

# APA Style Guidelines

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•Do not use 'Thesaurus' to insert words you don't really understand – could make writing worse.

•Get a friend or someone at the Writing Center to proofread/critique your next to final draft.

# Writing

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- **Aim is clear communication -- develop ideas clearly and logically.**
- **Writing style is for social sciences (not creative writing, journalism, or personal stories)**
- **Do not use language that can be construed as sexist. Using plurals often helps. EG. Social workers, researchers**
- **Use 'I' very sparingly. Better to argue your point with logic than simply state your opinions. – Use third-person point of view**

- I will use to measure the effectiveness of my intervention with Justin is the quantitative research method.
- For the purpose of this study, quantitative research method will be used to assess the effectiveness of interventions that is provided for clients.

# Writing

- Paragraphs shouldn't be too short or too long (more than a page is too long!)
- Check spelling and grammar. Use computer spell-check (carefully) AND a friend.
- Do not use 'Thesaurus' to insert words you don't really understand – could make writing worse.
- Get a friend or someone at the Writing Center to proofread/critique your next to final draft.

# Typing

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- Running head
- Cover page
- 1 inch margins on all 4 sides
- Use 12-point font, Times New Roman
- Double space everything (e.g., no extra spaces/lines between the references)
- Number all pages except title page in top right-hand corner (start with 2 on page 2)
- Title should be no longer than 12 words and on a separate page (centered in the upper-half of the first page using upper and lower case)

# Typing

- Only begin a new page to start your paper and for the references
- Indent the 1st line of each paragraph 1/2 inch
- Do NOT right-justify
- Follow the word length instructions (important).
- Avoid footnotes and quotes (try to use your own words).
- If you must use a quote, use quotation marks and cite the source, including the page number.

# REFERENCES: IN THE BODY OF THE TEXT

- 1 AUTHOR:
  - Dundas (1987) defined autonomy as behavioral independence.
  - OR Autonomy has been defined as behavioral independence (Dundas, 1987).
- 2 AUTHORS:
  - Carrera and Dundas (1987) defined identity as how people felt about themselves.
  - OR Identity has been defined as how people feel about themselves (Carrera & Dundas, 1987).

## REFERENCES: IN THE BODY OF THE TEXT

- 3 AUTHORS, or more:
    - Brown, Costello, and Birrara (1995) argued that ... (1st time)
    - Brown et al. (1995) argued that ... (2nd and later times)
- People who are more attractive do not always have more friends (Brown, Du, & Birrara, 1995) [1st time].....
- However, some research has shown that attractive people rate their own social skills as greater than less attractive people (Brown et al., 1995) [2nd and later times].

More than one paper cited together for one point

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- Order the papers by author names, then by date within that.
- (Dundas, 1987, 1998; Dundas & King, 1982; Fox, 1984; Juarez, Queen, & Docker, 1990)

# References

- Title is **References** -- center this word and bold
- For titles of journal articles: Capitalize first letter of title of the article only, and first letter after a colon.
- For titles of journals: Capitalize the first letter of all main words of journal titles.
- Notice the hanging indents (in word, do Format, Paragraph, Indentation-Special, Hanging .5")

# References

- **Journal article, 1 author:**
  - Schaie, K. W. (1965). A general model for studying developmental problems. *Psychological Bulletin*, 64, 92-99. (doi number if available)
- **Journal article, more than 1 author:**
  - Bandura, A., Ross, D., & Ross, S. (1994). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 78, 575-582. (doi number if available)
- DOI – Digital Object Identifier

# References

- Book (the whole book is written by one author or the same set of authors together)
  - Piaget, J. (1950). Introduction to genetic epistemology. Paris: University Presses.
- Chapter in an edited book (chapters are written by different authors, one or more editors)
  - Turner, D. A., & Correa, D. D. (1998). Turning points: Why adolescents fail. In C. C. Burley (Ed.), Adolescent self-esteem in America (pp. 122-147). New York: Time-Warner.

# Headings

## Research Class (Level 1)

### Attitude (Level 2)

I like research class but some times the professor is making it difficult. Bla bla bla bla bla bla....

Proposal (Level 3). The proposal assignment is so complex but the professor is trying his best to simplify it. Bla bla bla bla bla bla.....

# Critical Thinking

- What is Critical thinking?
  - “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” (Paul & Richard, 2003)
  - It is the ability of a higher-order thinking
  - It is not simply the ability to recall information

# Critical Thinking

- A critical thinker:
  - Is open-minded and mindful of alternatives
  - Tries to be well-informed
  - Judges well the credibility of sources
  - Identifies conclusions, reasons, and assumptions
  - Judges well the quality of an argument, including the acceptability of its reasons, assumptions, and evidence

# Critical Thinking

- A critical thinker:
  - Can well develop and defend a reasonable position
  - Asks appropriate clarifying questions
  - Formulates plausible hypotheses; plans experiments well
  - Defines terms in a way appropriate for the context
  - Draws conclusions when warranted, but with caution
  - Integrates all items in this list when deciding what to believe or do