

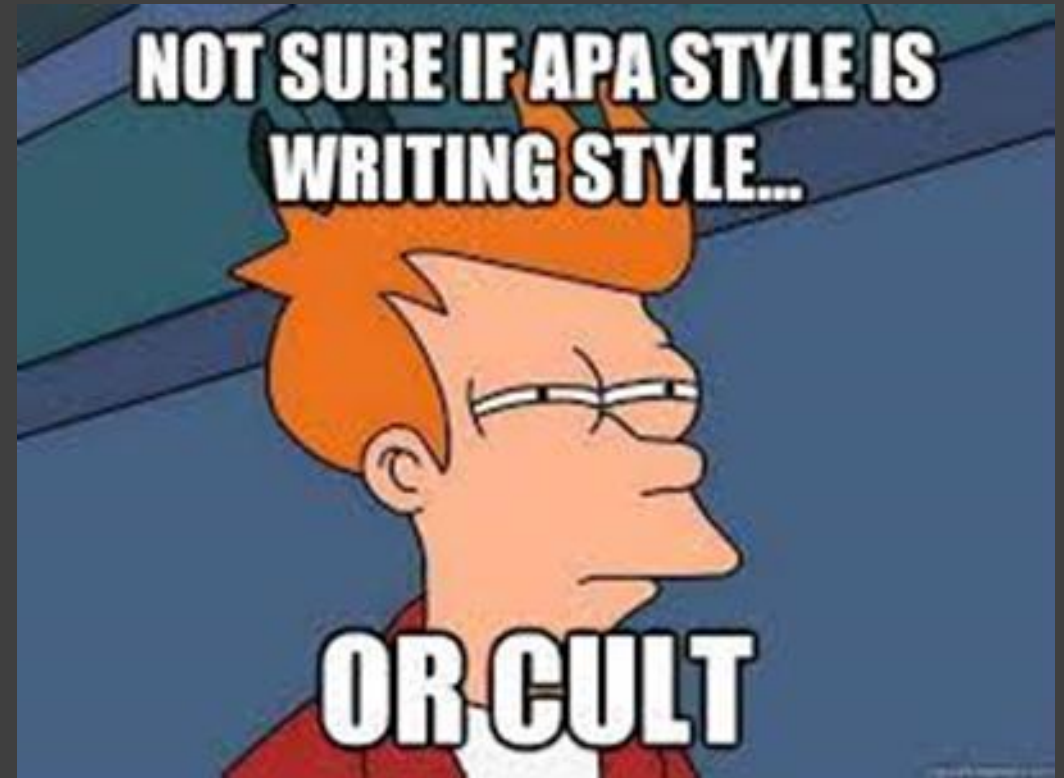
A dark blue background featuring a faint, stylized world map. The map shows the outlines of continents and major landmasses in a slightly lighter shade of blue, creating a subtle texture across the entire slide.

APA 7th Edition Guidelines

Dr. Amy Lyndon

Outline

- What's changed in APA 7?
- Writing style and grammar
- Mechanics of style
- Tables and figures
- Citations and References
- Resources



What's changed from APA 6 to APA 7?

- Bias-free language, gendered language
- Level headings
- Running head
- Student paper format
- Citations with 3 or more authors
- Figure titles
- References
 - Books, journals, more electronic sources

Bias-free language

- APA 7 now says you can use the plural “they” to refer to singular or plural person(s)
- Use “person who” language:
 - People with diabetes, not diabetics
 - Black individuals/students/participants, not Blacks

Level headings

Old 6th edition

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 | <i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i> Your paragraph begins right here, in line with the heading. |
| 5 | <i>Indented, italicized, lowercase paragraph heading ending with a period.</i> Your paragraph begins right here, in line with the heading. |

^aFor 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).

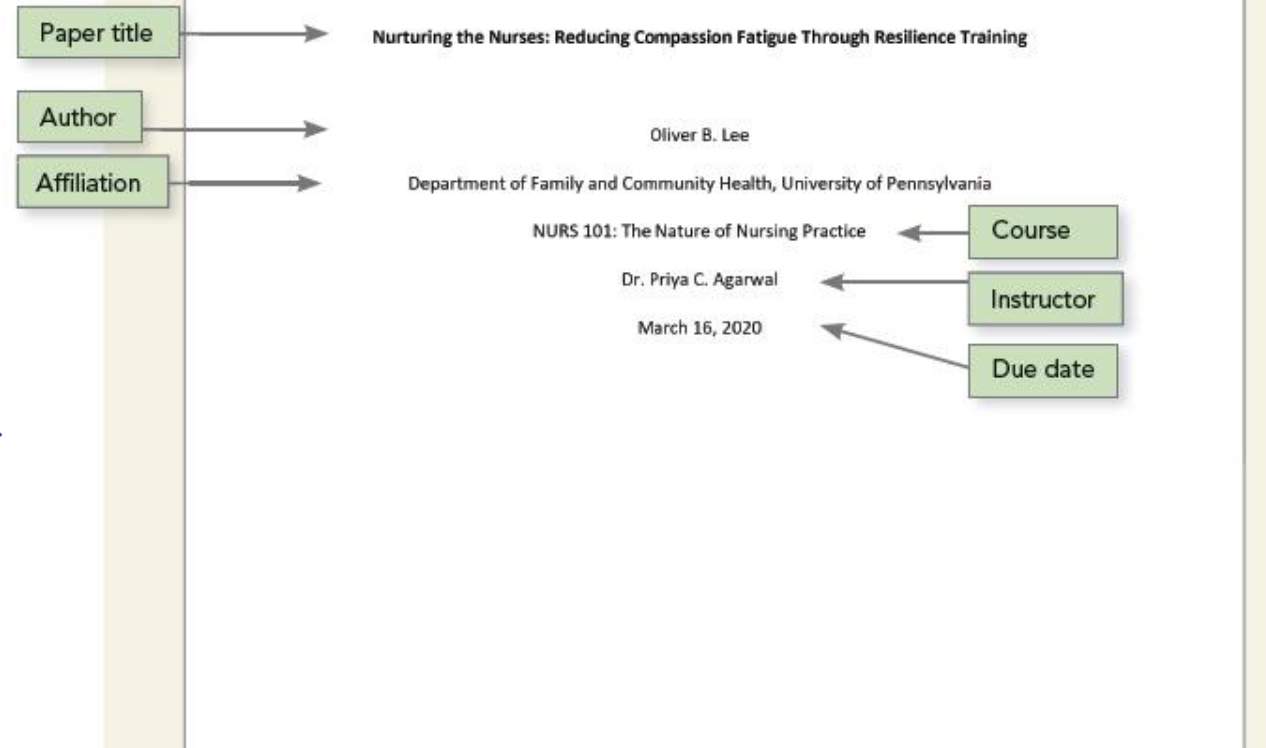
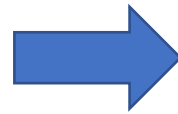
New 7th edition

| Level Heading | Correct Format |
|---------------|--|
| 1 | Centered, Bold, Title Case Capitalization New paragraph begins on next line. |
| 2 | Flush left, Bold, Title Case Capitalization New paragraph begins on next line. |
| 3 | <i>Flush left, Bold, Italic, Title Case Capitalization</i> New paragraph begins on next line. |
| 4 | Indented, Bold, Title Case Capitalization, Ends with a Period. Paragraph begins on same line as heading title. |
| 5 | <i>Indented, Bold, Italic, Title Case Capitalization, Ends with a Period.</i> Paragraph begins on same line as heading title. |

Changes are at levels 3, 4, and 5

Title page

- New: Do not use the words “Running head” on the title page
- There is a new title page format for student papers

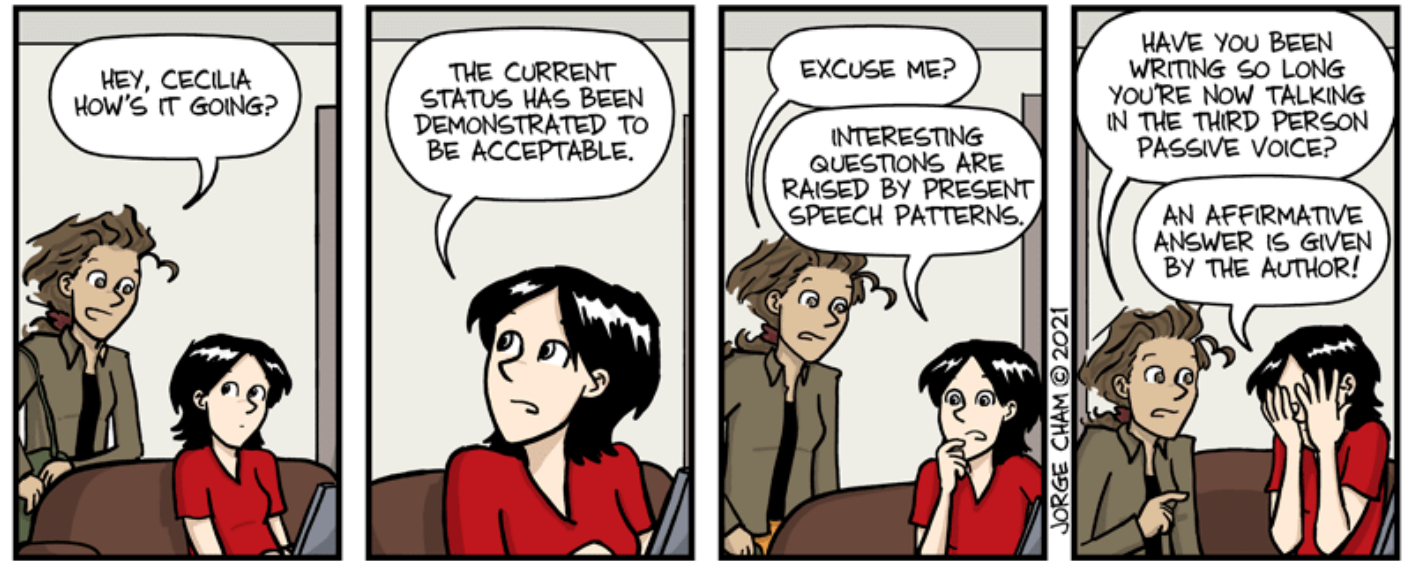


References changes

- **Journal articles:** Add the DOI as the link; always include the issue number.
 - Cohen, M. J., Comrov, A., & Hoffner, B. (2005). The new politics of consumption: Promoting sustainability in the American marketplace. *Sustainability: Science, Practice, and Policy*, 1(1), 58-76.
<https://doi.org/10.1080/15487733.2005.11907965>
- **Books**
 - New: Do NOT include the publisher location
 - Chaleff, I. (2009). *The courageous follower: Standing up to and for our leaders* (3rd ed.). Berrett-Koehler.
- **Electronic sources**
 - New: Do not include “retrieved from” in e-sources
 - Appalachian Regional Commission. (2017, September). *Global Appalachia Workshop*.
https://www.arc.gov/news/article.asp?ARTICLE_ID=603

Writing style and grammar

- Concise writing
- Active vs. passive voice
- Jargon
- Anthropomorphism



Be concise

Repetitive

- The better the fit between the behavior of perceived individual managers (leaders), and the internal leadership prototypes (implicit theories) held by their subordinates/followers, respectively (the perceivers), the more likely they will be judged as effective or ineffective.
 - (Ruiz et al., 2013)

Concise

- Leaders' effectiveness levels are judged by how well their behavior matches their subordinates' cognitive prototypes of leadership.
 - Me.

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Be concise by reducing repetition, using active voice, and reducing commas

“When barriers exist that delay or prevent successful promotion and leadership attainment, this then creates barriers to economic mobility, sense of security, self-efficacy, and employee engagement.”

1. Edit 1: Barriers delay leadership attainment, leading to less economic mobility, less job security, and less employee engagement.
2. Edit 2: Delays in attaining leadership can lead to less employee engagement; employees may have less security and economic mobility.

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Active vs. passive voice

- Passive: object of the verb → verb → subject
 - “The number of helpful acts [object] by managers was observed [verb] by leaders in their groups [subject].”
- Active: subject → verb → object
 - “Leaders [subject] observed [verb] managers’ helpful acts [object of the verb] while in a group setting.”

| Examples of the Three Voices in Writing |
|--|
| 1. Active Voice |
| “You ate six donuts.” |
| 2. Passive Voice |
| “Six donuts were eaten by you.” |
| 3. Passive-Aggressive Voice |
| “You ate six donuts and I didn’t get any. Don’t worry, it’s cool. I can see donuts are very important to you.” |

Anthropomorphism

- Avoid attributing human characteristics to animals or inanimate sources, like articles.
- People observe and conclude; studies and articles have no brains to do so.
 - “The **authors** concluded that the concept of courageous followership needed to be adapted across cultures.”
- You can say that a study or a paper “addresses,” “focuses on,” “the results suggest/imply,” or “the study found,” however, as these don’t imply cognitive processes.
 - “This paper “addresses the issues of how culture shapes the construct of courageous followership.”

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Mechanics of style

- Quotes
- Capitalization
- Abbreviations/Acronyms
- Numbers



Mechanics of Style: Quotes

Block Quotes (p. 272)

Block Quotes With More Than 40 Words (APA 6.03)

Use a block quote for more than 40 words.

Do not use quotation marks.

Quotation of more than 40 words

Block quote format is used for longer quotations. Do not use quotation marks. Start the quote on a new line, indented to the same position as a new paragraph (about a half inch or 12.5 mm). Indent and double space each subsequent line:

This commitment matured in the course of graduate studies:

As I prepared to begin my doctoral research, I clung to one truth that seemed enduring. Qualitative approaches to educational research, approaches that relied on observation, description, and analysis, especially through writing and talking, seemed most consistent with my increasingly complex perspective on literacy and learning, my need as a researcher to tap into deeper social and political forces than I had to date, and my ongoing love for writing as a mode of learning, researching, and creating connection among people. (Nielsen, 1998, p. 57)

Start quote on a new line, indented like a paragraph, double spaced.

Provide author, year, and specific page number.

Frequent APA Errors: Quotes (p. 270-278)

- Minimize use of quotes; you can paraphrase most things
 - If there are 40 or more words, make it a block quote
 - Don't use quotation marks for emphasis or using a new term
 - Put page numbers for all quotes (p. #). If it's an online-only source, put paragraph number (para #)
 - Put punctuation inside the quotation marks, including commas

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Frequent APA Errors: Capitalizations (p. 165-170)

- Capitalize proper nouns = specific person, place, or organization:
 - The university appointed President Einolf in 2016.
 - Indiana Tech's Global Leadership program produces excellent scholarly work.
 - The program Together at School is a school intervention program (SIP).
- General term use
 - University presidents have influence.
 - Excellent scholarly work on global leadership is ongoing.
 - School intervention programs (SIP) are underfunded, including Together at School.



Mechanics of style: Capitalization (p. 165-170)

- Do NOT capitalize
 - Important words, theory names, general words that become abbreviations, disorders, diseases, concepts, variables
- **But do capitalize titles of tests and measures (APA 7 new rule).**
 - Participants responded to the Perceived Social Support Questionnaire (Kleim et al., 1995).

- Cabrera et al.'s (2000) Model of Student Persistence predicts a reciprocal effect between Institutional and Goal Commitments.
- Cabrera et al.'s (2000) model of student persistence predicts a reciprocal effect between institutional and goal commitments.



Mechanics of style: Abbreviations/Acronyms

(p. 172-178)

- Give the full name the **first time** it's used.
 - The American Medical Association's (AMA) stance on workplace burnout ...
 - Mental health practitioners adhere to AMA's guidelines.
- Use the full term followed by acronym in parentheses. Then only use the acronym ...
 - Unless it's the first word in a sentence or a subheading, or it is common usage (e.g., NASA)
- It must be used three times or more to be useful
- Don't overdo the abbreviations. Consider how **readable** the text is with them.
 - "According to the APA, participants with high EI reported high ER, as well as low AP-related incidents, but only for Q1."

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Mechanics of style: Numbers (p. 178-181)

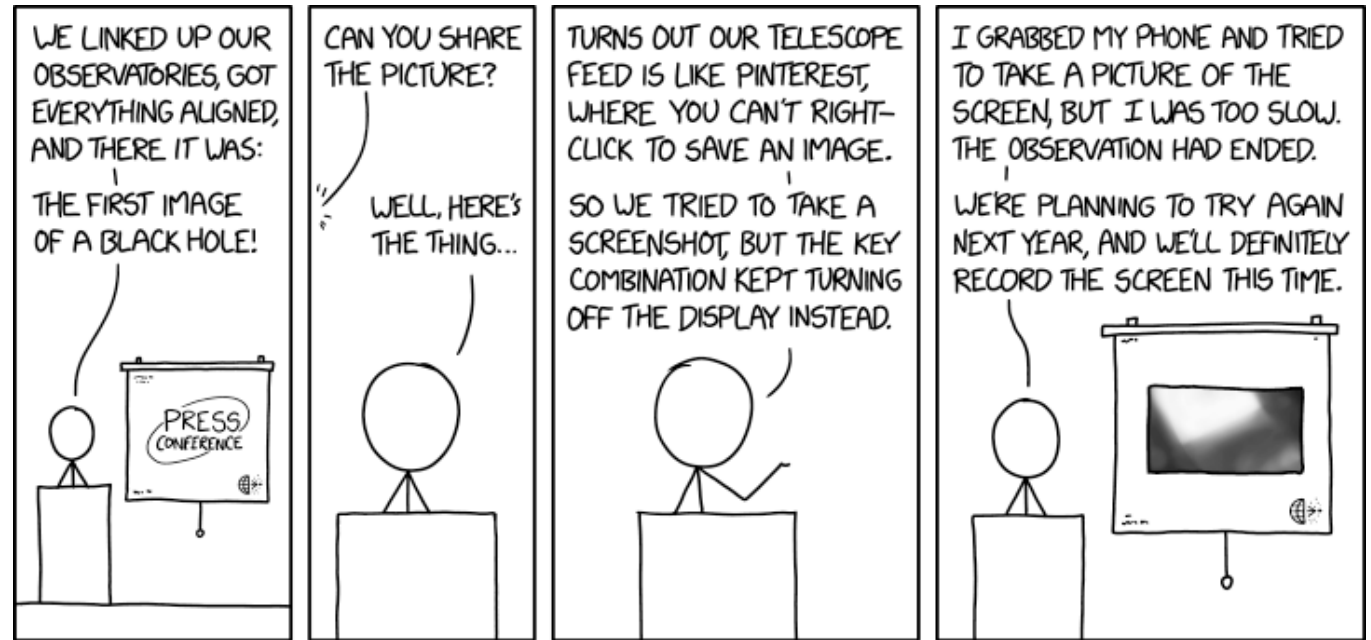
- Numbers with one digit use words (e.g., nine); two-digit numbers use numerals (e.g., 10)
 - “Women make up only 30% of all American college and university presidents” vs. “Women make up fewer than five percent of CEOs.”
- Except
 - Use words when the number is the first word in a sentence
 - Eighty percent of participants finished the survey
 - Use numerals regardless when number is directly linked to a unit of time:
 - A **4-year** program vs. a program that is four years.

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Tables and Figures

- Tables
- Sample tables
- Figures
- Sample figure



Tables (Ch. 7)

- Use a table when presenting large amounts of data
- Don't put the same information in the text AND a table; pick one location. You may choose to highlight relevant numbers in the text, but ensure only a limited overlap
- Refer to the table by its number in the text before presenting it. "See Table 2 for ..."
- Table titles should be short, but descriptive
- APA has a preferred table style for most purposes. Review the APA manual pgs. 201-224 for examples

Quantitative and Qualitative table examples

table number

table title

stub heading: heading that describes the leftmost column

table spanner: heading that covers the entire width of the table body, allowing for further divisions

stub column or stub: leftmost column of the table; usually lists the major independent or predictor variables

table notes: explanations to supplement or clarify information in the table body

Table 1

Numbers of Children With and Without Proof of Parental Citizenship

Grade

Girls

Boys

With

Without

With

Without

Wave 1

3

280^a

240^b

281

232

4

297

251

290

264

5

301

260

306

221

Total

878

751

877

717

Wave 2

3

201

189

210

199

4

214

194

236

210

5

221

216

239

213

Total

636

599

685^a

622

column spanner: heading that describes the entries in two or more columns in the table body

decked heads: headings that are stacked, often to avoid repetition in column heads

column heading: heading that identifies the entries in just one column in the table body

cell: point of intersection between a row and a column

table body: rows and columns of cells containing the primary data of the table

Note. This table demonstrates the elements of a prototypical table. A general note to a table appears first and contains information needed to understand the table, including definitions of abbreviations (see Sections 7.14–7.15) and the copyright attribution for a reprinted or adapted table (see Section 7.7).

^a A specific note appears in a separate paragraph below the general note.

^b Subsequent specific notes follow in the same paragraph (see Section 7.14).

^a A probability note (for *p* values) appears as a separate paragraph below any specific notes; subsequent probability notes follow in the same paragraph (see Section 7.14).

Table X

Correlations Between Five Cognitive Variables and Age

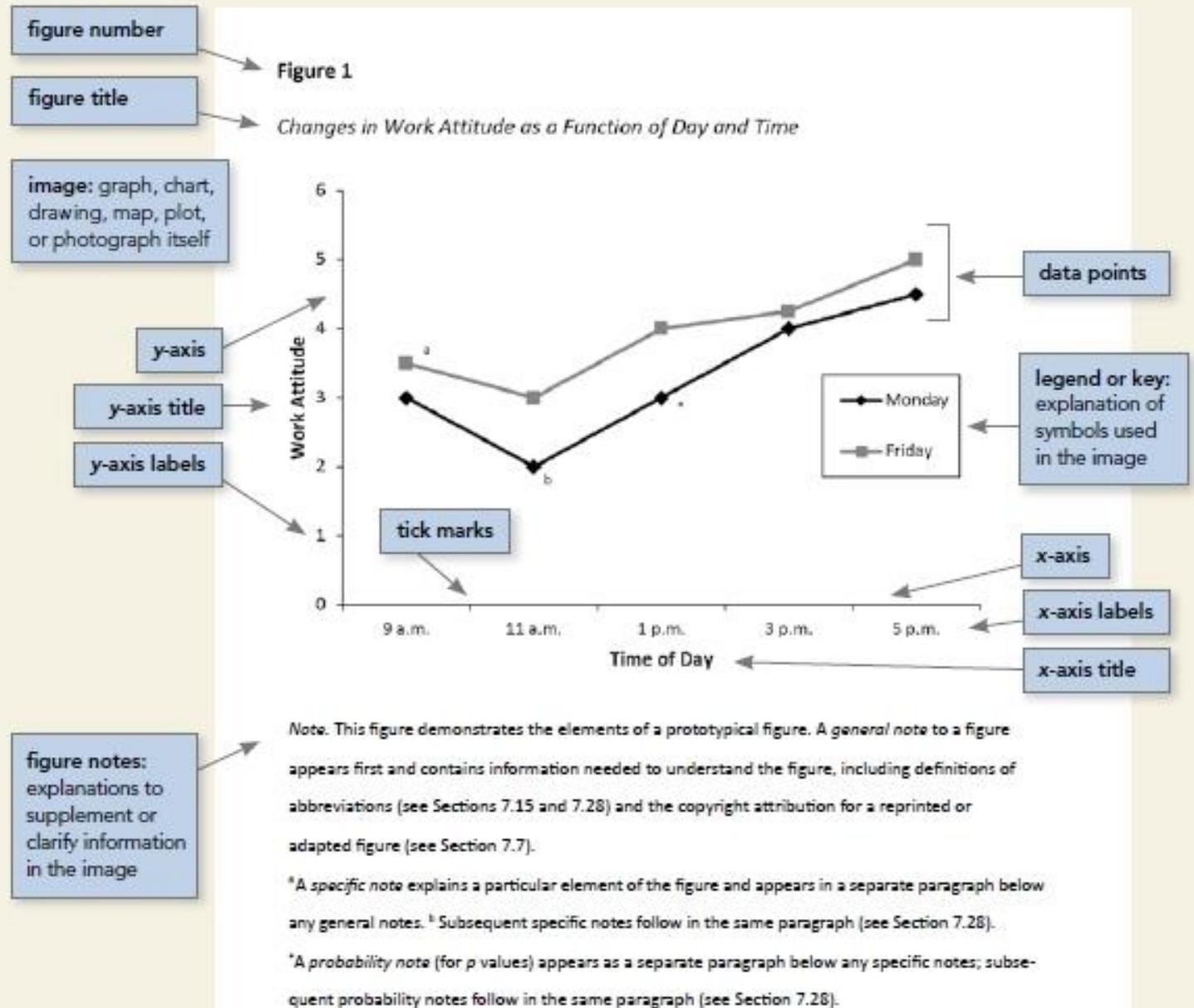
| Measure | 1 | 2 | 3 | 4 | 5 |
|-----------------------|------|------|------|-----|------|
| 1. Working memory | — | | | | |
| 2. Executive function | .96 | — | | | |
| 3. Processing speed | .78 | .78 | — | | |
| 4. Vocabulary | .27 | .45 | .08 | — | |
| 5. Episodic memory | .73 | .75 | .52 | .38 | — |
| 6. Age | -.59 | -.56 | -.82 | .22 | -.41 |

| Clusters | Themes | Sub-themes | Sub-theme examples |
|---------------------------|---|---|---|
| Hypomania ascent beliefs | Identity—the ideal self, it’s part of me (ego syntonic) | Private identity | “Everything you don’t like about yourself is non-existent...” |
| | | Occupational identity | “I can think right outside of the square...” |
| | | Social identity | “...people will like you more” |
| Hypomania descent beliefs | Hypomania is not a problem | Hypomania is enjoyable | “A general feeling of better than normal well-being” |
| | | Hypomania is preferable to depression | “It means I’m not feeling miserable” |
| | | Hypomania is usually followed by depression | “When I get really hyper...I know I’m going to have a massive drop” |

Figures (p. 225-250)

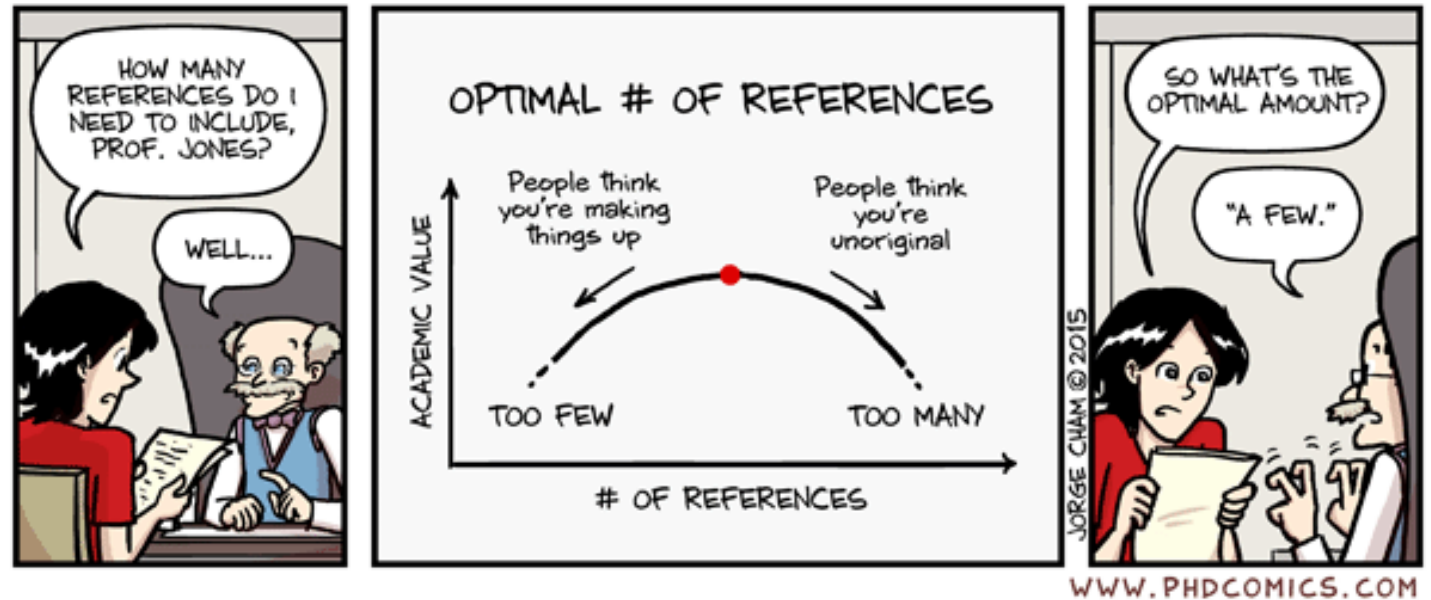
- Commonly used to show models, flow charts, quantitative and qualitative data, etc.
- Are the images clear and readable?
- If it is a reprinted image, have you given correct copyright attribution in a note?

Figures



Citations and References

- Citations
- References
- Frequent APA errors in both



Citations

Table 8.1 Basic In-Text Citation Styles

| Author type | Parenthetical citation | Narrative citation |
|---|--|--|
| One author | (Luna, 2020) | Luna (2020) |
| Two authors | (Salas & D'Agostino, 2020) | Salas and D'Agostino (2020) |
| Three or more authors | (Martin et al., 2020) | Martin et al. (2020) |
| Group author with abbreviation First citation ^a | (National Institute of Mental Health [NIMH], 2020) | National Institute of Mental Health (NIMH, 2020) |
| Subsequent citations | (NIMH, 2020) | NIMH (2020) |
| Group author without abbreviation | (Stanford University, 2020) | Stanford University (2020) |

^a Define the abbreviation for a group author only once in the text, choosing either the parenthetical or the narrative format. Thereafter, use the abbreviation for all mentions of the group in the text (see Section 8.21).

Citations: unusual examples

- When shortening to “et al.” leads to confusion
 - Kapoor, Bloom, Montez, Warner, and Hill (2017)
 - Kapoor, Bloom Zucker, Tang, and Kim (2017)
 - Keep going until there’s a difference: Kapoor, Bloom, Montez, et al. (2017)
- Omit the year in repeated in-text citations within the same paragraph (unless it’s confusing to the reader) – but always include the date in parenthetical citations
- Check out the manual for other unusual citations (p. 253-269)
 - Unknown or no author
 - Sources that were translated from another language
 - Same author, different date
 - Authors with the same surname
 - Abbreviating group authors
 - Websites and other electronic sources

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Citations: Where to put it?

- Put the citation after you've finished discussing the information you're using from it, but before you begin new citation sources.
 - “Both languages are always active when bilinguals listen, read, or speak; both languages affect each other's lexicon (e.g., Jared & Kroll, 2001), grammar (e.g., Dussias, 2003), and phonology (e.g., Sundara et al., 2006).”
- Multiple citations in parentheses are ordered by the first authors' last names
 - (Anderson, 2020; Billig, 2015; Chance et al., 2021; Davis et al., 2005)

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Citations

- Use only the last author(s) names and date of publication.
- Do NOT use the journal title OR the article title as a citation in the text
- If there are two authors, always provide both last names
- Use “et al.” immediately with 3 or more authors.
- Punctuation goes after the citation
- Use ‘and’ for narrative citations; use ampersands/& for parenthetical citations with two authors

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Citations: Primary vs. secondary sources

(p. 258)

- Primary source
 - Who *first* found or claimed the information? Often found in results and discussion sections – whenever they refer to THEIR study goals, results, implications.
- Secondary source
 - A source the author cited themselves as the primary/original source.
- Cite the source that **originally** found the information, not just where YOU read it.
 - But then READ that primary source you've read about in other articles. Don't just cite them as secondary sources without reading what you cite (p. 258)

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The rule is that all content prior to the previous citation is sourced from the next citation.


Frequent APA Errors

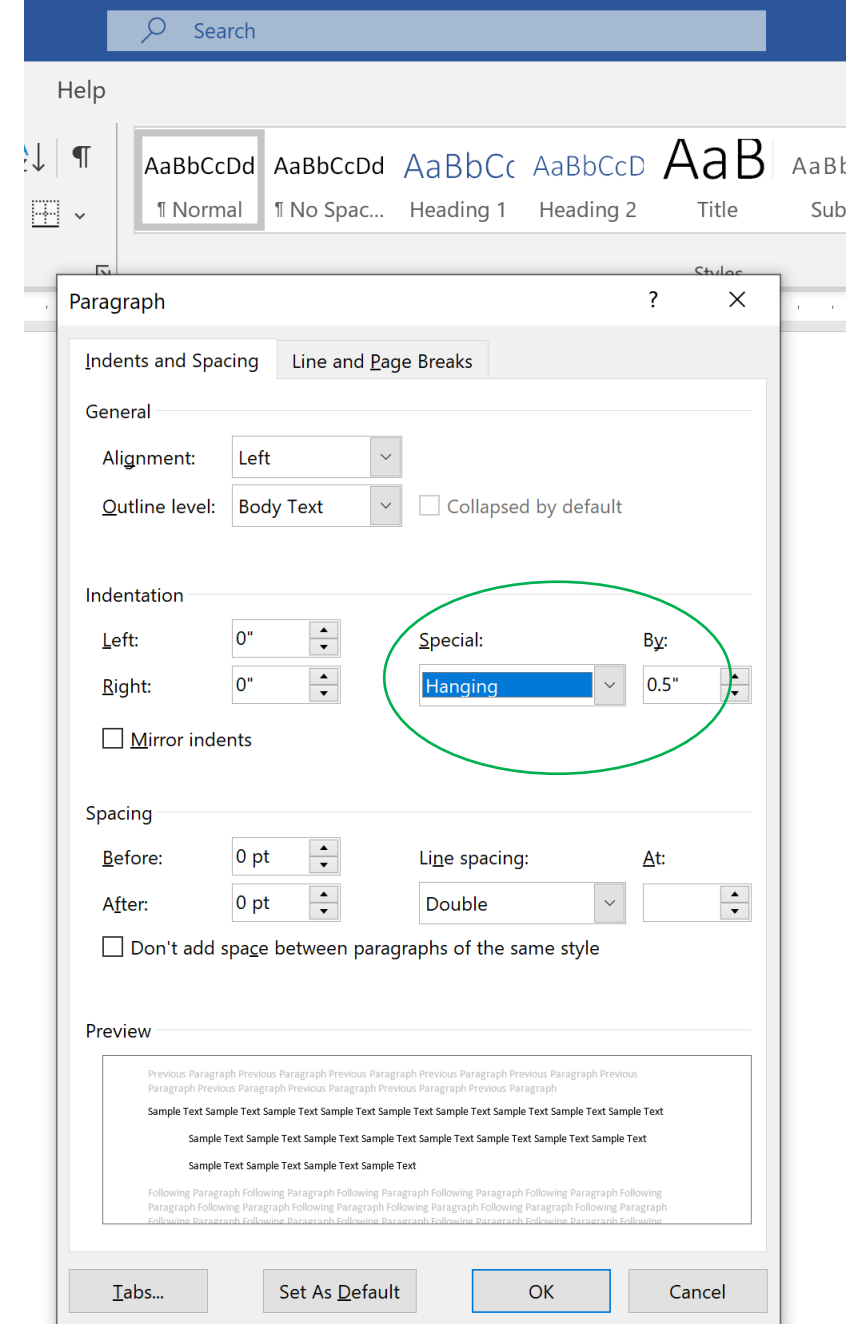
- Over-citing
 - According to Holland et al. (2016), it can be useful in studying international students in that many may re-examine their identities once they begin their studies in America (Holland et al., 2016).
- Under-citing
 - Every paragraph should have multiple citations.

Frequent APA errors: References

- Do NOT put websites with journal articles; use for online-**only** sources
 - Here's an article found through EbscoHost through the IT portal in McMillen library
http://proxy.indianatech.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1356016&site=ehost-live&scope=site&ebv=EB&ppid=pp_11
- The only links in journal articles is the digital object identifier (DOI)
 - Utsey, S. O., Ponterotto, J. G., Reynolds, A. L., & Cancelli, A. A. (2000). Racial discrimination, coping, life satisfaction, and self-esteem among African Americans. *Journal of Counseling & Development*, 78(1), 72–80. <https://doi.org/10.1002/j.1556-6676.2000.tb02562.17>
- Find DOIs here: <https://doi.crossref.org/simpleTextQuery>

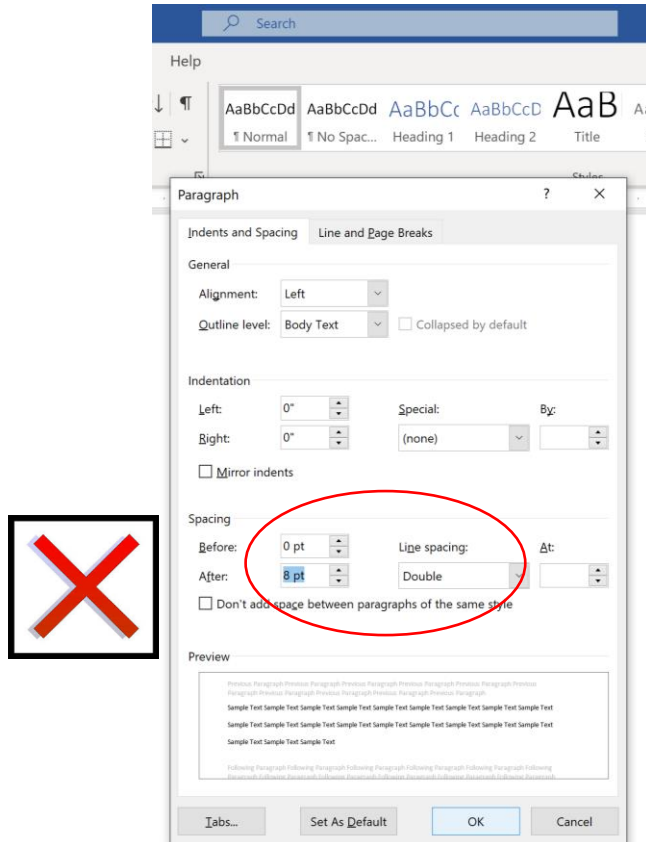
Frequent APA errors: References

- Use a hanging indent. Do NOT hit enter/space bar until it looks right. 
- Do NOT put websites with journal articles; use for online-**only** sources
- Find DOIs here:
<https://doi.crossref.org/simpleTextQuery>
- FOLLOW THE APA HANDBOOK EXACTLY

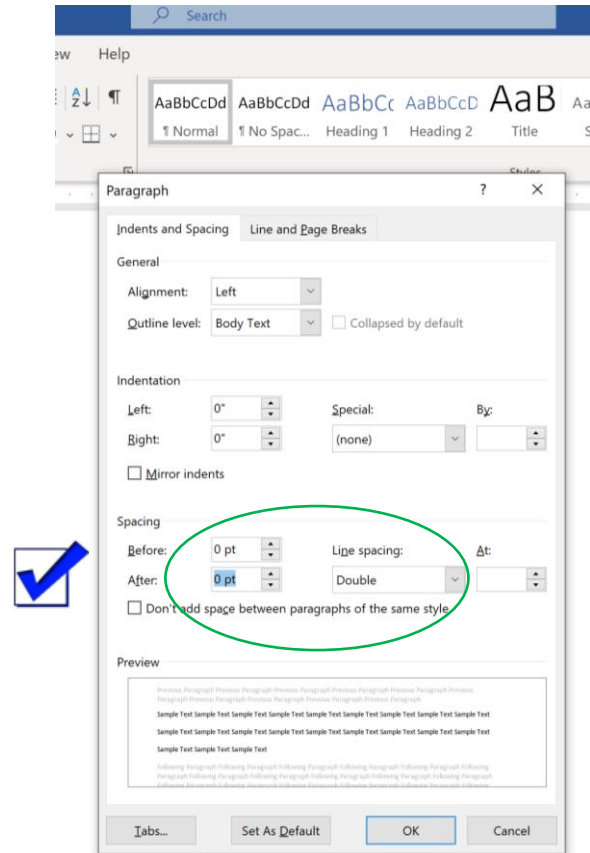


Formatting

- Only ONE space between sentences
 - In Word, go to “find/replace” and replace all two spaces with one space



- Paragraph spacing should be double-spaced throughout.

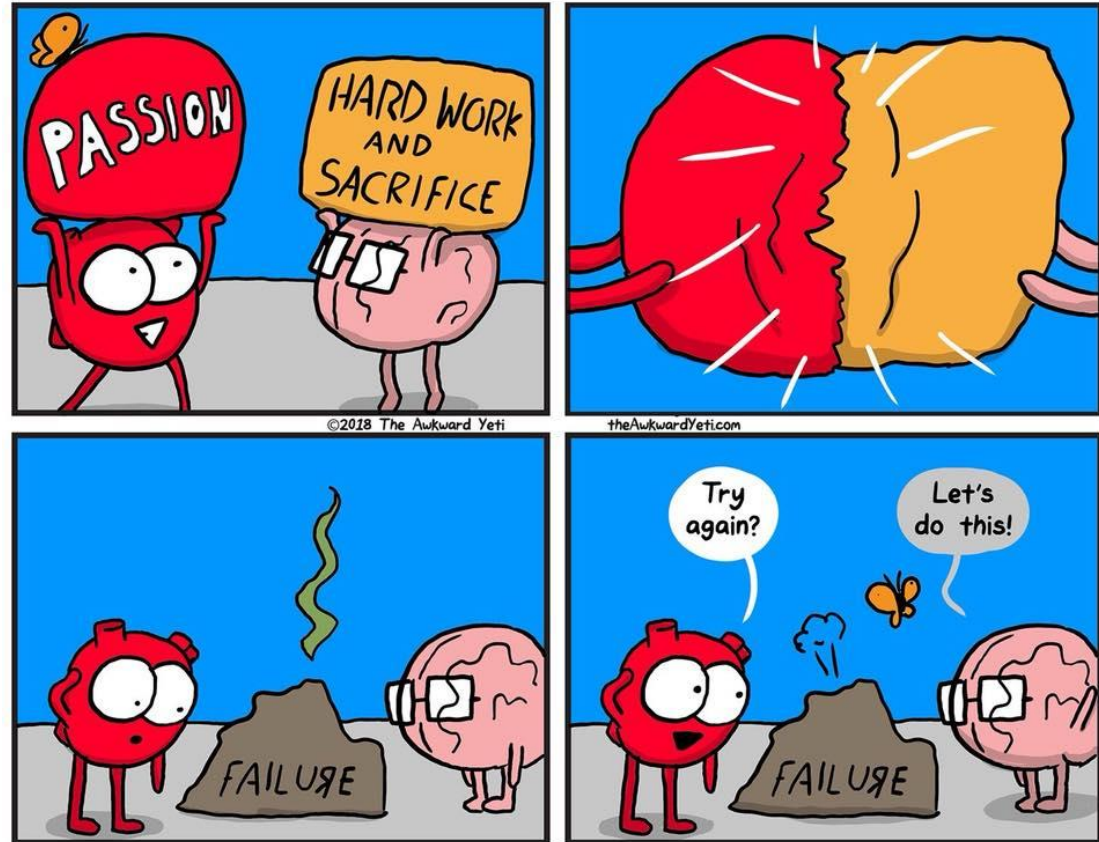


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Programs,
websites,
classes, and
books for you

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Resources



theAwkwardYeti.com

Writing and Grammar Resources

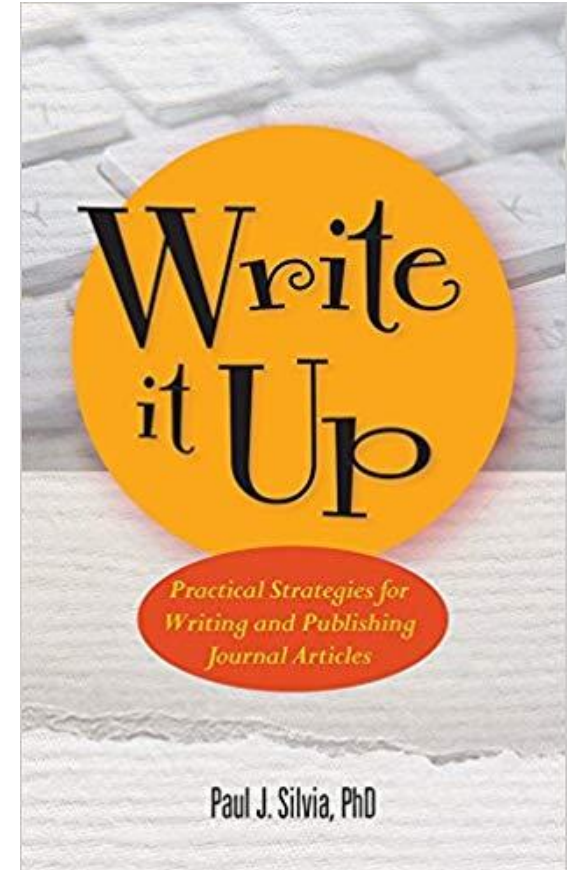
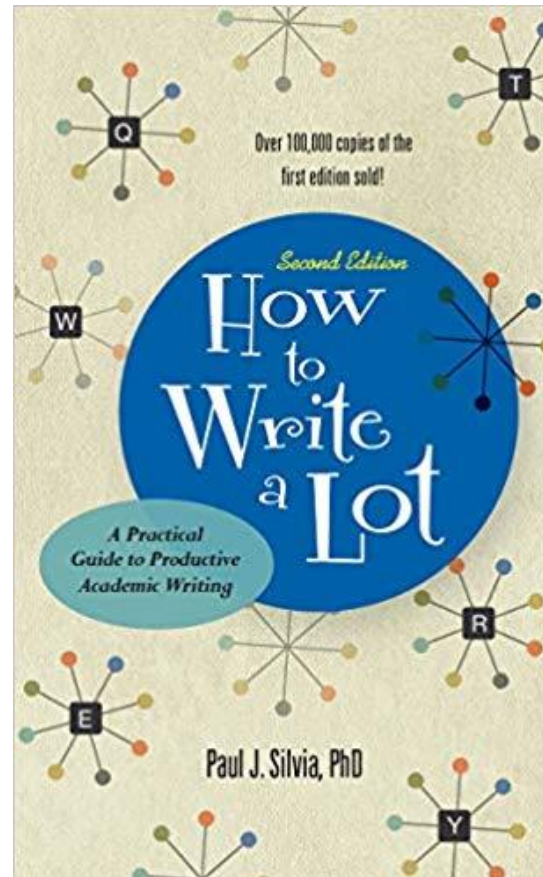
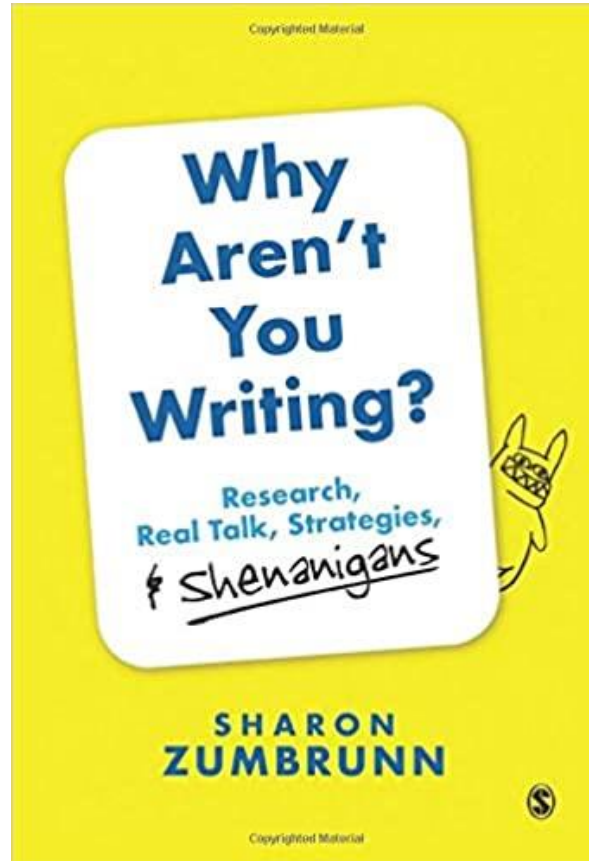
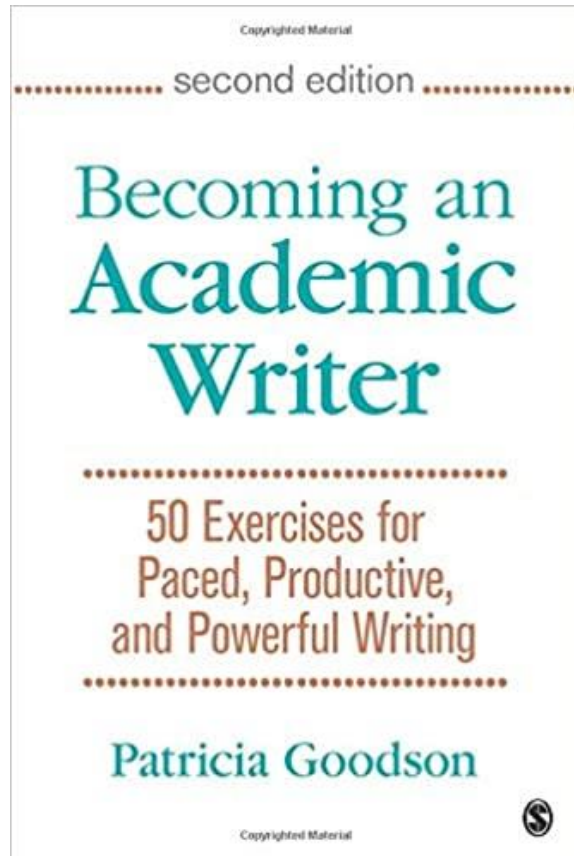


- Tutor.com
 - Through Indiana Tech: <https://studentsuccess.indianatech.edu/wp-content/uploads/sites/20/How-It-Works-Guide-2.pdf>
- Grammarly.com
- Purdue Online Writing Lab (OWL)
 - https://owl.purdue.edu/owl/general_writing/index.html
- Coursera “Writing in the Sciences” free MOOC from Dr. Kristin Sainani at Stanford University
 - <https://www.coursera.org/learn/sciwrite>
- Elements of Style by Strunk and White (1918, 2000)
 - Free: <http://www.gutenberg.org/ebooks/37134>
- Grammar Monster
 - <https://www.grammar-monster.com/>
- The Oatmeal comics about grammar
 - <https://theoatmeal.com/tag/grammar> - especially on using apostrophes!
<https://theoatmeal.com/comics/apostrophe>

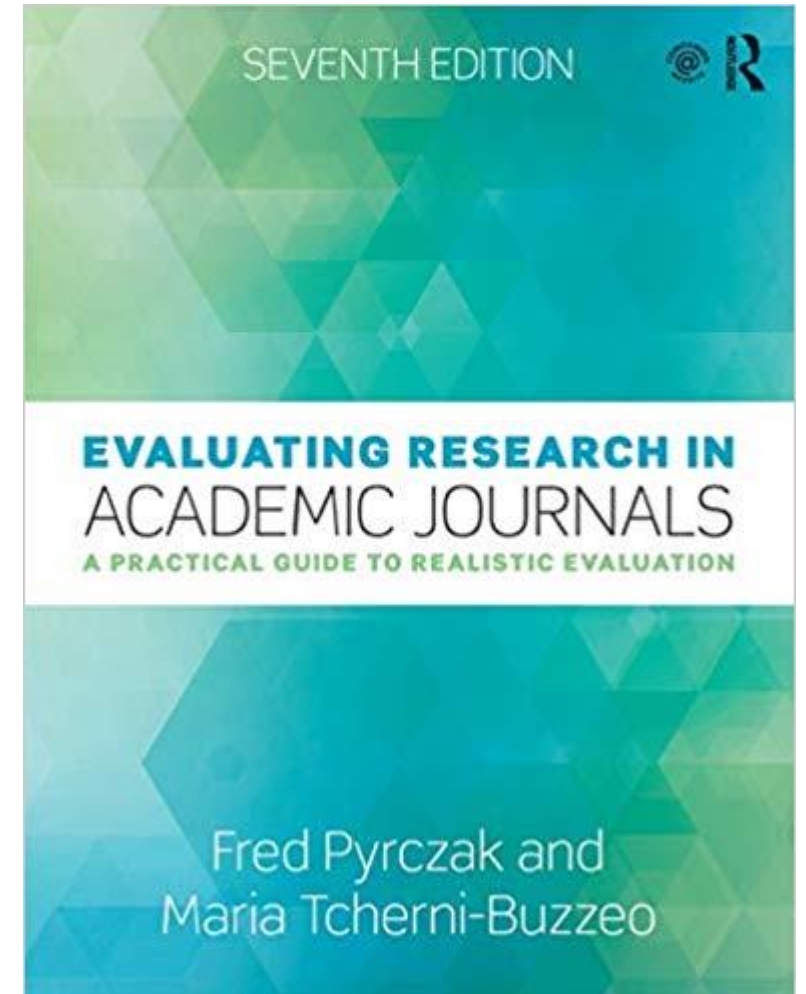
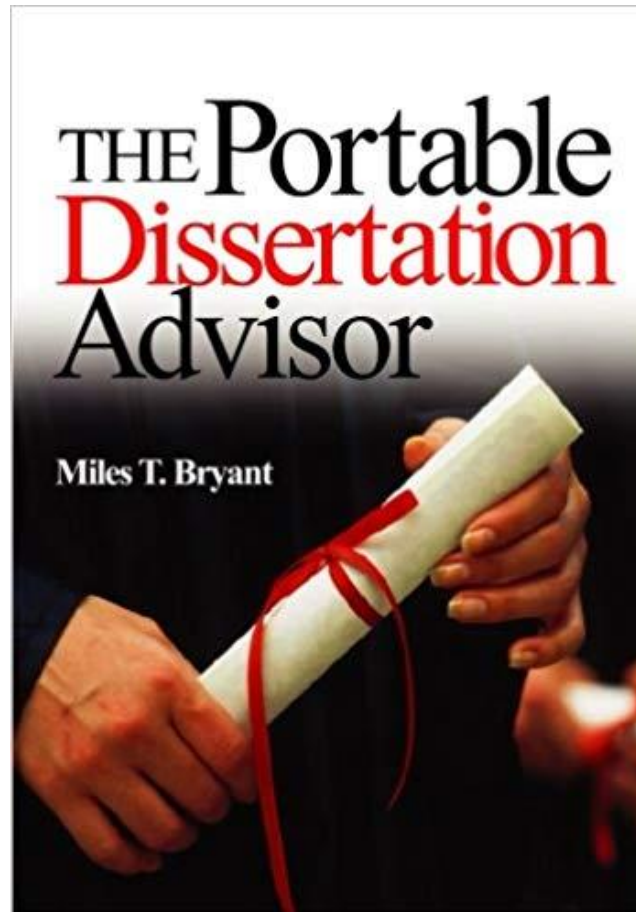
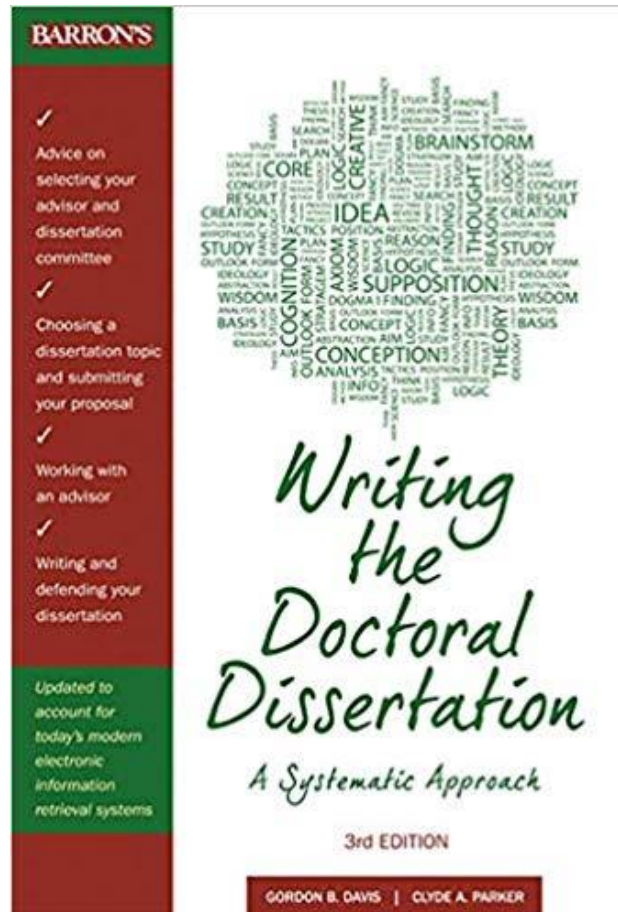
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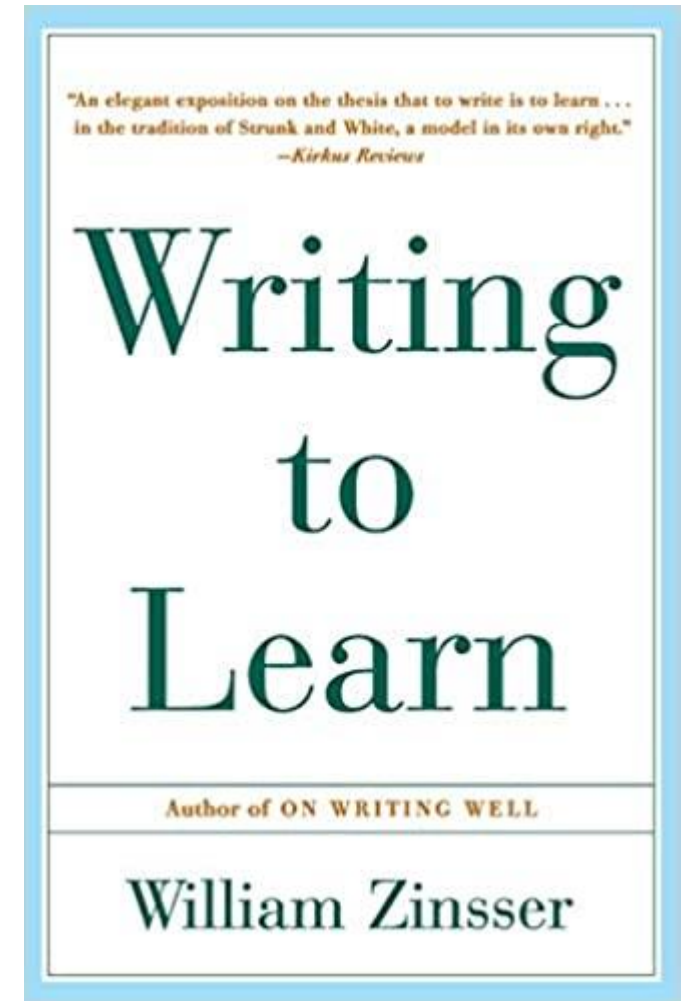
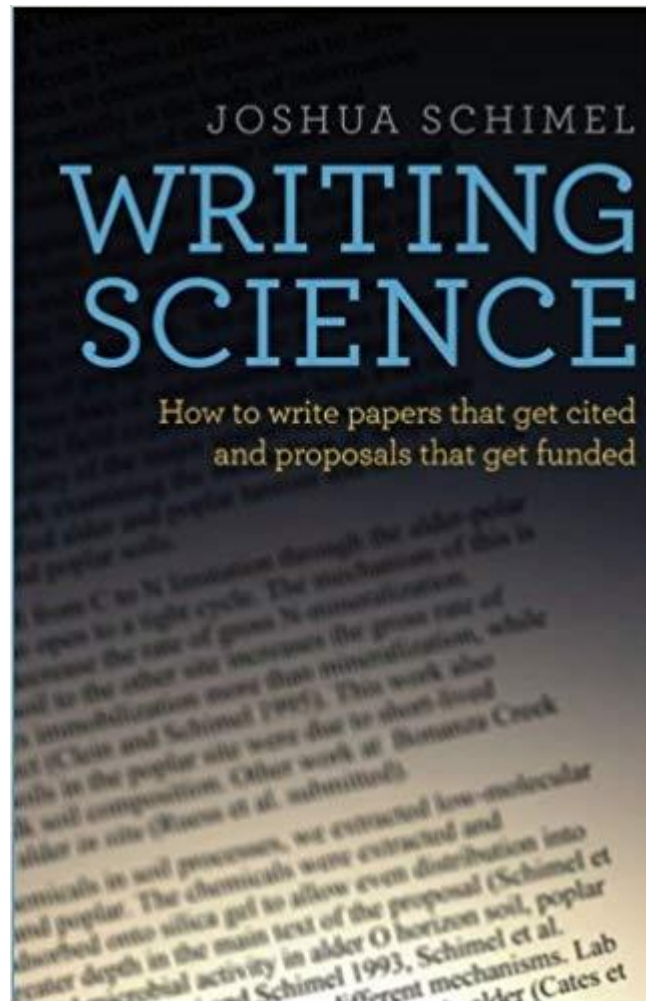
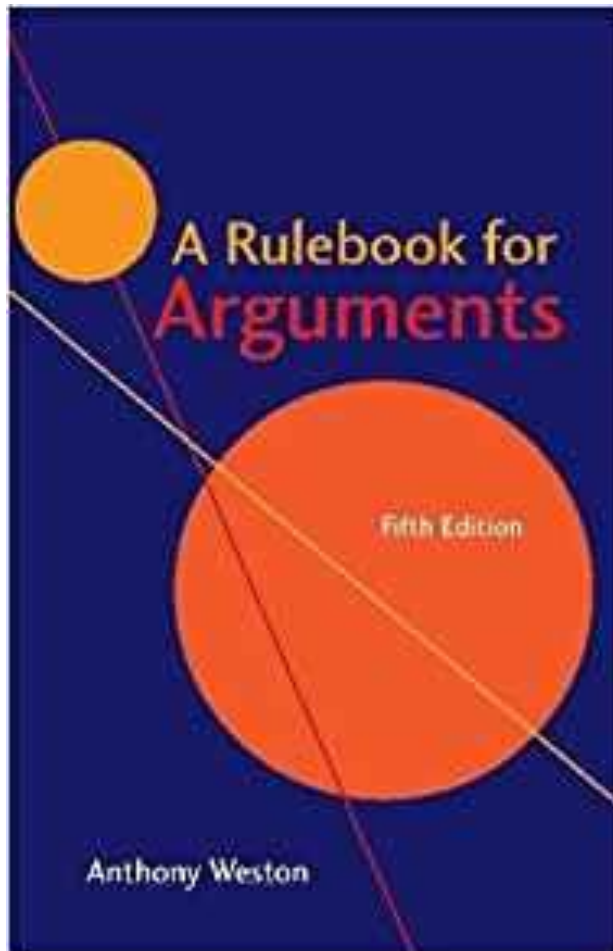
Books to help you write



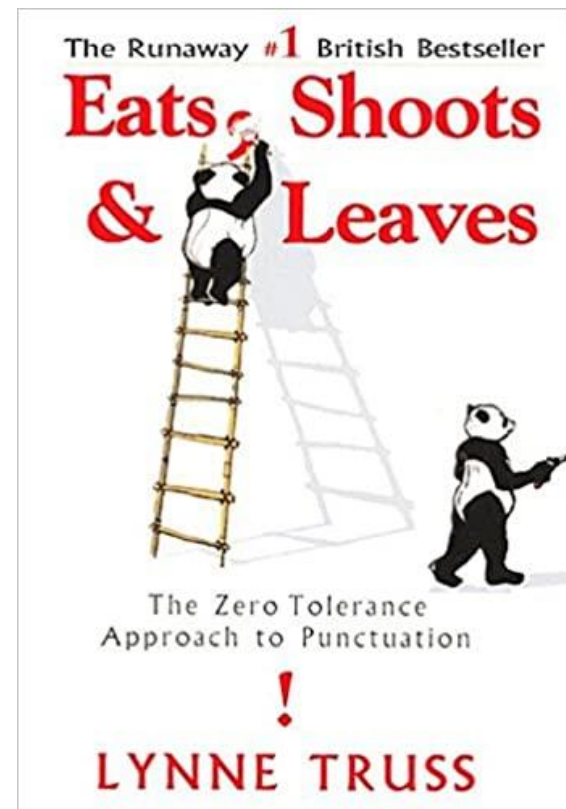
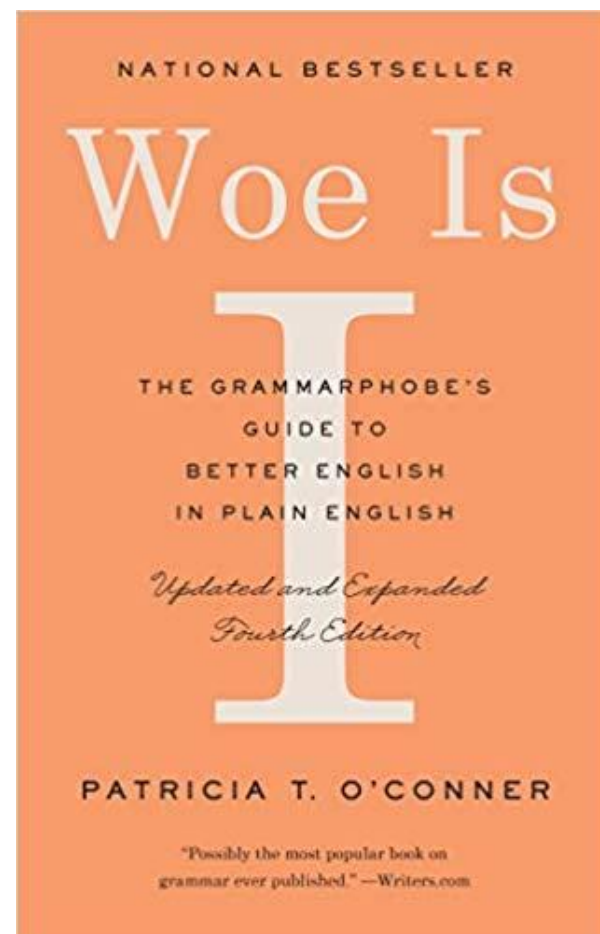
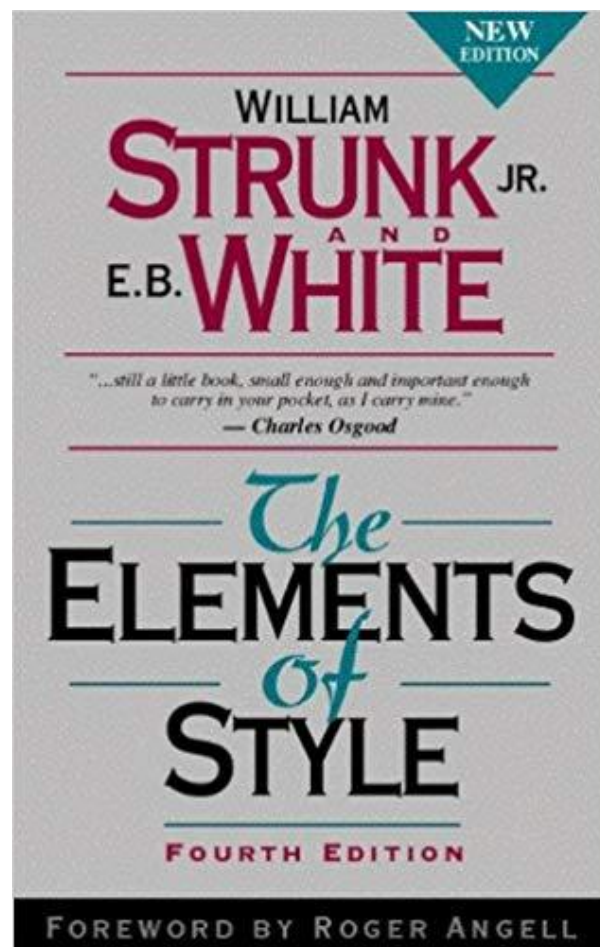
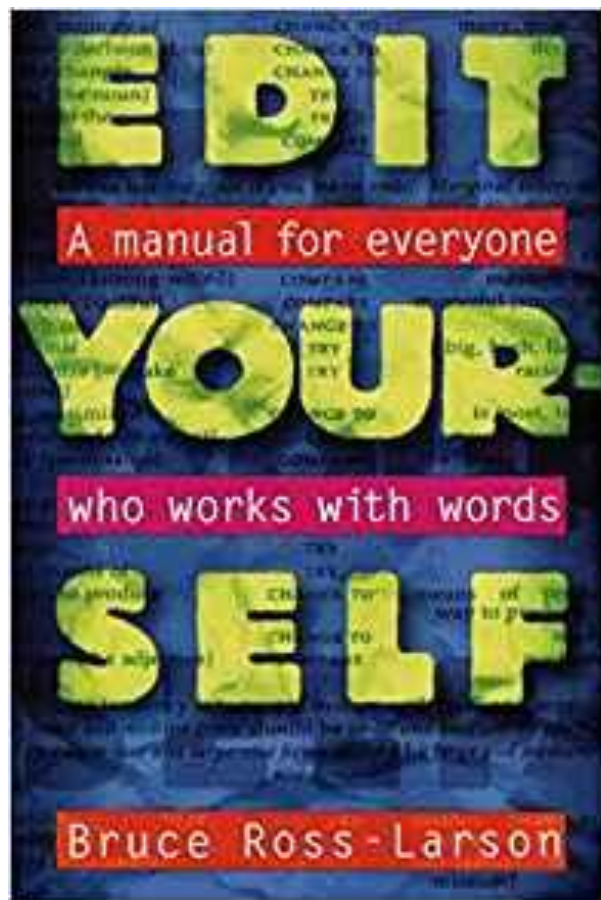
Books to help guide your progress



Books to help you write science



Editing, writing clarity



References of recommended books

- Bryant, M. T. (2004). *The portable dissertation advisor*. Corwin Press.
- Davis, G. B., Parker, C. A., & Straub, D. W. (2012). *Writing up the doctoral dissertation: A systematic approach*, 3rd ed. Barron's Educational Series. Routledge Publishing.
- Goodson, P. (2017). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing*, 2nd ed. Sage Publications.
- O'Connor, P. T. (2019). *Woe is I: The grammarphobe's guide to better English in plain English*, 4th ed. NY: Riverhead Books.
- Pyrczak, F., & Tcherni-Buzzeo (2018). *Evaluating research in academic journals*, 7th ed. Routledge Publishing.
- Ross-Larson, B. (1996). *Edit yourself: A manual for everyone who works with words*. WW Norton & Co.
- Schimel, J. (2012). *Writing science: How to write papers that get cited and proposals that get funded*. Oxford University Press.
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- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. American Psychological Association
- Strunk, W., & White, E. B. (2000). *The elements of style*, 4th ed. Pearson Publishing.
- Truss, L. (2004). *Eats, shoots, & leaves*. Gotham Books.
- Weston, A. (2018). *A rulebook for arguments*, 5th ed. Hackett Publishing Company
- Zinsser, W. (1993). *Writing to learn*. Harper Perennial.
- Zumbrunn, S. K. (2021). *Why aren't you writing? Research, real talk, strategies, & shenanigans*. Sage Publishing.