

Lowercase "h"!

APA headers may be shortened versions of the title

Even the cover page has a page number

The essay title may be longer than the header, but should not exceed 12 words

The Writing Center: APA and its

Title of Paper

Formatting and Mechanics

Benjamin Crane

Name of Student

Concordia University

University

Author Note

Not often seen much less needed in undergraduate works

The author's note provides information about the author, any necessary acknowledgments, information about correspondence, etc.

The abstract should be 150-250 words long

### Abstract

Do not indent!

This is where the student writes a concise summary of the main points depicted throughout the essay. An abstract is typically used in longer papers whereas it may be excessive for short papers (e.g., 2-pagers). Regardless, the student ought to confirm whether the abstract is required by the professor. If, however, the student is unable to ask the professor (most likely due to time constraints), it is best to encourage the student to write the abstract as a precaution. Usually abstract it is used in scientific writings. It serves as a brief overview of the topic at hand and may contain a literature review, a participants section, results, data analysis, discussion, conclusions, etc. Other fields also make use of the abstract to briefly address various key points made throughout the essay. The abstract should contain key words and, if applicable, in-text citations may be used in the abstract albeit sparingly. In short and as mentioned before, the abstract is a concise summary.

*Keywords:* APA, style, mechanics, voice, citations, formatting

Key terms presented  
throughout paper

**Full title, center alignment****The Writing Center: APA and its Formatting and Mechanics**

This paper serves as a provisional template for academic prose, specifically in APA Style. This style was originally developed by social scientists, but has since been adopted and expanded on by other fields. The style is straightforward and void of superfluous language, being used to depict ideas and not the manner of presentation. And, most importantly, it is a leading writing style required in a university setting.

**In-Text Citations**

APA Style uses headings to separate and classify paper sections. See page 5.

A signal phrase makes the distinction between the writer and the source clear. Essentially the writer is introducing the citation: **The author (year) stated, “. . .” (p. #)**. However, the use of the signal phrase is up to the writer’s discretion. The writer may instead opt to cite a source without a signal phrase: **Words, words, words, “. . .” (Author, year, p. #)**.

**I. Short citations** may not exceed 39 words**A. Direct quotation with a signal phrase:**

1. According to Montague (2009), “. . .” (p. 412).

**B. Direct quotation **without** a signal phrase:**

1. “The person who has had more experience of hardships can stand more firmly in the face of problems than the person who has never experienced suffering” (Dalai Lama, n.d., p. 18). **Occasionally a source without a known date is used. In this case the writer states “n.d.” (no date) in place the year.**

**C. Summarizing, which is also called paraphrasing, generally follows the same format as direct quotations, the main difference being that paraphrases do not include the page number.**

## II. Long citations, or block quotes, are 40+ words

### A. Fritjof Capra (1996) wrote:

In the sixteenth and seventeenth centuries the medieval worldview, based on Aristotelian philosophy and Christian theology, changed radically. The notion of an organic, living, and spiritual universe was replaced by that of the world as a machine, and the world machines became the dominant metaphor of the modern era. (p. 19)

Indent the block quote 1/2 inch. The parenthetical citation should come after the closing punctuation mark and does not require its own closing punctuation mark. Block quotes do not need quotation marks.

## III. Number of Authors

### A. One or two authors

1. Montague and Birkett (2003) “. . .” (p. 43)
2. “. . .” (Montague & Birkett, 2003, p. 43)

When citing, the word “and” is used in signal phrases whereas an ampersand is used in parenthetical citations.

### B. Three to five authors

1. First time: Capulet, Singh, and Stein (1962) “. . .” (p. 652)
2. Second time: Capulet et al. (1962) “. . .” (p. 652)

Notice that “et” is not followed by a period, but “al.” is.

### C. Six or more authors

1. Every time: Orwell et al. (1984) “. . .” (p. 68)

Et al. is an abbreviation of the Latin “et alii” meaning “and others”

## IV. Multiple Works, Same Parenthetical Citation

- A. “. . .” (Jackson, 2013; Watanabe, 2007)

Separate works by a semicolon

## V. Indirect Sources

A. Indirect sources are sources within sources; think of it as citation inception. They occur when the writer cites another writer's citation. For example, imagine that Yamaguchi (2008) cited Walker (2003). If the writer intends to use Walker's quote as provided in Yamaguchi's article, the writer must use Walker as an indirect source:

1. "... " (as cited in Yamaguchi, 2008, p. 312) If possible, the writer should include the original source of the citation within the References section

### Headings

Headers can be tricky at first, but they are relatively easy once the writer is accustomed to using them. Think of them as subcategories. Each subcategory may have its own subcategory, which then may also have its own subcategory. These categories and subcategories are also called headings or levels. Naturally, the headings go in numeric order, but may bounce back and forth (e.g., Level 1 > Level 2 > Level 3 > Level 3 > Level 2 > Level 3 > Level 4 > Level 5).

**Heading 1 is in Bold, Makes Use of Capitalization, and is in Center Alignment**

**Heading 2 is in Bold, Makes Use of Capitalization, and is Aligned to the Left**

**Heading 3 is in bold, uses lowercase lettering, aligned to the left, and indented**

*Heading 4 is like heading 3, but is also italicized, has a period, and is followed by text.*

*Heading 5 is indented, italicized, lowercased, has a period, and followed by text.*

**Concordia University** Level 1 Heading

**The College of Theology, Arts, and Sciences** Level 2 Heading

**The department of psychology.** Level 3 Heading - make note of the lowercased text and period

***Introduction to psychology, PSY 201.*** Text immediately follows the Level 4 Heading; just pretend that the heading is the paragraph's opening sentence.

***Final exam.*** Level 5 Heading - just like the Level 4 Heading, but without italics

**References** Explanation

The References page **must** begin on its own page. The first mentioned last names of each reference are alphabetized, but the order of the authors within the individual reference should match the order provided in the original source. Each reference begins aligned to the left and is then indented in subsequent lines. And, quite presumably, the template for different types of sources varies; the number of authors in a reference also affects the reference. Because the references ought to be in alphabetical order, the examples of “One author”, “Two authors”, and so forth are not in numeric order. The examples depicted below are for periodicals. Future renditions of this template will supply other sources. Likewise, the use of a digital object identifier (DOI) will be included at a later time.

## References Examples

Last Name, A. A., (Year). Title of article: Capitalize the first letter after a colon. *Title of Journal or Periodic in Italics, volume number*(issue number), page number - page number.

## Three to seven authors

McNamee, H., Lloyd, K., & Schubotz, D. (2008). Same sex attraction, homophobic bullying and mental health of young people in Northern Ireland. *Journal of Youth Studies, 11*(1), 33-46. doi: 10.1080/13676260701726222

## More than seven authors

Madge, N., Hewitt, A., Hawton, K., Jan de Wilde, E. Corcoran, P., Fekete, S., . . . Ystgaard, M. (2008). Deliberate self-harm within an international community sample of young people: Comparative findings from the Child & Adolescent Self-harm in Europe (CASE) Study. *Journal of Child Psychology and Psychiatry, 49*(6), 667-677.

An ellipses is used to separate the sixth author from the last author

The original article listed the authors as such: Nicola Madge, Anthea Hewitt, Keith Hawton, Erik Jan De Wilde, Paul Corcoran, Sandor Fekete, Kees van Heeringen, Diego De Leo, and Mette Ystgaard

## Two authors

Schenk, A. M., & Fremouw, W. J. (2012). Prevalence, psychological impact, and coping of cyberbullying victims among college students. *Journal of School Violence, 11*(1), 21-37.

## One author

Szalacha, L. A. (2003). Safer sexual diversity climates: Lessons learned from an evaluation of Massachusetts safe schools program for gay and lesbian students. *American Journal of Education, 110*, 58-88.

Not all sources have issue numbers