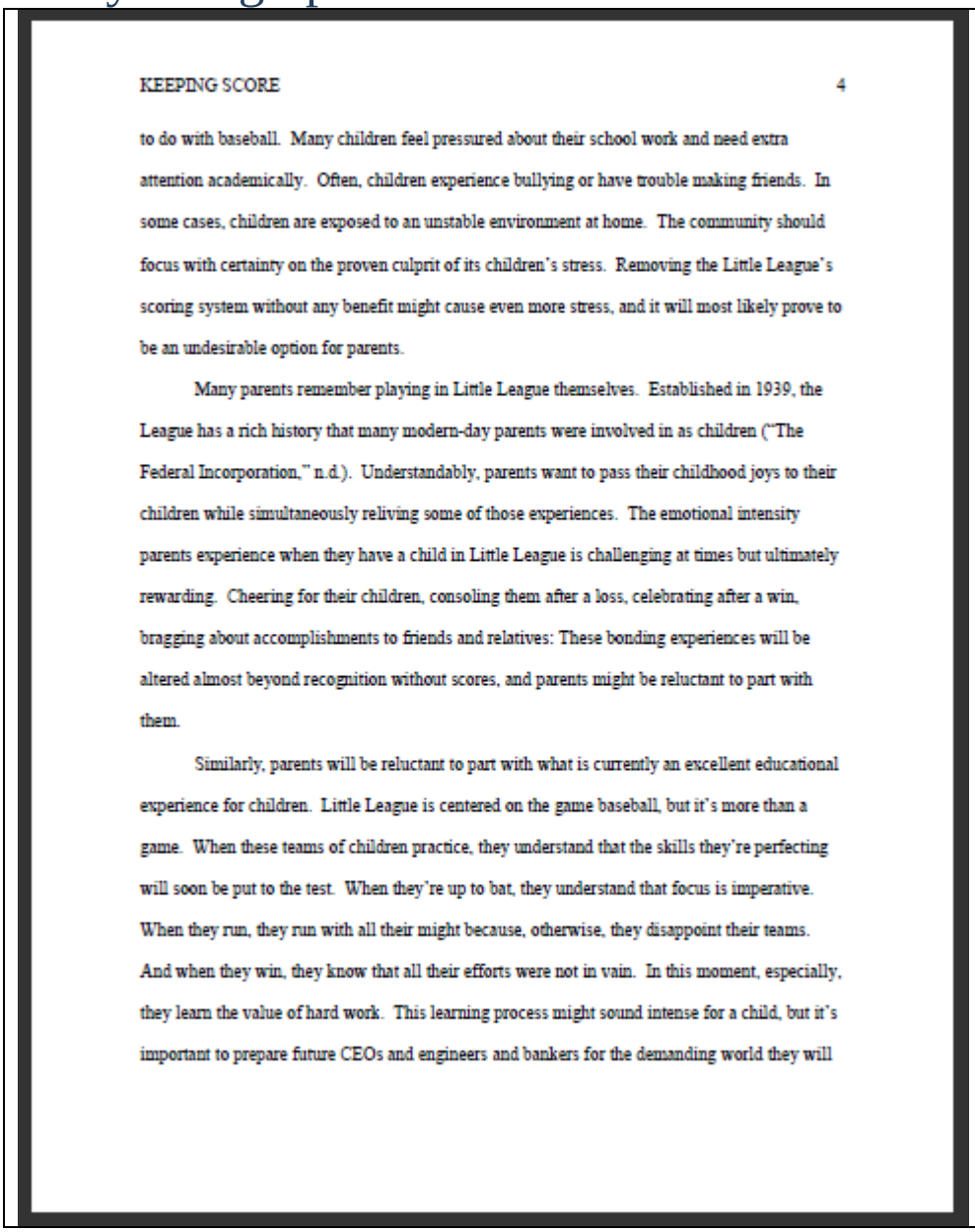
Body paragraphs start on a new page.

Running head and numbers continue, but the words *Running head*, no longer appear.

The title is centered on top of the first paragraph.

Text should be justified flush left. The right margin should remain "ragged."

Body Paragraph # two



KEEPING SCORE 4

to do with baseball. Many children feel pressured about their school work and need extra attention academically. Often, children experience bullying or have trouble making friends. In some cases, children are exposed to an unstable environment at home. The community should focus with certainty on the proven culprit of its children's stress. Removing the Little League's scoring system without any benefit might cause even more stress, and it will most likely prove to be an undesirable option for parents.

Many parents remember playing in Little League themselves. Established in 1939, the League has a rich history that many modern-day parents were involved in as children ("The Federal Incorporation," n.d.). Understandably, parents want to pass their childhood joys to their children while simultaneously reliving some of those experiences. The emotional intensity parents experience when they have a child in Little League is challenging at times but ultimately rewarding. Cheering for their children, consoling them after a loss, celebrating after a win, bragging about accomplishments to friends and relatives: These bonding experiences will be altered almost beyond recognition without scores, and parents might be reluctant to part with them.

Similarly, parents will be reluctant to part with what is currently an excellent educational experience for children. Little League is centered on the game baseball, but it's more than a game. When these teams of children practice, they understand that the skills they're perfecting will soon be put to the test. When they're up to bat, they understand that focus is imperative. When they run, they run with all their might because, otherwise, they disappoint their teams. And when they win, they know that all their efforts were not in vain. In this moment, especially, they learn the value of hard work. This learning process might sound intense for a child, but it's important to prepare future CEOs and engineers and bankers for the demanding world they will

All margins in the document should be set to one inch.

The beginning of each paragraph is indented one tab.

All paragraphs in the document should be double-spaced without extra spacing between paragraphs.

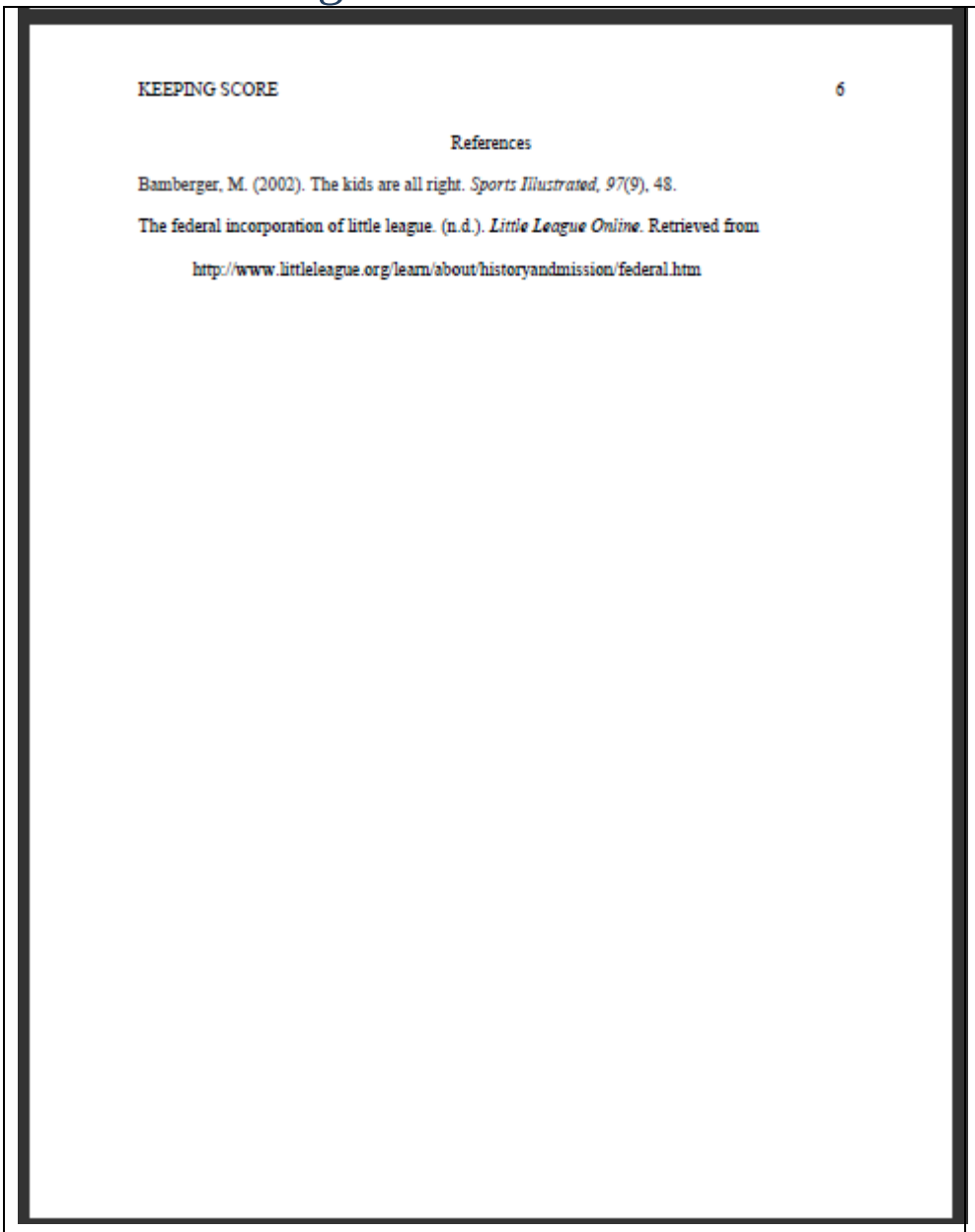
Body Paragraph # three

soon face. The instinct is to protect children until they're adults, but the consequences of unprepared adults waiting around for their trophies might be harsher than the rules of children's baseball.

Little League teaches children cooperation and discipline while offering hours of fun, and it creates a focal point for families to come together. Little League is, in many parents' minds, an icon and a testament to a simpler time. A dramatic change in the structure of the game could change the way people perceive its purpose. The commission is right to address the issue of stress in children, but they should investigate the cause more thoroughly. The commission should prove that the League's scoring system causes stress in children before making such a dramatic change to this beloved game.

Papers with a page requirement rather than a word requirement only count the body pages. This paper, though six pages in length, would only account for a two and one-half page paper.

References Page



KEEPING SCORE 6

References

Bamberger, M. (2002). The kids are all right. *Sports Illustrated, 97*(9), 48.

The federal incorporation of little league. (n.d.). *Little League Online*. Retrieved from http://www.littleleague.org/learn/about/historyandmission/federal.htm

The References page is on its own page.

The page should always be titled "References" (without quotation marks) and should be center justified. *Note: Even if only one reference is used, the title of this page is still plural.

Citations are double spaced and listed in alphabetical order.

Opposite to the body paragraphs, the first line of each citation is flush left, while a hanging indent is used for each following line of the citation.

All citations should be organized in APA 6th edition format.

References

American Psychological Association. (2010). *The publication manual of the American Psychological Association,* (6th ed.). Washington, DC: American Psychological Association

Goss, T. P. (2012). Guide to APA: Some perspective, please. [Weblog]. Retrieved from http://blog.grantham.edu/blog/bid/119294/Guide-to-APA-Style-Some-Perspective-Please.

Goss, T. P., Klatt, T. A., & Ames, A. V. (2012). *How I write: A guide to academic writing.* Kansas City, MO: Grantham University Press.

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Part Two: Avoiding Plagiarism

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What is Plagiarism?

According to the *Grantham University Catalog and Student Handbook* (2012): "plagiarism is presenting the ideas or work of others (including other students) as his/her original work" ("Plagiarism," p. 46). When we do this, we are guilty of cheating. Blatant plagiarism is the same as looking at someone else's paper during an exam and stealing their answers. Plagiarism is, above and beyond all other things, the worst academic crime one can commit. Being found guilty of plagiarism can cause one to fail an assignment, fail a class, or be kicked out of school.

So why do we not simply call plagiarism *cheating*?

Unfortunately, plagiarism is not just about cheating. If it were, we would simply say, "don't cheat" and then deal with those students who purposefully broke the rules, but there is more to the story.

Plagiarism can also occur when we fail to cite our sources properly or if we rely too heavily on the work of others. As a college student, you will be expected to work with the ideas and words of others, but you will also be expected to learn how to give the necessary credit in the right way. You will be expected to, in most cases, develop and present your own words and ideas, and only use other people to *enhance* what you are saying, not to *dictate* what you are saying.

To put the nature of writing academically into perspective, you need to know that a paper is a written document that demonstrates what you think and know about a topic, and it shows the time you have spent thinking about, analyzing, interacting with, and synthesizing the ideas of others who stand as experts in the field of study.

A paper is a reflection of your ideas, not a reflection of what you have read.

We give these experts credit through in-text and References page documentation. We will talk more about that as we move forward in the class, but it is never too early to start thinking about this process. We cite our sources for two reasons: First, because the author worked to develop his or her own ideas, and it is unethical to steal those ideas; second, and possibly the more important of our reasons, we identify our sources so our readers can engage in the same research we did, should they choose to, and be better able to understand what we are saying.

If you would like to understand more about plagiarism so you can avoid it in your future work, the following tutorial should help you stay on the right path.

Avoiding Plagiarism

Terms to Know: If you are unfamiliar with these terms please review them in the Glossary.

block quotation
copyright
direct quotation
paraphrase
summary
plagiarism

> Plagiarism is presenting the ideas or work of others (including other students) as his/her original work. A student is required to acknowledge all sources of submitted work. Specifically, each student must acknowledge direct quotations, paraphrases, ideas, figures, tables, charts, statistics, images, photographs, source codes, circuits, and other sources. Papers and other materials either given to the student or obtained otherwise, if submitted as the work of anyone except the source, constitute a violation of the code of conduct. ("Plagiarism," 2012, p. 46)

To be more specific, plagiarism includes:

a. Copying word-for-word from the web or other source and using it in your paper or discussion forum post as "your" writing.
b. Paraphrasing from a source without giving credit.
c. Paraphrasing incorrectly even if you provided a citation. Ensure that no more than three words in a row match the source document and that your sentence organization doesn't mirror the original document.

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Types of Plagiarism

When the subject of plagiarism comes up, students will often respond with: "What if the plagiarism was unintentional?" This is a good question. While your instructors will work to help you improve your citation skills, it is ultimately your responsibility to learn to avoid these unintentional errors. Still, we do make a distinction between types of plagiarism.

Blatant Plagiarism: Blatant plagiarism occurs when a student presents a piece of writing that has very little original student work. These papers are often pieced together from several online sources or they match another piece of writing word-for-word. This type of plagiarism is *blatant;* it is cheating and therefore cannot be accepted for credit and is subject to punitive action. Do not, under any circumstances, turn in a piece of writing that is not your own work. If you are caught, you will not like the results.

Improper Documentation: Improper documentation happens when a student paper has several documentation errors that result in plagiarism, but most of the paper was authored by the student. This usually happens when students are in a rush, haven't read the course material, or they didn't understand the rules for APA style. Many students might consider theses errors to be unintentional, but managing time, reading the course material, and asking for clarification on assignments are all student responsibilities. Learning how and when to cite is therefore, incredibly important. Until you are completely comfortable with the process:

1. Review the Documentation Section of this APA guide.
2. Ask your instructor for clarification
3. Submit your paper to the Writing Center for review.
4. Run your paper through a plagiarism checker.
5. If you don't have time to do the above, ask your instructor for a lesson extension. It is better to request more time than to submit a document with errors.

Buying, purchasing, copying, or piece-mailing the work of others and turning it in as your own is <u>NOT</u> unintentional plagiarism.

How do I give credit to a source?

You must include a citation after each quote or paraphrased passage. You must also have a References page attached to the end of your paper. The citation in text should always pair with a citation in the reference page. If you have unmatched citations in either the body of your text or the reference page, your instructor may suspect plagiarism.

When we work with the ideas or creations of others, we have to document where we found our information. We do this for two reasons:

1. Not to do so is cheating.
1. So we can track information to its original source to verify its validity and expand our knowledge on the subject.

If we were to write the following passage, for example, we would need to cite within the text of our paper:

Proponents for Global Warming claim that due to industrialization, the earth is getting warmer. The impact of this, they claim, could be catastrophic. (We have all heard this so it would not need to be cited.) James Benson (2010), of the Center for Oceanographic Studies, claims that the Larson B ice shelf is about to drop off into the ocean. This alone, he says, would cause ocean levels to raise twelve feet world-wide, effectively covering a large portion of the earth's most populated areas in sea water (Benson, 2010). (Because we have stated specific information, we would need to cite this.) If what Benson is saying is true, the need to immediately examine our industrial practices is of vital importance. (Here, we are adding our own conclusions, though they are certainly not so different from what Benson is likely getting at.)

Opponents of Global Warming claim that the earth is simply going through a natural warming trend and that the rising temperatures have little or nothing to do with human industry. "There is no proof," states Jeffrey Winters (2010), ecologist and speaker for the Industrial Progress Initiative, "that any of our industrial practices have anything to do with rising temperatures in the ocean. In fact," he continues," the Global Warming rhetoric cannot support the dire scenarios it is proposing and is detrimental to the advancement of the American economy at a time when we should not be discussing regulation over prosperity" (Winters, 2010, p. 17). (Here, we are using a direct quotation, so we absolutely need to cite it.) Winters, through this statement, exposes the real issue here--that this is not about whether the earth is warming or not, but instead, this is a debate over stewardship of the planet and the need for a growing economy. This argument, it seems, is about how to create jobs and still protect the environment, not about how to avoid causing a natural disaster. (These are our own conclusions, so they do not need to be cited.)

We've cited in the text, but we're not done yet; now we have to put together our References page:

References

Benson, J. (2010). Larson B and the tide of humanity. *Nature, 84,* 391-409. doi:10.1037/0278-6134 .25.3.334

Winters, J. (2010). What's wrong with crying global warming? *Modern Industry, 2*(2), 5-25.

Notice how the in-text citations within the text are paired with the citations in the References page. In-texts citations are like tabs in the text. If we are reading the above text, for instance, and we want to know more about what we are reading, we can simply find the in-text citation,

Benson, for example, and then find the full citation in the References page. That way, we can look up the original author, track the progression of this idea, verify its validity, and find out more about the topic.

As writers, we make choices about what to add into our work, and what to leave out. By providing our sources, we don't just give the proper credit to those who informed our work, we also are able to afford our readers the opportunity to experience the things we could not fit into our paper.

**Note that the passages in the above examples are for illustrative purposes only. These are not real sources and do not reflect actual facts.*

Tips for Avoiding Plagiarism:

1. If you quote from a source you need an in-text citation and a work-cited entry.

2. Anything copied word-for-word must be inside of quotation marks.

3. If you paraphrase from your source, you need an in-text citation and a References page entry.

4. If you have a lengthy quote (forty words or more), according to APA guidelines, you will need to indent it as a block quotation. Be careful with long quotations. Anything more than 20% of your paper in quotations can be counted as plagiarism. Remember that quotes and paraphrased material should support your writing, not take it over.

5. Quotes and paraphrasing must be properly integrated into your paper. An entire paragraph of paraphrased material might set off a plagiarism checker. Once again, your researched material should play a supporting role and not a lead role. Never produce a paragraph that is 100% quoted or cited material.

6. You should never cut-and-paste an online paper or article and submit it as your work. This is blatant plagiarism and it will be reported to the university for possible punitive action.

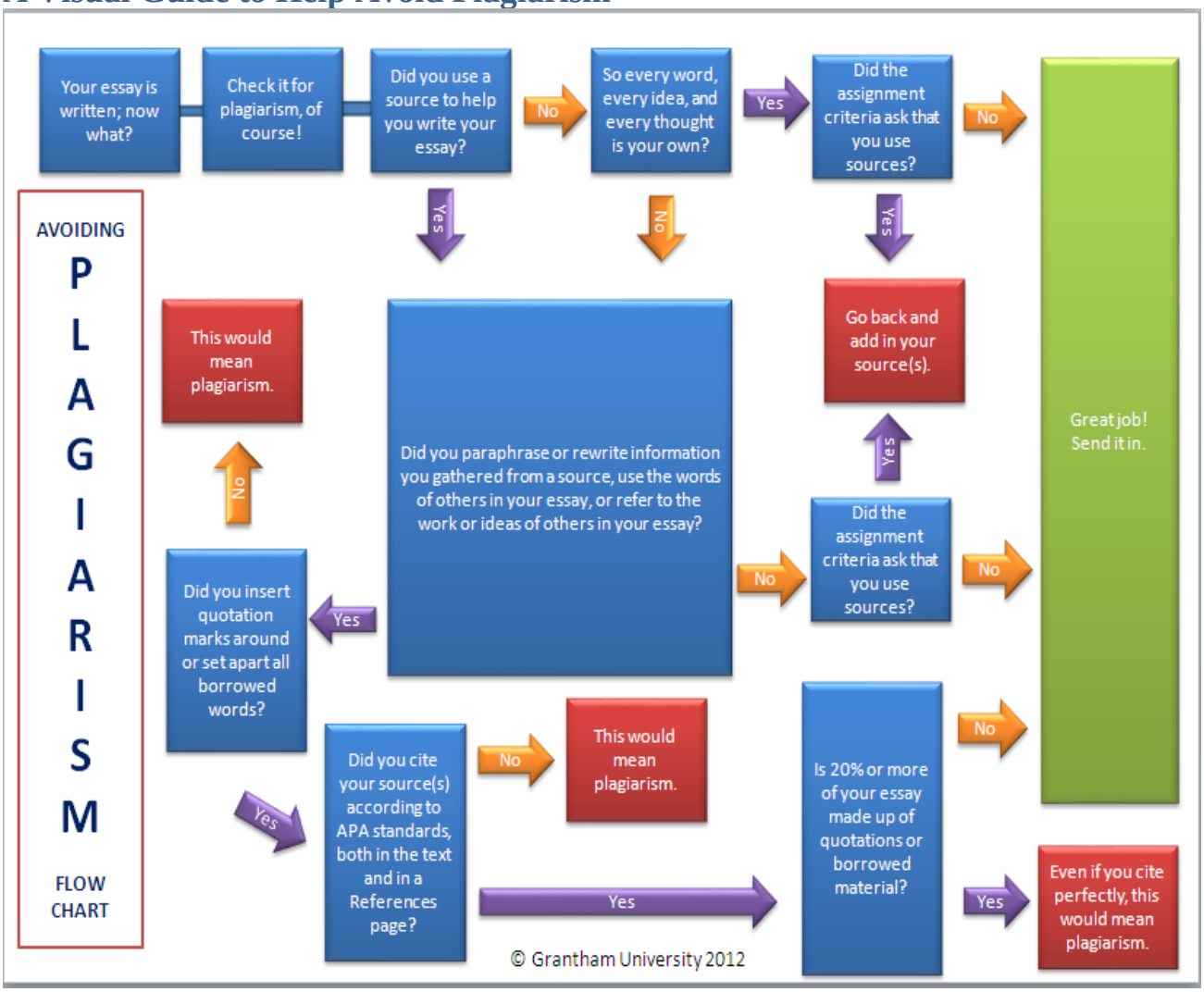
7. Be careful when using quoted material found inside of your source (secondary sources). If you want to use the quotation, it is good practice to search for the original article online and cite the original work. Not citing a secondary source properly can red-flag your paper for plagiarism. If you use quoted material from another source, cite the primary source and add the word *In* to the citation: (In Greives, 2004).

8. Do not use papers you have written for other classes or published papers. This includes papers you submitted on a blog or anywhere else on the Internet. Submitting previously written material for a lesson in class is called self-plagiarism. Self-plagiarism is prohibited at Grantham University.

9. Never post any content (lessons, lesson directions, tests, etc) anywhere on the Internet as this violates copyright laws. All of the lessons, tests, and texts found in GLIFE and your ANGEL courses are copyrighted by Grantham University. Students do not have permission to paste or upload Grantham material on the web - period. If a student is found to have posted Grantham materials (lessons, questions, tests, etc) on the Internet this could lead to expulsion from the University and serious legal trouble. Violating copyright law is not just an academic blunder, it is also a crime.

10. Never cut and paste word-for-word material into your document with the intention of applying proper documentation later. Always write first and add your research later. Do not take short cuts with your documentation. Make 3x5 note cards or keep a list documenting the raw data on every article you think you may use, along with the passage you plan to either directly quote or paraphrase.

A Visual Guide to Help Avoid Plagiarism



(Komm, 2012)

References

Komm, A. (2012). *Avoiding plagiarism flow chart.* Grantham University, Kansas City, MO.

Plagiarism. (2012). In *Grantham University: University catalog and student handbook.* Retrieved from http://www.grantham.edu/public_media/PDF-University-Catalog-2012.pdf

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Part Three: Academic Tone, Documentation, and Citing

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GRANTHAM UNIVERSITY

Academic Tone and APA

Terms to Know: If you are unfamiliar with these terms, please review them in the Glossary.

point of view
first person
second person
third person
contractions
sexist language
cliches

While not everything you will be asked to write will follow strict academic tone, it is important to get to know the difference between writing in a personal environment, a professional environment, and in the academic environment (i.e. a University classroom, including an online classroom such as this). Throughout the course, you see a great deal of attention paid to the importance of taking your reader into account. In no situation, perhaps, is this more true than when one is writing for an academic (i.e. scholarly) audience, including adhering to APA style.

Note the differences in style and tone in the following examples. In each instance, each of the three statements communicates more or less the same idea (to a greater or lesser extent), but does so in a style and with a tone distinguishing it from the other statements

Example One:

Personal

I'm going to have to cancel the game tonight. It's raining cats and dogs and the field is underwater. We'll pick this up next week.

Professional

Due to excessive water on the field caused by the rain, the employee softball game will be canceled tonight. Per company policy, we will reschedule the game for next week.

Academic

Weather delays are one of the few drawbacks for outdoor sports. Often, rain causes games to be either delayed or rescheduled. Such were the circumstances in the case of the game originally scheduled for this evening, which will have to be rescheduled due to a rainfall of more than four inches within the last twenty-four hours.

Example Two:

Personal:

You really shouldn't wear such revealing clothing at work. It's distracting and you might get sent home or fired.

Professional:

All employees at DCH Lenders should wear appropriate clothing while working. Appropriate clothing guidelines are set forth in the employee handbook and published on the company website.

Academic:

Professionals should refer to established company policies when choosing their work attire. Many corporations require traditional, formal, attire of their employees in order to positively impress the public, specifically clients and potential clients, and to minimize distractions to their employees in the workplace. DCH Lenders, for example, sets specific dress codes for their employees and communicate those policies through their employee handbook and company website.

Notice the increased formality of the Professional style in comparison with the Personal style. The professionally styled text is matter of fact, reading almost as if it were a legal document. Now, compare both the examples of the Professional and Personal style with the examples of Academic style. What differences do you notice? Like the examples of the Professional style, the Academic style is more formal than the personal, and more detailed and precise than either the Personal or Professional style.

The examples of the Personal style may rely upon a degree of familiarity between writer and reader, which allows for merely suggestive statements as "you really shouldn't wear such revealing clothing at work …" (e.g. what qualifies as "revealing?"). The Professional style may be concise in its own, direct, way (e.g. statements may read as pronouncements because --in the case of the dress code--the author is simply issuing employees a directive, not trying to convince them of the justice of the dress code in question). Contrastingly, the examples of the Academic style are not only formal in tone, they are far more detailed than those of the other styles because they must present the academic reader with precise evidence of the claims being made.

Documentation: Overview

Terms to Know: If you are unfamiliar with these terms please review them in the Glossary.

attributive tag
citation
documentation
in-text citation
source

When utilizing ideas other than your own in a document of your own authorship, whether it is a chapter from your Grantham text, a quote from an article you have found through your research, or a personal interview, **always** attribute those ideas to their authors (i.e you **always** need to do the following):

- **Integrate the borrowed idea with your original ideas.** This is done by using attributive tags (also known as signal phrases).

- **Provide an in-text citation.** This means that you need to include an abbreviated citation of your source material in the body of your paper. In-text citations should always appear after the borrowed the material and not at the end of each paragraph. This signals to the reader that what they just read was borrowed material and the in-text citation will give them the information they need to find that particular source in the reference page.

- **Create a full list of the research sources used at the end of the paper**. This is an alphabetized list that provides the reader with the full data they need to located the article. A basic citation will include the following: authors name, source title, and the full publication information.

We will discuss how we do these three things throughout this guide. Our goal, in terms of documentation, is to help you construct a basic understanding of how and where to cite your sources, so that this process becomes a natural step in your writing process and so it will not be so difficult to do in your later coursework.

Here at Grantham University you will be expected to adhere to APA style. With that in mind, anytime a source is used in a paper an in-text citation, a References page is needed to give credit to the author of the original idea.

Basic APA Constructions

Each reference or source within an APA-style paper appears in two places: 1). within the text following a quotation, summarized, or paraphrased passage, and 2). in a References page. In-text citations (aka. parenthetical citations) show what material is being used at what point within the text, while References page citations show where that reference or source can be found externally.

APA citations are constructed using a basic format:

In-Text Citations

When using a source or reference, you need to create an in-text citation that includes three basic elements:

- The author's or authors' last names—if no author, use the first five or fewer words of the title of the source. Encase the title in quotation marks.
- The year of publication—if no year, use the letters n.d. (meaning "no date")
- The page or paragraph number—page numbers are preceded with p. for one page, pp. for multiple pages. Paragraphs are used if there are no page numbers and are preceded with para.

These elements should appear within parentheses and follow the quotation or information being cited.

(author's last name, the year of publication, and the page or paragraph number)

For Example:

(Collins, Magnolia, & Hyde, 2004, pp. 341-349).

(Phillips, n.d., para. 7).

("Eating with style," 1987, p. 116).

References Page Citations

References page citations are grouped on their own page at the end of a paper. The first word or words of the Reference page citation should match the corresponding first word or words of the in-text citation. References page citations can take on many forms, however, they do follow a basic structure.

- The last name of the author or authors, each followed by their first initial(s)
- The year of publication (add the month if available)
- The name of the text
- If part of a collection (website, anthology, journal, magazine, etc.), the name of that source
- The publisher

After this stage, References page citations fluctuate depending on the type of text being cited.

BASIC CITATION EXAMPLES (References page and in-text citations)

The following list reflects some of the more common citations you will likely use throughout your education.

Book

Harris, J. (2006). *Rewriting: How to do things with texts.* Logan, Utah: Utah State University Press.

(Harris, 2006, p. 24).

Chapter or Section within a Book

Braddock, R., Lloyd-Jones, R., & Schoer, L. (2009). From Research in Written Composition. In S. Miller (Ed.), *The Norton book of composition studies.* (pp. 193-215). New York: W. W. Norton and Company.

(Braddock, Lloyd-Jones, & Schoer, 2009, pp. 193-215).

Online Journal Article with doi

Bercovitch, F. B., & Berry, P. M. (2012). Ecological determinates of herd size in the Thornicroft's giraffe of Zambia. *African Journal of Ecology, 48*(4), 962-971. doi: 10.1111/j.1365-2028.2009.01198.x

(Bercovitch & Berry, 2012, 969-970).

Online Journal Article without doi

Stanczak, S. (2009). Write what you know, and know what you write. *Writer, 122*(11), 14

(Stanczak, 2009, p. 14).

Corporate Author or Government Report

National Park Service, National Trails Intermountain Region. (2012). *About Challenge Cost Share FY 2012.* Retrieved from http://www.nps.gov/trte/parkmgmt/upload/About-CCSP-FY12-SF_SB.pdf

(National Park Service, 2012, para. 4).

Motion Picture

Mark, L. (Producer), & Van Sant. G. (Director). (2000). *Finding Forrester* [Motion picture]. United States of America: Columbia Pictures.

(Mark, 2000).

Legal Case

Missouri v. Cuffley, 927 F. Supp. 1248 (E.D. Mo 1996)

(*Missouri v. Cuffley*, 1996).

Website

USA Today. (2012, June 06). Army to review mental health compensation. *American Psychological Association.* Retrieved from http://www.apa.org/news/psycport/PsycPORTArticle.aspx?id=usatoday_2012_06_06_eng-usatoday_news_eng-usatoday_news_023107_3675750032905271303.xml

(USA Today, 2012).

Blog

Teicheira, D. (2012, April 26). 6 useful ways proofreading can save your research paper [Web log post]. Retrieved from http://blog.grantham.edu/ blog/bid/124655/6-Useful-Ways-Proofreading-Can-Save-Your-Research-Paper

(Teicheria, 2012)

Ideas to Remember:

- **APA is the only approved documentation style at Grantham University**
- **The EBSCOhost Database is the preferred research source for many Grantham classes**
- **Students should include in-text citations and a references page for outside sources used in a paper, journal, or other writing assignment. APA documentation in discussion forums is also highly encouraged in all courses and required in many. If you don't know how this works in your particular class, ask your instructor.**

Citations in the EBSCOhost Database

This guide will cover the basic citation styles you will see in EBSCO.

EBSCO citation tool: see the link under the Resources tab within the course.

EBSCO errors: Althought EBSCO has citation tools that you can use to create full sources citations, you will still need to check your citations against the guide below.

Some known EBSCO errors are:

- **Title or author's name in ALL-CAPS**
- **Titles with capitalization after the first word.**
- **Improper citations for six or more authors.**

If you spot these errors after using the EBSCO citation tool you will need to revise the citation in your paper.

What is a doi?

Because the URLs of web sites and other web-based/online resources we need to reference can often change as sites, databases, etc. reorganize/relocate their contents, it is important to provide your readers with a stable link to the online materials you cite. Some online content providers now provide an alphanumeric code, known as a DOI (an acronym standing for Digital Object Identifier). If a source you cite provides a DOI, you should include it in your citation instead of the URL, placing it in the space that would otherwise be occupied by the URL in the citation in question. However, if the content provider does not make a DOI available to you should reference the URL for site, database, etc. in question.

In-Text Citation Examples

one author	(Oates, 2010)
two authors	(Collette & Bradbury, 2009)
three to five authors	First citation: (Martinez, Kock, & Cass, 2011); Subsequent Citations: (Martinez et al., 2011)
six + authors	(Thäder-Voigt et al., 2011)
no author	(Federation of European Biochemical Societies, 1967)

References Page Citation Examples

one author	Oates, J. (2010). A widow's story. *New Yorker*, *86*(40), 70-79.
two authors	Collette, C. P., & Bradbury, N. (2009). Time, measure, and value in Chaucer's art and Chaucer's world. *Chaucer Review*, *43*(4), 347-350.
three to five authors	Martinez, C., Kock, N., & Cass, J. (2011). Pain and pleasure in short paper writing: Factors predicting university students' writing anxiety and writing self-efficacy. *Journal Of Adolescent & Adult Literacy*, *54*(5), 351-360. doi:10.1598/JAAL.54.5.5
seven + authors	Kimbrell, T., Pyne, J. M., Kunik, M. E., Magruder, K. M., Petersen, N. J., Yu, H., & Qureshi, S.U. (2011). The impact of Purple Heart commendation and PTSD on mortality rates in older veterans. *Depression & Anxiety* (1091-4269), *28*(12), 1086-1090. doi:10.1002/da.20850
no author	Federation of European Biochemical Societies (1967). *European Journal of Biochemistry*, *1*(1), 125-127.
book	Lewis, C.S. (1964). *The discarded image: An introduction to medieval and renaissance literature*. Cambridge: Cambridge University Press.
magazine / periodical	Oates, J. (2010). A widow's story. *New Yorker*, *86*(40), 70-79.
newspaper	Vega, T. (2011, March 17). Paper admits to plagiarism by reporter. *New York Times*. p. A3.

Attributive Tags / Signal Phrases

In order to help introduce our sources, it is always best to introduce quoted, paraphrased, or summarized material with an attributive tag (also known as a signal phrase). An attributive tag is simply an introduction of the author and/or his or her work.

For instance, we could say:

> "All ducks like pickles" (Wheelhouse, 2007, p. 27).

But our words would sound more credible were we to say:

> According to Arthur Wheelhouse (2007), "All ducks like pickles" (p. 27).

If we can find the authors credentials, we can make this even better (we refer to this as "qualifying the source"):

> According to Pulitzer Prize winning author and naturalist Arthur Wheelhouse (2007), "All ducks like pickles" (p. 27).

Now we pay attention. There must be something to that duck and pickle connection. After all, if an award-winning author is talking about it, it must be important, right?

The attribute tag can be used to lend credibility to your quoted source. Therefore, if the goal of your paper is to argue about a hot political topic, you would want to point out that the author of the quote you are about to use is a political science professor. If you are discussing a children's health topic you would want to note that your quotation is from a pediatrician. Always look at the fine print that follows your article and check the author's credentials so you can use them to your advantage in an argument or claim.

Another goal of the attributive tag is to help readers identify the author of the quotation as they read it. They will then be able to locate the full source citation in your references, and if interested, they will have the information they need to find the full text by that particular author.

Basic Formula for Integrating Quotations

> Patrick Star (2012) declared, "..."
> author's full name + year + attributive tag

If we qualify our source, we might say:

> Marine life expert Patrick Star (2012) stated, "..."

If we have already used a quotation from the same author, we only use his or her last name:

> Star claimed, "..."

Though we may feel a real connection to our sources, we are never on a first-name basis with them. We can never say, "Patrick claims . . .;" we have to say, "Star claims . . . ."

It should be noted that attributive tags are not always at the beginning of a quotation. Sometimes we need to mix things up.

Beginning of Sentence:

> In his 2008 article "Fat Toddlers" Ronald Fry suggests that "There are too many fat toddlers these days! Parents need to cut back on the amount of sugary snacks and processed food that they feed their children" (p. 9).

Middle of Sentence:

> There are too many fat toddlers these days!" exclaims Ronald Fry in his 2008 article, "Fat Toddlers" "Parents need to cut back on the amount of sugary snacks and processed food that they feed their children" (p. 9).

End of Sentence:

> "There are too many fat toddlers these days! Parents need to cut back on the amount of sugary snacks and processed food that they feed their children" suggests Ronald Fry in his 2008 article, "Fat Toddlers" (p. 9).

Common Attributive Verbs

The following list contains verbs commonly used in signal phrases:

- claims
- contends
- emphasizes
- explains
- expresses
- illustrates
- implies
- maintains
- points out
- presents
- proposes
- disputes
- reports
- states
- suggests
- writes

Block Quotations

In APA style, if you use a quotation that is 40 words or longer, you must format your quotation according to the following rules:

1. Like all other text in the paper, block quotations are double-spaced
2. Block quotations are set apart from the rest of the text as if they are their own paragraph
3. All lines in block quotations should be indented ½ inch (one tab) from the left margin (the first line should not be further indented)
4. Citations should not be included in the end punctuation
5. Quotation marks should be removed

For example:

In response to Howard Faulkner's book (2000), *The Rules of the Game: An Introductory English Grammar,* Timothy P. Goss (2012), an English instructor at Grantham University and author of several guides to writing, offers the following explanation:

> What Faulkner is saying is that, though the English language will eventually accept today's colloquialisms (common language) in formal settings, and while trends in grammar are changing, a poor mastery of current grammar practices causes the speaker to appear socially unrefined, and the misuse of language limits the power of what the speaker is attempting to communicate. Even more importantly for most of us, the misuse of current grammar rules can directly affect the size of one's wallet. (p. 2).

If Goss is correct in his interpretations of Faulkner's work, it would seem communicating effectively is much more important than, how many imagine it to be, merely pleasing one's English teacher and the occasional "grammar geek."

(Goss, 2012)

References

Goss, T. P. (2012). *A case for clarity*. Unpublished Manuscript.

Writing & Documenting in APA

A Concise Guide for GU Students

Part Four: Proofreading; APA & the Internet

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GRANTHAM UNIVERSITY

Proofreading for APA style

As we move into the final stage of this writing project, it might be a good idea to go back and review the entire APA guide to ensure that you have all of the pieces in place for this final step. Throughout this tutorial, we will discuss some of the key areas you need to look at when proofreading to make sure your paper meets APA standards.

Checking your Work

This checklist should be used to ensure that your papers and documents are in proper APA style.

Formatting:

- Font used is 12 pt Times New Roman.
- One inch margins on all sides.
- Running head is the title of your paper (up to 50 characters; no longer than five words).
- Running head (abbreviated title) is flush left and in ALL-CAPS.
- Page number is top, flush right, starting on the title page

In-text Citations:

- Do you provide appropriate in-text (i.e. parenthetical) citations for all uses of external source material?
- Do those in-text (i.e. parenthetical) citations include all of the necessary information (e.g. author name(s), dates)?
- Do those in-text (i.e. parenthetical) citations precede the final punctuation of the sentences in which they appear?

Reference Page:

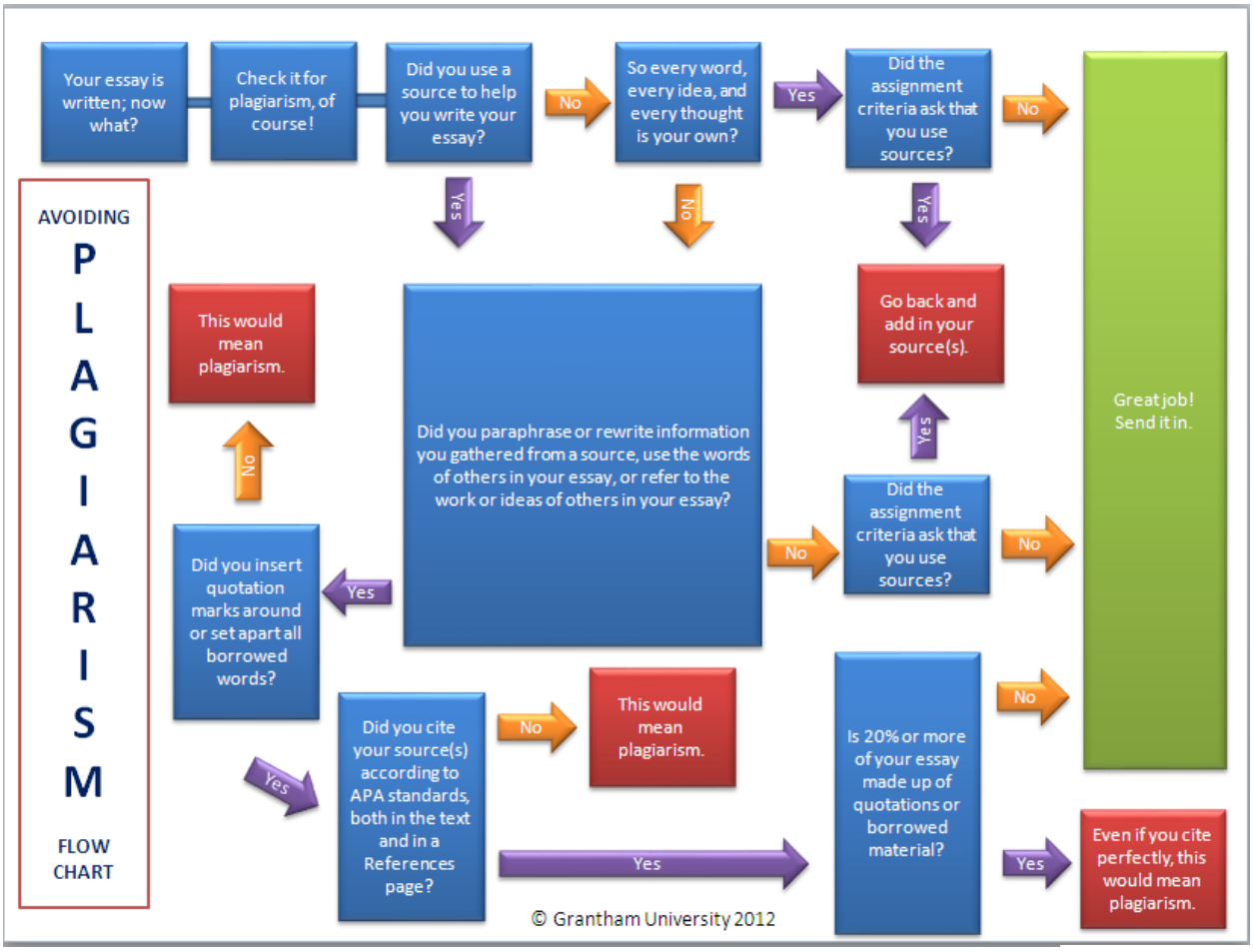
- Is your References page separated from the last page of your paper with a page-break? It is important that your References page begin at the top of a new page immediately following the last page of the text of your essay, report, paper, etc. So, you need to insert a page-break (e.g. see the “insert” menu if using Microsoft Word) after the last line of the

text of your paper, rather than using the Return/Enter key, to ensure that your list of References begins at the top of the following page.

- Is your References page formatted according to the guidelines outlined above (e.g. is the title References centered)?

- Are lines following the first line in each entry, indented appropriately? Hint: the way to ensure proper indentation is by setting/changing the hanging indent within your document, rather than by using space or tab key.

Remember to Check Your Paper for Possible Plagiarism:



(Komm, 2012)

APA and the Internet

Terms to Know: If you are unfamiliar with these terms please review them in the Glossary.

database
online library
search engine
credible sources
paper mill
message boards

In many of your classes at Grantham, you will be expected to use the EBSCO library database for your research paper and any other formal papers. Many students will often say, "I prefer to use Google for my research." While Google is a fantastic Internet search engine, it is not a library database. Google will lead you to everything that is out there on the web and while some of the search results are credible, many are not. Google Books and Google Scholar can be more useful to academic researchers, but they do not provide academic research with as many full-text resources as does the University's official free library research databsase, EBSCO, which is a collection of scholarly journals, newspapers, and documents that a person might find in an on-ground university library.

With that being said, indiscussions and in your journal, you might find that you want to use a source from the Internet. Perhaps you want to share an idea you found at a particular website or you want to talk about a YouTube Video. This chapter will help you decide which sources to use and which sources to avoid.

Characteristics of a Credible Website

- Identifiable: the site and its content can be positively attributed to a recognizable publication (e.g. scholarly journal, research database, major newspaper) or institution (e.g. local, county, state, or federal government agencies); can be attributed to an author or group of authors (preferable but not essential).

- Impartial: while complete impartiality is, perhaps, unattainable, it is important that those sites you reference in support of your arguments demonstrate as little bias as possible relative to the question(s) at issue you address in your argument(s).

- Substantiated: include primary source data and/or appropriately formatted citations of relevant primary source material verifiable citations

Credible Sites	**Online Libraries:** *EBSCO, Internet Public Library* .**edu:** *Grantham University, Purdue Owl, Harvard University, etc.* **Newsources & Newspapers:** *CNN, NPR, New York Times, Chicago Tribune*, etc. **.gov:** *Department of Alcohol, Tobacco, and Firearms; United States Department of Agriculture; Federal Student Aid Information Center, etc.* **online periodicals:** *New Yorker, Time, U.S. News, etc.*
Use with Extreme Caution	**Professional blogs:** Even the most credible of these should never be used as a primary source. Even as a secondary source, it is important to vet the authors of such blogs for their credibility concerning the topic in question. .**orgs** - avoid political, controversial, or overtly biased organizations. **Wikipedia:** this very popular, collaborative, online encyclopedia is a great tool for acquainting oneself with a wide variety of topics, but, like other encyclopedias, (e.g. Encyclopedia Britainica) it is a reference work offering cursory information that is not peer-reviewed. Wikipedia cannot be considered a repository of scholarly work and should therefore never be used as a source in academic writing. **About.com:** similar to Wikipedia in that it is not vetted. Articles are written by paid contributors. Reliability is questionable. **YouTube:** as with Wikipedia, YouTube is not a vetted academic source of information. In a rare video or two, there may be scholars discussing scholarly things, but unless you vet the author and the venue, it's best to avoid this as a source.
Avoid	**Papermills:** consultation of such sites likely constitutes plagiarism. **Tutoring sites:** you run the risk of committing an act of academic dishonesty (e.g. plagiarism) by consulting such sites. **Personal blogs and websites:** bloggers and cyber-authors who lack certifiable credibility on specific topics lack the ability to substantiate your arguments and, thus, should be avoided. **Q&A sites (e.g. Ask.com, Yahoo Answers):** these are watered-down versions of About.com at best and should, thus, be avoided as they do your arguments no credit whatsoever. **Online Chatroom/Discussion Board messages:** chatrooms and discussion forums are useful ways to communicate with others interested/invested in particular topics (e.g. your classmates within the Cybercafe and the other course-based Discussion Forums). But, messages posted online are not sources of research on which you can rely in substantiating your arguments. **Freelance article sites (e.g. *Helium, Associated Content*):** these lack sufficient credibility to support your own arguments.

References

Komm, A. (2012). *Avoiding plagiarism flow chart*. Grantham University, Kansas City, MO.

Glossary of Writing Terms

A

Abstract	In APA, abstracts are found directly following the title page and are typically a 150-200 word summary of the following article or paper.
Academic paper	Academic papers are, for the most part, designed with two distinct purposes in mind: to analyze, interpret, explain, or argue about a topic; and to demonstrate an intellectual understanding of the course or field for which it is being written.
Active sentence	Active sentences are sentences in which the subject performs the action.
Active voice	Active voice entails the use of a subject-verb construction (active sentences) throughout the majority of a piece of writing.
Adjective	Adjectives provide information about, clarify, or describe nouns, pronouns, or other adjectives.
Adverb	Adverbs do very much the same thing as adjectives except they clarify and describe verbs.
Agenda	The underlying motivation for the creation of a text.
Agreement	Consistency in time, point of view, plurality or not, and so on within a text.
Analysis	The process of looking closely and critically at a text to determine what it means, how it presents its ideas, its effectiveness, and so on.
Anecdote	Brief stories or slices-of-life that help to make a point
Annotate	To underline or highlight important passages in a text and to make notes in the margins.
APA style	The official writing and documentation style of the American Psychological Association (APA), which is Grantham University's official style of documentation and citation for all courses.
Appeal	An appeal is an argument that connects to the readers' needs, such as achievement, belonging, or survival.
Appendix	The Appendix at the end of a text, report, or dissertation, contains appendices that provided additional information pertaining to the text.
Application paper	An application paper focuses on experiences and qualities that suit the writer for a specific position or program.

Argument	Argument involves a course in logical thinking intended to convince the reader to accept an idea or to take action.
Argumentative paper	An argumentative paper presents an argument about a timely, debatable topic.
Artifact	An artifact is an object made or modified by a human culture.
Attributive phrase	A group of words that indicates the source of an idea or quotation.
Attributive tag	See *attributive phrase*.
Audience	This term literally refers to the listeners or hearers of a speech, including the intended listeners/hearers, but is commonly used to refer to the intended reader or readers for a piece of writing.

B

Basic listing	A brief, somewhat informal itemizing of main points.
Biased words	Words that unfairly or disrespectfully depict individuals of groups.
Bibliography	Lists of works that cover a particular subject.
Block quotation	A long quotation of 40 words or more. Block quotations are formatted in a way that sets them apart from the rest of the text by tabbing- in each line, omitting the quotation marks, and leaving the citation outside of the end punctuation.
Blogs	Online journals (shorthand for “Web log”).
Body language	Body language is a communication style that involves the use of physical cues to indicate a person’s level of comfort, interest, engagement, etc.
Body paragraph	A paragraph comprising, in part, the central portion or body of a paper or other, similarly structured, document, which is focused on articulating, developing, and supporting a single point of the larger argument presented by the author with his/her thesis statement in the introductory paragraph(s).
Boolean operators	Words or symbols used when searching research databases that describe the relationship between various words or phrases in a search.

C

Call numbers	A set of numbers used by the Library of Congress that specify the subject area, topic, and authorship or title of a book, magazine, or other text.
Camera-eye	An approach to writing that involves sharing details as though a camera lens moving across a subject.
Cause-effect paper	A paper that examines the conditions or actions that lead to a specific outcome.
Chronology	Order of events as they have occurred in time. We often refer to descriptions of events in chronological order.
Citation	An agreed-upon notation that gives credit to those who informed the ideas within a text that did not originate with the text's author.
Classical argument	Until recently, the most popular of argumentative styles. This style, invented in ancient Greece, involves two individuals arguing opposite sides of an argument in order to convince an unbiased third person.
Clichés	Overused words or phrases that, through time, have lost their meaning. For example, "It's raining cats and dogs!" or, "It wasn't just easy; it was a piece of cake!"
Climax	The most exciting moment in a narrative; the moment at which the person succeeds, fails, or learns something.
Closed question	Questions that can be answered by a simple "yes" or "no".
Clustering	A form of brainstorming by freely recording words and phrases around a nucleus word.
Coherence	Strong connection between sentences in a paragraph; achieved through transition and repetition.
Collections	The materials housed within a library.
Colloquialism	Colloquialisms are common words which work well in common conversation, but are not suitable for academic writing. Words like, "cool," "sweet," "y'all," and "gonna" are colloquialisms. Often, these can also be whole phrases like, "I was as nervous as a long-tailed cat in a room full of rocking chairs."
Comma splice	A common error in writing made when the writer combines two independent clauses together with a comma (and nothing else). (i.e. "There was no way I was going alone, she said she wouldn't dream of letting me out of her sight.").
Concessions	Openly recognizing the validity of opposing viewpoints.

Conflict	The obstacles or adversaries confronted by people in narratives; person vs. person, person vs. society, person vs. self, person vs. technology, person vs. nature, etc.
Conjunction	A word that joins two ideas within a sentence. For example: "I love pizza, *and* I love tacos." The conjunction is "and." Another example would be: "I would love some pizza, *but* it gives me heartburn.
Connotation	The suggestion made by a word or group of words—the implied meaning.
Context	The set of circumstances in which a statement is made; the text and other factors that surround a specific statement and are crucial to understanding it.
Contraction	The shortening or abbreviation of a phrase of two or more words into a single word for the sake of efficiency and/or for use within informal writing or speech (e.g. *do not* may be contracted as *don't*). While contractions are often found in informal modes of writing and speech, they are not appropriate in academic writing.
Controversies	Issues about which there are two or more strongly opposing views or highly debatable issues.
Conventions	The standard rules for spelling, punctuation, mechanics, usage, grammar, and formatting.
Copyright	Legal ownership of the text of a document, entitling the owner of the copyright to determine if/when/how that text may be reproduced.

D

Database	An electronic repository of information organized by subject and/or academic or professional discipline (e.g. scholarly articles).
Debatable topic	A topic that is not mere fact, but can be argued from at least two different angles.
Deductive reasoning	Reasoning that works from general principles or ideas; through specific applications, support, and/or examples; to a conclusion.
Defensible position	A claim that is debatable, but can be strongly supported by evidence; a claim that is neither fact nor an unsupportable opinion.
Denotation	A word's literal meaning.
Dialogue	The words spoken by people. In writing, dialogue is set apart by quotation marks.
Directed writing	An exploration tactic using one of a set of thinking moves: describe, compare, associate, analyze, argue, or apply.

Direct quotation	A word-for-word statement or passage from an original source. In writing, quotations are typically set apart by quotation marks and always cited. See also *block quotation)*
Documentation	Crediting sources of information, through in-text citations or references and a list of works cited or references, generally on a page or pages located at the end of a paper.
DOI	A Digital Object Identifier is an alphanumeric code that online content providers (e.g. databases, scholarly journals) provide as an alternative to the actual URL of a document so that researchers may cite those online documents using a static identifier within their bibliographic citations.
Drafting	Writing sentences and paragraphs to create an initial draft of a paper—should contain a beginning, a middle, and an end.

E

EBSCO	The online research database provided to students and faculty by Grantham University for the purposes of conducting academic research necessary for courses of study offered by the University. This database provides bibliographic citations and, in many cases, full texts of articles originally published in peer-reviewed, scholarly journals.
Editing	Refining a draft in terms of word choice and sentence style and checking it for conventions.
Ellipsis	A set of three periods with one space preceding and following each period; a punctuation mark that indicates a deletion of material.
Paper	The process of trying or testing (from the French verb, *paperer*, translated as *to try*); a written document that explores a particular question or issue, typically offering a thesis and supporting argument in response.
Ethos	An argumentative strategy designed to build, and then use the audience's sense of trust and respect for the arguer to promote an idea.
Etymology	The origin of a word.
Extended definition	A type of analytical writing that explores the meaning of a specific term, providing denotation, connotation, and a variety of perspectives on the term.
Extreme claims	Claims that include words (*all, best, never, worst*) that are overly positive or negative.

F

Facts	Statements that can be checked for accuracy through empirical evidence.
Fair use	Rules governing the use of small (not large) portions of a text for non-commercial purposes.
Fake writing voice	A writing voice that sounds overly academic, bland, or unnatural.
Feasible	Do-able; reasonable—given time, budgets, resources, and consequences.
Field research	An on-site scientific study conducted for the purpose of gathering raw data.
First draft	The initial writing in which the writing connects facts and details about the topic.
First person	A confessional or conversational style of writing that connects the thoughts of the writer directly to the reader through the use of the pronouns: *I, me, we, us* and so on. Good for some papers, but in general, is not considered appropriate for academic writing. First person is frowned upon when writing APA Style research papers.
Flush	The justification of the text in a paper (meaning to which margin of the page the text lines up). In APA, with the exception of page numbers, the title of the paper, the title-block, certain level titles, block quotations, the abstract title, and the References page title-- all text should be justified *flush left.* Page numbers are placed *flush right,* and all of the other exceptions are *center justified.*
Focus	The specific part of the subject to be covered in a piece of writing.
Focused free-writing	A form of free writing that is approached from a specific angle or as a quick draft of a paper.
Forecasting	Also known as *foreshadowing*, this is a writing technique that shows a preview of what the reader can expect throughout the rest of a document. In academic writing, forecasting usually happens within the thesis statement or within the transitions between paragraphs or sections.
Foreshadowing	(see *forecasting*)
Form	The type of writing; for example, report, letter, proposal, editorial, paper, story, or poem.
Formal English	Carefully worded language suitable for most academic writing.
Formatting	The visual organization of a document, including, but not limited to, margins, font, font size, font color, textual justification, line spacing, etc.

Formulaic writing	Writing that stiffly adheres to a prescribed format and, because of that, fails to make an impact.
Forwarding	The process of interacting with an idea through writing. When we are forwarding, we are changing the idea, extending it, reshaping it, and filtering it through our consciousness in order to send the new, altered version out into the world.
Fragment	An incomplete sentence (missing a verb or a subject).
Free-writing	A form of non-stop writing used during the early stages of the writing process to collect thoughts and ideas.

G

Glossary	A list of important words and terms.
Graphic organizer	A chart or diagram used to arrange the main points and essential details of a paper.

H

Hanging indent	A hanging indent is the indention of the first line of a paragraph . Using the tab-key is generally the easiest way to create a hanging indent, but one can always use 12 spaces on the space bar.
Hyperlinks	Specially formatted text that enables readers to click to another spot on the Internet.

I

Implications	Natural results, direct and indirect, whether good or bad.
Inductive reasoning	Reasoning that works from particular details toward general conclusions.
In-text citation	Like citation, an in-text citation is an agreed-upon notation that gives credit to those who informed the ideas within a text that did not originate with the text's author. In APA in-text citations are required in

	brief form within the body of the text, and are fully-cited on the References page(s).
Informal English	Language characterized by a more relaxed, personal tone suitable for personal writing.
Intensity	A writer's level of concern for the topic as indicated by the writing voice.

J

Jargon	Technical terms not familiar to the general reader.
Journal	A notebook used regularly for personal writing.
Journals	Publications providing specialized scholarly information for a narrowly focused audient. Journals may be published monthly, bi-monthly, quarterly, etc. Most journals are now also digitized. Many can be found in Grantham library's free database. Some online journals require a subscription fee to access.

L

Level of language	The level of language a writer uses—informal, semi-formal, or formal.
Line diagram	A graphic organizer used to arrange ideas for expository writing.
Logical fallacies	Logical fallacies are false arguments based on fuzzy, dishonest, or incomplete thinking.
Logos	An argumentative strategy designed to appeal to an audience's logic.
Loose sentence	A sentence that provides a base clause near the beginning, followed by explanatory phrases and clauses.

M

Main claim	A debatable statement, the thesis or key point in an argument.
Medium	The way that writing is delivered; for example, in a printed publication or online.
Metaphor	A comparison that equates two dissimilar things without using *like* or *as*; saying that one thing is another.

Mnemonics	Memory techniques in which new ideas are associated with more recognizable or memorable words, images, or ideas.
Modifiers	Words that limit or describe other words or groups of words; adjectives or adverbs.

N

Nominal	A noun form of a verb such as *description, instructions, confirmation.*
Noun	A part of speech that stands for a person, place, thing, or idea.
Nucleus word	The central theme in a cluster, connecting all other ideas.

O

Observation	Noting information received in person through the senses.
Omit	To leave out.
Open-ended question	A question that requires an elaborate answer.
Opinions	Personally held attitudes or beliefs.
Options	Choices provided with an assignment.
Order of importance	A pattern of organization often used in persuasive writing in which the writer begins or ends with the most convincing argument.
Order of location	Organizing details according to their position; progressing from near to far, inside to outside, and so on.
Organizing pattern	The way that details are arranged in writing; for example, chronological order or cause/effect order.
Original document	A record that relates directly to an event, issue, object, or a phenomenon.
Orphan	A single line of a new paragraph at the bottom of a page.
Overall design	The pattern the writing takes to move deas along—time order, compare-contrast, and so on.
OWLs	Online writing labs where individuals can get answers to their writing questions.

P

Page design	The elements (typography, spacing, graphics) that create the look of a paper; readability is the focus of design for academic writing.
Paper mill	A typically commercial organization, usually represented online through a web site, offering academic-style papers or papers, usually for a fee, to would-be plagiarizers.
Parallelism	Repeating phrases or sentence structures to show the relationship between ideas.
Paraphrase	To discuss an entire document in one's own words.
Passive sentence	Sentences in which the subject is acted upon.
Passive voice	A subject-verb construction in which the subject is acted upon, not performing the action as it would be in the active voice.
Pathos	An argumentative strategy designed to appeal to an audience's emotions.
PDF	Portable document file; a file form that preserves a document according to its exact appearance and is readable through Adobe software.
Periodicals	Publications (journals, magazines, newsletters) or broadcasts produced at regular intervals (daily, weekly, monthly, quarterly, yearly).
Personal narrative	Writing about a memorable experience; often includes personal reflection and thoughts.
Pivotal points	Moments in which a significant change occurs; literally a point in which a person changes direction.
Plagiarism	The act of presenting someone else's work as one's own, whether intentionally or unintentionally.
Planning	The thinking and organizing that go into establishing a direction and structure for writing.
Platitudes	Stale or unoriginal thoughts.
Point of view	The perspective from which the writer approaches the writing, including first-person, second-person, or third-person point of view.
Portfolio	A collection of selected work by a group or author.
Preposition	A word that shows a where/when relationship with the other words in the sentence or clause. Prepositions include words such as *up, in, through, over, by, from,* and so on.
Primary sources	Original sources that provide first-hand information about a subject.

Pronoun	A word that replaces a noun in a sentence to help alleviate redundancy. Pronouns include words such as *he, she, they, we, it, them, his, her,* and so on.
Proofread	The act of checking a document for errors before submitting it.
Public domain	Materials provided by the government provided as a part of the "copy left" movement, or, generally speaking, documents over seventy-five years old.
Publish	The act of sharing a completed work with another.
Purpose	The goal of a piece of writing; for example, to inform, to convince, to analyze, to persuade.

Q

Qualifiers	Words or phrases that limit or refine a claim, making it more reasonable.
Quotation	A word-for-word statement or passage from an original source. In writing, quotations are always set apart and cited.

R

Rapport	Personal connection, trust, and teamwork.
Rebuttal	A tactful argument aimed at weakening the opposing point of view.
Redirect	To restate the main claim or argument.
Redundancy	Words used together that mean nearly the same thing. Also, the repetitive use of a word or phrase when that word or phrase could be replaced with another.
Redundancy	Words used together that mean nearly the same thing. Also, the repetitive use of a word or phrase when that word or phrase could be replaced with another.
References	Also known as *sources*, references are made up of information that has been gathered from external works in order to provide evidence toward a claims or to draw associations between authors within a paper. References can be journal articles, books, information on websites, magazines, videos, interviews or other documents. Most college writing uses sources, but these references are generally limited to specific forms and types by the course and/or instructor. APA insists that references be scholarly in nature and generally asks that they be

	peer reviewed. References should always be cited both in the body of text and in the *References page* .
Reference listing	A citation of a document that has been quoted, paraphrased, or summarized within a paper and appears in the *References page*.
References page	In APA, the References page is the last page of a paper. This page includes an alphabetical listing of all the sources/references quoted, summarized, and/or paraphrased within the paper. Source/reference listings are expected to follow the APA citation style appropriate for the particular type of source they refer to. Each listing is treated as an individual, but reversed paragraph, with, the first line flush with the left margin of the paper, and with each additional line of the source/reference listing tabbed-in.
Refute	To prove an idea or argument false, illogical, or undesirable.
Repetition	Repeating words or synonyms where necessary to remind the reader of what has already been said.
Research paper	A fairly long paper, complete with a thesis statement, supporting evidence, integrated resources, and careful documentation.
Restrictions	Limitations of choice within an assignment.
Résumé	A brief document that outlines a person's employment objectives and highlights the person's job skills, experience, and education.
Revising	Improving and/or redirecting a draft through large-scale changes such as adding, deleting, rearranging, and reworking.
Rhetoric	The art of using language effectively.
Running head	Running heads (aka *running titles*) are brief versions of the title that appear in the top, left of each page, and are presented in all capital letters. Running heads should be no more than 50 characters in length, and no more than five words long. Due to their brevity, running heads are often abbreviated versions of the title of the paper. On the title page, the words *Running head:* precede the title (not in italics or in all capital letters). The remaining pages of the paper include only the abbreviated title without the additional wording.

S

Search engine	An online research tool (e.g. Google, Yahoo) through which researchers may search the internet for webpages, documents, etc.
Secondary source	Sources that are at least once removed from the original source; sources that provide second-hand information.
Second person	The perspective or voice of direct address, in which the author or speaker addresses the reader or hearer using a second-person pronoun

	(i.e. you), as if in conversation. Second person is useful when giving individual direction or in some technical writing. But, due to its casual, familiar, and often accusatory tone, it is highly discouraged in academic writing.
Sensory details	Sights, sounds, smells, tastes, textures, temperatures and other details connected to the five senses—showing rather than telling about the subject.
Sentence combining	The act of combining ideas in sentences to show relationships and to make connections.
Sentence expanding	The act of extending basic ideas with different types of phrases and clauses.
Sentence outline	A more formal method of arrangement in which a writer states each main point and essential detail as a complete sentence.
Sentence variety	The varying of beginnings, lengths, and types of sentences within a paper in order to make the writing interesting to the reader.
Sexist language	Language that, unintentionally or not, accounts for only one gender despite being directed toward a mixed audience.
Showcase portfolio	A collection of appropriate, finished pieces of writing.
Slang	Words considered to lie outside of the standard English language because they are faddish, familiar to a few people, and may be insulting.
Slanted question	Questions that presuppose a specific answer.
Sources	Also known as a *references*, sources are made up of information that has been consulted to provide evidence within a paper. Sources can be journal articles, books, information on websites, magazines, videos, interviews or other documents. Most college writing uses sources, but these sources are generally limited to specific forms and types by the course and/or instructor. APA insists that sources be scholarly in nature and generally asks that they be peer reviewed. Sources should always be cited both in the body of text and in the *References page*.
Spatial organization	A pattern of organization in which the writer logically orders descriptive details from far to near, left to right, top to bottom, and so on. Also see c*amera-eye*.
Style	The variety, originality, and clarity of a piece of writing.
Subject	The general area covered by a piece of writing.
Summary	Condensed representation, in one's own words rather than through quotation, of the main points of a passage. Summary is designed to extract the meaning of a piece of work in a form that essentializes the original author's words.
Surface change	The edited (corrected) words, phrases, and sentences in a piece of writing.

Surface error	A problem in word choice, grammar, mechanics, usage, etc. that do little to harm the transference of meaning, but appear untidy and unprofessional.

T

Tab	A series of 12 spaces placed at the beginning of a paragraph. Can more easily be accomplished by striking the "Tab" key.
Tactful	Being sensitive to the feelings of others; avoiding unnecessary offense.
Taxonomy	A system of classification of items—plants, animals, ideas, movements, etc.
Tertiary source	Sources that provide third-hand information, such as wikis; though these sources are a good place to begin to formulate ideas, using them as evidence to drive an academic paper is highly discouraged at the college-level.
Thesis Statement	A sentence or group of sentences that sum up the central idea of a piece of writing; thesis statements serve as a map to the body of a paper.
Third person	The perspective or voice of indirect observation, in which the author or speaker uses third person pronouns (e.g. he, she, they) to describe the actions and interactions of persons with things and in places at which the author or speaker is/was not present. In fiction, this is the voice of the semi-omniscient or omniscient narrator.
Thought details	Impressions, emotions, predictions, and reflections; details that reveal perceptions rather than sensations.
Title page	The page on which, in the APA style, the title of the paper, the name of the author(s), and the name of the organization are identified. Title pages are the first page of an APA style paper.
Title block	The identifying information found on the title page of an APA style paper. Title blocks are center-justified, and include, in descending order, the title of the paper, the name of its author, and the organization the paper is being written for (for papers written in college, this organization is almost always the name of the school).
Tone	The overall feeling or effect created by a writer's thoughts and his or her choice of words.
Topic outline	A less formal method of arrangement in which the writer states each main point and essential detail as a word of a phrase.
Transition	Words or phrases that help tie ideas together.

U

Uninspiring draft	A draft in which the writer fails to connect with his or her readers or makes a lasting impression.
Unity	Oneness achieved in a paragraph through a strong focus on a single, central idea.

V

Verb	An action word.
Vivid verb	Specific action verbs, such as *lunge*, *trudge*, etc. that help to create clear images.
Voice	The tone of the writing, often affected by the personality of the writer.

W

Widow	A single word of a short line carried over to the top of the next page.
Working thesis	A preliminary answer to a main research question; the focus of one's research.
Worn-out topic	A paper that is dull or unoriginal because the topic has been overworked. *Abortion*, *Legalizing Marijuana*, *Global Warming*, and *Lowering the Drinking Age* are all examples of worn-out topics.
Writing portfolio	A selected group of writings by a single author.
Writing process	The steps that a writer follows to develop a thoughtful and thorough piece of writing.