Brief Review: Writing in APA Style

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• Introduction
  – Scientific and academic writing

• Writing basics
  – APA formatting
  – Paper organization
  – Headings in APA style

• Scientific writing
  – Paragraphs
  – Active and passive voice
  – Anthropomorphism

• Punctuation basics in APA style
  – Comma
  – Semicolon
  – Colon
  – Apostrophe

• References and citations

• Effective Writing Center
Reference books
Grammar and punctuation books

- Grammar Girl Presents: The Ultimate Writing Guide for Students
  - Mignon Fogarty

- A Comprehensive Guide for Every Writer, Editor, Student, and Businessperson
  - The best punctuation book, period.
  - June Casagrande

- Zen Comma
  - David Bowman
  - Write Well Publishing
Academic and Technical Writing

• Disclaimer
  – No financial consideration given for mentioning the books
  – They are just good additions to your reference library
Scientific and Technical Writing

Writing in a scientific or technical manner is different from the way we speak and is different from other types of writing.

- More formal and precise.
  - Formal tone (p. 66)
  - Third person (no I, me, my, we, our, you, your)
    - See page 69 of the APA book
- Evidence based
Scientific and Technical Writing

• Scientific language and medical terms are used.
• Scholarly language used
  – Colloquial language and vernacular not used (p. 68)

<table>
<thead>
<tr>
<th>Slang</th>
<th>Substitute words</th>
</tr>
</thead>
<tbody>
<tr>
<td>get</td>
<td>have, has, obtain, receive, be, contract</td>
</tr>
<tr>
<td>behind (the reason behind)</td>
<td>for</td>
</tr>
<tr>
<td>though</td>
<td>although</td>
</tr>
<tr>
<td>on how</td>
<td>about how</td>
</tr>
<tr>
<td>on</td>
<td>about, for, of, in</td>
</tr>
<tr>
<td>where</td>
<td>in which, when</td>
</tr>
<tr>
<td>based off of</td>
<td>based on</td>
</tr>
</tbody>
</table>
Aspects of Scientific Writing

• Science
  – Theory, rationale, and data are solid
  – Evidence based
    • Scientific evidence used to support statements in the text

• Significance
  – So what?
  – Why does the audience need to know?

• Audience
  – Write for a specific audience
    • Usually peers in the same discipline
  – Explain a concept or process
  – Persuade to a point of view for a particular treatment or modality
  – Apply theory or evidence-based information to clinical practice

• Style
  – Paper is organized according to convention
    • Based on journal article format
  – Proper referencing and citations

• Good grammar
  – Good writing can elevate a bad paper
  – Bad grammar distracts from a good paper

IMRaD Format:
Introduction, Methods, Results, and Discussion
Academic Writing

• Demonstrates
  – knowledge about a topic
  – critical thinking
  – analysis and integration of theory and practice

• Measures comprehension of a topic

• In academia, “research paper” or “literature review” usually means peer-reviewed information from the library or other scholarly information is used in a written assignment
  – Academic research papers are expository or explanatory
    • Explain a concept using evidence-based literature
    • Compare and contrast treatment method
    • Describe theory and apply to practice
The art of writing using APA style

Headings and paper organization
Anatomy of a Paper

Front Matter
- Title Page
- Abstract
- Table of Contents

Body
- Body of the Paper

Reference list
- List of all sources used to write the paper

Back Matter
- Appendix

- Title page
  - Probably will have
- Abstract
  - Depends on length of paper
- Table of contents
  - Depends on length of paper
- Body of the paper
  - “Body” is not a heading
  - The body includes the topic (thesis) to be covered, the evidence from the literature, and the “take home” points about the topic at a minimum
- Reference list
  - List of all sources used to write the paper
- Appendix
  - Depends on length of paper
See the sample paper starting on page 41.
APA Format

• Running heads (p. 41)
• Page numbers upper right corner
• Font/type (pp. 228-229)
  – Times New Roman 12-point font
• Margins one inch on each side
• Margin alignment is left flush

• Entire paper is double spaced
• Paragraphs are indented one-half inch
  – Use tab or set “first line” in the paragraph section
Title Page from Curriculum Committee for College

• Title page in APA is for a manuscript
  – Does not fit academic purposes

• Uses APA principles
  – Start title five double spaces down at 2"
  – Capitalize the “important” words
  – No bold
  – No full caps
  – Double spaced
  – Centered
    • Change “first line” to none
Basics for Body of the Paper

Framework of the body

Beginning
• Introduction

Middle
• Evidence
  • Review of literature
  • Methods (depends on type of paper)
  • Results (depends on type of paper)

End
• Conclusion
  • Discussion, Conclusion, Implications, Recommendations

Tasks accomplished

• Beginning
  – Introduction
    • Defines the issue
    • Defines the limits or scope of the topic

• Middle
  – The evidence from the literature
    • Review of the literature to support the thesis, topic, idea, or question
  – Other possible items in the middle
    • Methods of collecting data
    • Results of data collection and analysis

• End
  – Analysis and synthesis of the information
    • Integrate theory and clinical practice
    • Shows critical thinking
    • Identify gaps in the literature
  – Ties the ideas together
  – Answers the question from the literature
Paper organization

• Helpful to set up paper before writing the text
  – Title page
  – Body of the paper
    • Level one and level two headings
    • If no headings are used, organize paper with a “beginning,” “middle,” and “end” in mind
  – Reference list

• Use the expectations from the instructor’s instructions for headings in the paper

• If there is an abstract
  – Always page 2
  – See page 41
  – Write it last

• Put sources in reference list as you go
  – The in-text citations and reference list entries must match or it is plagiarism
Headings in APA style
see pages 44 and 62

Level One Heading

Level Two Heading

**Level three heading.** Space twice and start the first sentence of the paragraph.

*Level four heading.* The heading is on the same line as the first sentence of the paragraph.

*Level five heading.* Notice in the difference in format to be able to distinguish the different levels of headings

- Have a level one heading before a level two heading
- Level three-four-five headings are all indented one-half inch
  - Use when more detail is needed
- Headings are just the headings
  - have complete sentences under the headings
- Headings are words or short phrases
  - Do not use complete sentences or titles of articles for headings
  - Do not explain abbreviations in a heading

**Bold is only used for the headings in the body of the paper**

- Depending on level of detail
  - Not all levels of headings will be used
    - Most likely will use level one and level two headings (maybe level three)
  - Text is not required under each level of heading
  - If there is not enough information for a paragraph under a level three or four heading, better to go back to level two or three heading
Review of Literature Example

Distance Education

History of Distance Education

XXXXXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXX. XXXXXXXXXX.

Advantages

Students. An advantage for students is convenience. XXXXXX XXXXXXXX XXXX.

Instructors. XXXXXX. XXXXXXX.

Universities. XXXXXX. XXXXXXX.

Disadvantages

Students. XXXXXX. XXXXXX.

Instructors. XXXXXX. XXXXXXXXX.

Universities. XXXX. XXXXXXX.

Challenges in Distance Education

XXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXX. XXXXXXXXXXXXXXXXXXXXXXX. XXXXXXXXXX.
Heading examples
(p. 41, 44)

Title of the Paper

Introduction

Peripheral Neuropathy

Diabetic Neuropathy

Autonomic Neuropathy

Discussion

Conclusion

Purpose of the Paper

Review of Literature

Diabetic Neuropathy

Peripheral neuropathy.

Diabetic foot ulcers.

Medical treatment.

Amputation.

Autonomic neuropathy.

Conclusion

Discussion

Xxxxx xxxxxxxxxxxxxxx xxxxxxx. Xxx xxxxx xxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Discussion

Xxxxx xxxxxxxxxxxxxxx xxxxxxx. Xxx xxxxx xxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Conclusion

Xxxxx xxxxxxxxxxxxxxx xxxxxxx. Xxx xxxxx xxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Discussion

Xxxxx xxxxxxxxxxxxxxx xxxxxxx. Xxx xxxxx xxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Conclusion

Xxxxx xxxxxxxxxxxxxxx xxxxxxx. Xxx xxxxx xxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx

Xxxxx xxxxxxxxxxxxxxx xxxxxxxxxx
Scientific writing

- Understanding the body of knowledge
- Paragraph construction
- Active versus passive voice
- Anthropomorphism
Researchers and Literature

• Researchers contribute to the body of knowledge by publishing findings

• Research is the product of an investigation
  – Research is performed by investigators (researchers)

• Literature is synonymous with the body of knowledge

• Literature is the repository of published works

• Literature, studies, or research cannot speak, support, or conclude
Give credit to people whenever possible

- In the western, English-speaking world
  - (United Kingdom, United States, Australia, New Zealand, and Canada)
  - we are obsessed with giving credit to the people who made the discovery, performed the experiment, or wrote the article because of intellectual property.

- Use the authors’ names (or name of the organization)
  - Do not refer to articles written by the authors or studies performed by the researchers
  - Use “researcher” or “investigator” when needed in a general sense
  - Be careful with the general use of “researcher.”
    - Technically, you need a citation for every researcher who said anything about the point you are trying to make
    - Use the authors, investigators, or researchers’ names, use the name instead of “researcher” or “authors.”

- It is understood NOT to put the names of sources in the body of the paper
  - Articles, journals, books, reports, or surveys cannot speak or report any information
  - DO NOT SAY “According to the literature” or According to research or studies
  - Use the authors’ names or have a citation

- DO NOT say a study was conducted by the authors
  - It is understood
Paragraph structure

• Keep in mind
  – Ideas must be supported from the literature
  – Science is based on theory and the knowledge from previous researchers
  – Medicine is evidence based

• Paragraphs are used to tell the story or explain the significance
  – Use the literature to give credibility to the narrative
  – Do not list details of studies unless they support the narrative
Paragraph structure

How to structure a paragraph

Each paragraph should contain:

- The topic sentence stating what point you are making

- Evidence/an explanation to support your topic or sentence (have a citation)

- An example to illustrate the point you are making (when appropriate)

- Summing up sentence: what do you do with the evidence, ask yourself so what

- What is the point?

- Evidence from the literature

- Have an example if appropriate

- Why is the information important?
**Treatment Options** (early onset scoliosis)

Prior to current EOS treatment developments, all EOS patients underwent definitive fusion (Sturm et al., 2014). Definitive fusion at a young age leads to high complication rates and thoracic insufficiency caused by spine stiffness (Sturm et al., 2014). Although varying in invasiveness and technique, today’s treatment options all work are used to control or correct spinal deformity while optimal growth of the spinal column and thorax are still allowed (Bekmez, Dede, & Yazıcı, 2017; Sturm et al., 2014).

**Serial casting.** Serial casting is the only nonsurgical management of EOS currently.
When to cite?

- **Have a citation for statements of fact, definitions, statistics, and dates**

- Suppose there are four sentences in a paragraph.
  - One sentence is a definition.
  - The next has a statement of fact.
  - The next has dates.
  - The last has statistics.
  You need a citation for each sentence even if it is all the same source.

- Suppose it takes three to four sentences to explain a procedure.
  - Have a citation for the first sentence and the last sentence.
  The reader will understand the information is continuous from the same source.

- Students say, “I have used my own knowledge to write this paragraph.”
  - You learned the information somewhere.
  - Use sources from the literature that agree with your statements.

- When reviewing the literature, it is about the information in the literature, not your knowledge on the topic.
  - You become knowledgeable by reading the literature
  - Use your knowledge to organize the paper and make the analysis.
Active and Passive Voice

WORRIED ABOUT USING PASSIVE VOICE IN YOUR WRITING?

IF YOU CAN ADD BY ZOMBIES TO THE END OF THE SENTENCE, THEN YOU NEED TO CHANGE IT....

ACTIVE VOICE:
Alex wrote the essay on Alzheimer's disease.

PASSIVE VOICE:
The essay on Alzheimer’s was written by Alex. (or zombies)
When possible, the active voice is preferred
Passive voice → Active voice

• The Nygard et al. (1991) study compared work ability with multiple strength measures.
  – Nygard et al. (1991) compared work ability with multiple strength measures.

• A study conducted by Evans (2013) explored the predictive value of certain variables.
  – Evans (2013) explored the predictive value of certain variables.
Anthropomorphism

- Giving human qualities to objects or nonhumans
- Only people or organizations can do the action
- A study conducted by Evans (2013) explored the predictive value of certain variables.

(p. 69)
Anthropomorphism

• Studies, results, findings, theories, or tables CANNOT speak or think or

  interpret  determine
  state      compare
  conclude   support
  suggest    analyze
  explore    provide
  examine    give
  assess     allow
  deduce     focus

• Do not have studies, literature, or as subjects of the sentence

“An experiment cannot attempt to demonstrate, control unwanted variables, or interpret findings, nor can tables or figures compare. . .

Use a pronoun or appropriate noun as the subject of these verbs.” (APA, 2010, p. 69)
Inanimate objects have a limited vocabulary

- There are only limited actions theories, results, findings, methods, and tables can take. **They can show, present, demonstrate, include, or indicate.**

(Fictional survey about ice cream flavor preference)

- The **results showed** a relationship between the flavor of ice cream and the age groups of the participants.

- The **table presents** information about ice cream preference.

- These **data demonstrated** that increasing awareness of ice cream flavor preference could forecast trends. *(data is plural)*

- The **limitations included** the use of secondary data.

- The **theory indicates** one needs to be in a position of readiness to make a change in behavior.

- Evaluate if the verb used is appropriate for an object or if a person or organization should be doing the action
  - The thermometer measured the temperature.
  - The tree bore fruit.
  - The light illuminated the hallway.
Anthropomorphism

• The **study-deduced** that without intervention, obesity trends will continue to rise
  – Jones and Miller (2014) deduced

• The **study-created** three scenarios for the micro-simulation.
  – Three scenarios for micro-simulation were created (Jones & Miller, 2014).
  – Jones and Miller (2014) created three scenarios

• This **paper will discuss** two methods of treatment.
  – Two methods of treatment will be discussed in this paper.

• This **analytical approach uses** active learning via experimental and analytical skills.
  – In this analytical approach, active learning via experimental and analytical skills were used.
  – This analytical approach is used for active learning via experimental and analytical skills.

• This **model focuses** on the faculty as the center for learning.
  – In this model, the focus was on the faculty as the center for learning.
  – The focus of this model was on the faculty as the center for learning.
Punctuation in APA style

Commas

are separators

1. Separate dependent phrases (at the beginning or end of the sentence)
2. Separate non-essential information
3. Separate examples or descriptions (non-essential info)
4. Separate items in a list

• Non-essential phrases can be removed and the sentence still makes sense
  – Commas are used to separate non-essential information in the sentence

• If essential information is removed, the sentence will not make sense
  – No commas are used with phrases that are considered essential (pp. 88-89)
Serial comma (p. 88)

- List of three or more items is called elements in a series
- Serial commas
  - (a) sun, (b) moon, and (c) stars
  - faith, hope, and charity
  - baseball, basketball, or football
- No comma with two things in the list
  - He gave her the sun and the moon.

For most of the day, the chef eats, cooks, and works on his recipes.

I love cooking my family and my pets. Don't be a serial killer. Use serial commas.

Lists can be nouns, adjectives, verbs in the same tense, or phrases with the same construction
Conjunctions and two complete sentences (compound sentence)

- Conjunctions (and, but, or, yet, so, nor)
  - Complete sentences have subjects and verbs and can stand alone

I like ice cream. My favorite flavor is chocolate chip.

1. Use a comma if the phrase following the conjunction is a complete sentence
   I like ice cream, and my favorite flavor is chocolate chip.

2. DO NOT USE A COMMA if the phrase following the conjunction DOES NOT have a subject and a verb
   I like ice cream and other desserts.

- Ask these questions with conjunctions
  - Is there a list of three things? If yes, use the comma with “and”
    - If there are only two things, then no comma with “and”
  - Are there two complete sentences? If no, then no comma with “and.”
    If yes, use the comma with “and”

- Cannot use a comma alone to separate two complete sentences (comma splice)
  —— I like ice cream, I like other desserts.

- Cannot use a conjunction alone to separate two complete sentences
  —— I like ice cream and I like other desserts.
Introductory phrase

The subject should be the first word of the sentence. If not, set off the introductory phrase that comes before the subject with a comma. There can be more than one introductory phrase before the main sentence starts.

• Although she had ice cream for dessert, she would have preferred chocolate chip ice cream.
• However, in the meantime, she bought more ice cream for the party.
• Because chocolate chip ice cream was available, she decided to stay for dessert.
• Since 1999, she has worked in the clinic.
• While listening to music, she filled out the form.
• If the world does not come to an end, then we will celebrate Christmas in 2012.
Relative pronouns which and that (pp. 83-84)

- **Use commas with “which”**
  - Use which with non-essential information
  
The book, **which** was written last year, is on the table.

- **NO commas with “that”**
  - Use that with essential information
  - This book is the one **that** was written last year.

- **Which and that are used with things**

**Grammar Girl Says...**

If removing the words that follow would change the meaning of the sentence, use “that.” Otherwise, “which” is fine.

- Dogs that bark scare me.
- Dogs, which make great pets, can be expensive.
Relative pronoun Who

- **Use commas** with “who” if the phrase is non-essential
- **No comma** with “who” if the phrase is essential
- The boy **who fell in the hallway** went home.
- **Who or whom?**
  - **he** fell, or **him** fell
  - The bell tolls for whom?
    - The bell tolls for **he**, or the bell tolls for **him**
- **Who is for people**
- (page 83 to 84)
Use commas with the interrupter phrases

- Examples and descriptive phrases (non-essential information)
- Can be at the end or in the middle of the sentence
  - I like ice cream, such as chocolate chip.
  - I like ice cream, including chocolate chip.

- I like ice cream and other desserts
  - I like ice cream, including chocolate chip, and other desserts.
  - I like ice cream, such as chocolate chip, and other desserts.
  - There were, however, 20 people in line.

- The “ing” phrases are participial phrases (verb used as an adjective)
  - Can be at the beginning, in the middle, or at the end of a sentence
I will eat vanilla ice cream if I cannot have chocolate chip.

There was ice cream for dessert although I requested cake.

She decided to stay for dessert because there was chocolate chip ice cream.

She has worked with pediatric patients since 1999.
Prepositional and adverbial phrases

- Do not use commas with prepositional phrases or adverbs
  - I like ice cream, with apple pie.
  - I like ice cream with apple pie.
  - I like to eat ice cream, when I am visiting my hometown.
  - I like to eat ice cream when I am visiting my hometown.
- Exceptions
  - I like to eat ice cream, especially when I am home.
  - I like to eat ice cream, particularly in the evening.
  - I like chocolate chip and mint chocolate chip, respectively.
  - I like ice cream, specifically chocolate chip.

Miscellaneous

- Miscellaneous phrases without commas
  - Included but was not limited to
    - The symptoms included but were not limited to fever, chills, nausea, and vomiting.
  - xxxxxxxx compared with
    - Not compared to
      - One group was compared with another group.
  - School was closed due to the hurricane.
Commas

Serial comma

Adjectives

Coordinating conjunctions
(and, or, so, but, nor, yet)

Introductory phrase

Contrasting phrase

Introductory phrase

Nonessential information
(Fogarty, 2011, p. 113)

Phrases with which

Interjection

Direct address

Dates

Numbers

Cities and states

In APA style, there is a comma after i.e. or e.g., but they are used in parentheses

Dialog
The semicolon is a separator

Three uses for the semicolon in APA style
(p. 90)
Elements in a series (p. 90, pp 63-64)

- Use the **serial comma** when the groups do not contain commas
  
  –He gave her the sun, moon, and stars.

- Use the **semicolon** to separate the elements when **one or more elements or groups contain commas**
  
  –The color combinations included (a) red, white, and blue; (b) blue and white; and (c) purple and pink.
  
  –The color combinations included **red, white, and blue;** blue and white; and pink.
  
  –The ice cream survey had several steps, which included **recruiting participants; obtaining consents;** and **finding suitable locations, especially in high-traffic areas.**
  
  –The choices for dessert included **ice cream;** cookies, such as oatmeal or chocolate chip; or **a piece of pie.**

(page 89 and 90)

- At Pier One, if you break it, you bought it.
  
  – With elements in a series, if **one group has a comma in it**, you **bought the semicolon to separate all the groups.**
In-Text Citations and Abbreviations

• No parentheses back to back (p. 94)

  – (O’Hara & Kelly, 2010) (Rose, 2011)
  – (O’Hara & Kelly, 2010; Rose, 2011)

In this sentence, the citation is needed with the abbreviation for the United States (US; O’Hara & Kelly, 2010; Rose, 2010)

With multiple citations in the parentheses, use alphabetical order (p. 178)
Separate two complete sentences (compound sentence)

– The semicolon takes the place of the comma with a conjunction
  • I like ice cream. My favorite flavor is chocolate chip.
  • I like ice cream, and my favorite is chocolate chip.
  • I like ice cream; my favorite is chocolate chip.

• There are only two ways to separate complete sentences.

One is the semicolon; the other is a comma with a coordinating conjunction

(p. 90)
I like chocolate chip ice cream; however, I will eat vanilla ice cream if chocolate chip is not available.

- otherwise
- nevertheless
- therefore

“However” and the other examples are used as introductory phrases in the second sentence.

There were, however, 20 people in line.

- Use commas if the phrases are not complete sentences on either side
There is only one use for the colon in a sentence in APA style
Colon in a sentence (p. 90)

• The basket included apples, oranges, and peaches.
  – **DO NOT** put a colon after a verb or preposition

• Use at the end of a complete sentence.
  – A colon can be used anywhere a period can be used
  – There is only one choice for the use of the colon: at the end of a complete sentence.

• A list does not automatically require a colon.
  – Use the colon if the phrase preceding the list is a complete sentence
  – The basket included the following: apples and oranges.
  – The basket included the following: apples, oranges, and peaches.
    • “the following” are the magic words that makes a phrase a complete sentence, so you may use a colon

• Her choice was clear: She would marry the prince.
  • If the phrase after the colon is a complete sentence, capitalize the first word
Apostrophes
Apostrophes

• Only used to indicate possession
  – The student’s book (one student)
  – The students’ reports are due. (several students)
  – They went to Mary and John’s house.

• DO NOT use the apostrophe to make words plural
  – Just add “s”
  – MDs, MRIs, 1960s

• NO CONTRACTIONS ALLOWED
  – NO don’t, can’t, they’re, I’m, we’re

(page 96, 110)
Miscellaneous
Nouns and pronouns

• Nouns and pronouns must agree (page 68)

• Pronouns refer to the closest noun before it
  – Be sure the pronoun is referring to the noun you intended in the same sentence or previous sentence.
  – The pronoun cannot refer to a noun a few sentences before or beyond the closest noun.

  – Students are offered tutoring and are evaluated by faculty to be sure they do not struggle.
    • “they” is referring to the closest noun (faculty) when the author meant for “they” to refer to students, so the noun needs to be used instead of a pronoun to be clear.

• Singular nouns use singular pronouns and verbs
  – He, she, it, and one
  – His, hers, its, and one’s
  – Himself, herself, itself, oneself
  – Each, everyone, anyone, faculty, staff, population, group
Nouns and pronouns

• (page 68)

• Plural nouns use plural pronouns and verbs
  – They
  – Their
  – Them
  – Themselves

• DO NOT USE THEY, THEM, AND THEIR WITH SINGULAR NOUNS AND VERBS
  – The patient brought in their medication.
  – The patient brought in his/her medication.
  – The patients brought in their medication.
  – The mother was worried about her child.
  – The mothers were worried about their children.
  – The store closed its doors.
  – The mayors have budgets for their cities.
  – One can organize one’s assignments.
  – Each has his/her books for the class.
Person

• THE SECOND PERSON IS NEVER USED
  – NO you or yours

• CHECK WITH THE INSTRUCTOR FOR THE USE OF THE FIRST PERSON
  – I, my, we, our (page 69)
  – APA says to use first person if you collected data (like an IRB-approved study), and you are discussing the data analysis and the results.
Miscellany

- **DO NOT START A SENTENCE WITH THIS, THAT, THESE, THOSE** (page 68)

- Give your **regards** to Broadway, in all other cases, use **regard**

- Use “compared with” not “compared to”

- **Impact** is a noun and not a verb
  - As a verb, impact means to crash. The asteroid impacted the Earth.
  - Substitute words are **affect** and **influence**

- “on” is preposition that means one thing touches another
  - Substitute words are **about, of, in, and for**
  - The class was on biology. The class was **about** biology.

- **Where** is an adverb that means place or location
  - Substitute words are **in which and when**

- **Affect** is usually a verb; **effect** is usually a noun
  - The side **effects** of the medication will **affect** balance.

- **Male, female, Hispanic, autistic, and diabetic** are adjectives and need a noun to go with them
  - Male construction worker, female athlete, Hispanic culture, autistic program, diabetic medication

- **Remove proven and revealed from your scientific writing vocabulary**
  - Nothing is really proven in medicine. Revealed implies deception and mystery

Spelling

- **Internet**
- **World Wide Web**
  - Web site, webinar, webcam, Web page
- **health care**
  - Wherever you have control of the spelling, **health care** is two words
- **Critical means life threatening**
  - Substitute crucial
- **Centers for Disease Control and Prevention**
- **National Institutes of Health**
- **Nova Southeastern University or NSU**
  - Not NOVA Southeastern University
  - NOVA is part of the logo
Quality of Sources

- Ask the instructor how old the sources can be
- Ask the instructor if sources that are not peer-reviewed can be used
Quality of sources

- **Peer-reviewed source.** Found in library
  - Peer-reviewed journal articles
  - Textbooks published by a university press or textbook publisher
  - Governmental Web pages
    - CDC, WHO, CIA, UN, IOM, NIH
    - Nonpartisan, research organizations
  - Professional organizations

Check with your instructor about the quality of sources and the age of the sources that will be acceptable for the assignment.
Quality of sources

- **Reputable and/or Reliable**, but not necessarily scholarly

- **Not Considered Scholarly, Reputable, or Reliable**, but may be used at the discretion of the instructor
  - Wikipedia. The White House, The U.S. Congress (House or Senate), Democratic Party, Republican Party, Other political groups. PowerPoint presentations, Blogs from Web sites, Commercial Web sites. Partisan think tanks. Pre-Print Server of Open Access Journals

Check with Instructor
References and Citations

*Publication Manual*
Chapter 6: Formatting sources
Chapter 7: Examples
The Reference List
Reference List (p. 49, 180)

• The reference list includes all the sources used in the writing of the paper

• Alphabetical order by the first author’s last name (p. 184)
  – Zhang, Miller, Park, & Diaz
  – Do not change the order of the authors’ names from the source list

• If there is more than one source by the same author, list in chronological order (oldest to newest). No date (n.d.) comes before sources with dates

• Spell out names of organizational authors (no abbreviation)

• DO NOT
  – include the database (Ovid, PubMed, ERIC)
  – include the ISBN or PubMed ID number
  – include the number of pages (n.p).
    • DO include the range of pages (1-9)
  – include retrieval dates, except for unstable sources like wikis

• Use the hanging indent

• The reference list is double spaced

• There must be a matching in-text citation for every entry in the reference list and vice versa or it is considered plagiarism (p. 174)
MRI AND HISTOLOGICAL DIAGNOSES OF OSTEOMYELIS

References


Who can be an author of a source?

- These are the only choices for the author:
  - people
  - organizations
  - title of the source
    - Whatever is in the author’s spot in the reference list is the name used for the author for the in-text citation

- If there is no obvious person as an author, use the name of the organization responsible for the information.

- If there is no obvious person(s) or organization, use the title of the article as a last resort.
  - Reference list
  - In-text citation
    - (“Title of the Article,” 2011) see page 200, Number 9

- Names of journals and publishers cannot be authors
  - Use the title of the article from Web pages of news organizations or newspapers if there is no byline with a person’s name
    - CNN, ABC, NBC, Fox News, etc.

- Use the title of the article as the author for editorials and other sections of journals that do not identify a person as the author
Journal articles (p. 198)
Two to seven authors use , &


- Use the & for two to seven authors in the reference list
- Use the year of publication for most sources
  - See page 185 for other formats and n.d. for no date
- Notice the range of page numbers (120-124), not the number of pages (4p).
- Do not put in an article number for a page number
  - Look at the article and count the pages. If there are five pages, the range is 1-5.

- Author.
  - Last names and initials
    - No credentials (MD, PhD)
  - Name of an Organization.

- Date of publication (year).

- Title of the article.
  - Title of the article: Subtitle of article.
  - Title of the article—Subtitle of article.

- *Title of the Journal*,

- Publication information: the volume number is in italics (the issue number is in parentheses without italics), range of page numbers.

- URL or doi
  - Cannot use a password protected URL or doi
  - doi:http://dx.doi.org.ezproxylocal.library.nova.edu/10.1017/S1041610212001822
People and groups as authors


- Notice the superscript 1 with the first author’s name in the PubMed citation.
  - The 1 is not part of the author’s name. It will take to the reader to a footnote for the author’s address.
Eight or more authors use the ellipsis . . .

- No et al. in the reference list
- Use the first six names, the ellipsis, and the last author


  – Notice the spaces before, after, and in between the dots
Translate other styles to APA style

AMA Style

The semicolon separates the publishing date from the volume and issue numbers.

No abbreviations for journal titles in APA.

The colon separates the volume and issue numbers from the page numbers.

AMA does a shortcut with the page numbers.

No space between the colon with the doi. APA does not put a period at the end of the doi.

Frequent Emergency Department Visits and Hospitalizations Among Homeless People With Medicaid: Implications for Medicaid Expansion.

Wen-Chieh Lin¹, PhD, Monica Bharel², MD, MPH, Jianying Zhang¹, MD, MPH, Elizabeth O’Connell³, MS, and Robin E. Clark¹, PhD

APA only uses the last names and initials.

APA only capitalizes the first word of the title, subtitle, and any proper nouns.

Notice the punctuation and the spacing after the periods and the commas for APA style.

Translate other styles to APA style

For articles in online journals, all the articles start on page 1. Count the number of pages for the range of pages.

e12454 is an article number, not a page number

There are 8 pages, so use 1-8 for the range of pages

BMC Medical Education

Research article
Cultural diversity teaching and issues of uncertainty: the findings of a qualitative study
Nisha Dogra1, James Giordano* 2,3,4 and Nicholas France3

Address: University of Leicester Greenwood Institute of Child Health, Leicester UK. 1 Center for Clinical Bioethics, and Division of Palliative Medicine, Georgetown University Medical Center, Washington, DC 20057, USA. 2Samueli Institute, Alexandria, VA 22314, USA and 3Neonatal Intensive Care, Guy’s and St. Thomas’ Pediatric Rotation, London, UK.

Email: Nisha Dogra - nd113@leicester.ac.uk; James Giordano* - jgiordano@rcubioethics.org; Nicholas France - Nickfrance@doctors.org.uk
*Corresponding author

7 is the volume number, 8 is the issue number

There are 13 pages, so the range is 1-13.
Books (pp. 202-203)


  – Notice the order for the volume and the edition

• The title is in italics. Capitalize the first word of the title, subtitle, and any proper nouns

• For foreign cities, include the country
  – Geneva, Switzerland: Name of Publisher.
  – Berlin, Germany: Name of Publisher.

• Author.

• Date of publication (year).

• *Title of the book.*
  – Put the edition (2nd or later) in parentheses
    • *Title of the book* (6th ed.).

• Publication information.
  – Location: Name of Publisher

• URL or doi if available
  – Cannot use a password protected URL or doi
    • doi: http://dx.doi.org.ezproxylocal.library.nova.edu/10.1017/S1041610212001822

• Examples for Kindle sources are formatted in *Electronic Resources*
Articles from Web pages


- Author.
  - Notice the placement of the period
- Date of publication
  - (year, Month day).
  - No date (n.d.).
- Title of the article.
- URL (publication information)
  - No colon after “from”
  - No period at the end of the URL
- The titles of articles from Web pages are not in italics
- The copyright date of the Web site is not the publication date
Fact sheet on the World Malaria Report 2014

December 2014

Malaria is an entirely preventable and treatable mosquito-borne illness. In 2014, 97 countries and territories had ongoing malaria transmission.

An estimated 3.3 billion people are at risk of malaria, of whom 1.2 billion are at high risk. In high-risk areas, more than one malaria case occurs per 1000 population.

Disease burden in 2013

There were an estimated 198 million cases of malaria worldwide (range 124–283 million) in 2013, and an estimated 584 000 deaths (range 367 000–755 000). 90% of all malaria deaths occur in Africa.

In 2013, an estimated 437 000 African children died before their fifth birthday due to malaria. Globally, the disease caused an estimated 453 000 under-five deaths in
Copyright date is for the Web page, and it indicates the owner of the Web site. Do not use the copyright date for the date of publication. The owner of the Web site can be the organizational author.


- Notice the capitalization of the name of the report
- Notice no date of retrieval.
  - Use retrieval date for unstable sources like wikis
Sources with same author and date (p. 182)

  – (American Society for Reproductive Medicine, n.d.a)

  – (American Society for Reproductive Medicine, n.d.b)

• Put the sources in alphabetical order by title of the article
  – Source b could be used in the body of the paper before source a
    • The letters distinguish the sources in the reference list, not the order the sources were used in the writing of the paper
In-text and running-text citations
In-Text Citations (p. 177)

• Citations are the electronic breadcrumbs, which lead the reader to the reference list

• The author in the reference list is the same for the in-text citations

• Failure to have an in-text citation for every entry in the reference list is considered plagiarism

• Have a citation for statements of fact, definitions, statistics, and dates

• Even if you know something, you learned it somewhere. Find articles in which the author is saying the same thing as your idea
  – Gives you credibility
  – Shows you did the reading and know who the prominent researchers are
  – Medicine is evidence based
In-Text Citations (p. 177)

  
  - (Alinier, 2011) every time

- **Two authors** Rose, M., & Kelly, P. E. (2010).
  
  - (Rose & Kelly, 2010) every time
  
  - Notice no comma with &

  
  - (Argenziano et al., 2011) every time

- **Three to five authors**
  
  - List all the authors the first time. Use *et al.* the next time
  
  - (Tan, Park, & Miller, 2014) then (Tan et al., 2014)

- The format is (Author, year)
  
  - Use the authors’ names from the entry in the reference list
  
  - The last name of the author (no initials) used in the citation.
  
  - If there is no year of publication, use n.d. for no date

- With more than one citation in the parentheses, use alpha order (Cohen, n.d.; Rose & Miller, 2010).

- In-text citations are considered part of the sentence (Author, 2012).

- DO NOT separate the author from the year

- Notice the spelling of *et al.*
In-text citations with quoted material

• **PAGE NUMBER REQUIRED WITH QUOTED MATERIAL** (pages 170 to 172)

• For direct quotations and block quotations (p. 92), there must be a page or paragraph number with the in-text citation or *it is considered plagiarism*
  – (Patel, 2010, p. 26)
  – (Saldivar, 2012, pp. 20-21)
  – (American Society for Reproductive Medicine, n.d., para. 10)
    • For non-paginated sources, count down the number of paragraphs from the top of the article

• Use quotations sparingly
  – Better to paraphrase the information. *Still needs a citation*
    • Page numbers with paraphrased material are optional. Check with your instructor to see if page numbers are ok with paraphrased material
  – Check with your instructor for the number or amount of quotations you can use in the paper
Running-text citations (p. 175)

- Kelly (2010) reported xxxxx xxxx.
- Rice and Park (2011) evaluated xxxx .
- The ACS (n.d.) indicated xxxx xxxxxx.
- Rose et al. (2014) stated, “Xxxxx xxxxxxx xxxxx ” (p. 111).
- The ampersand (&) is only used for in-text citations (in parentheses) and the reference list
- The author and year stay together
  - Do not have the author’s name at the beginning of the sentence and the year at the end of the sentence
    - The page number can be at the end of the sentence
Organizations as authors


– American Cancer Society (ACS, 2014) xxxxxxx.
  • The abbreviation and citation are formatted together

– Xxxxxxxx (American Cancer Society [ACS], 2014).
  • next time (ACS, 2014)

• The spelled-out term must be abbreviated the first time even if it is the citation

• Once the abbreviation is explained, use abbreviation anywhere in the paper
  – See page 94 for brackets
  – Only explain the abbreviation one time (p. 107)

• See pages 170 to 172 and chart on page 177
In-text and running text chart on page 177

- Format the author’s name the **first time** with column A or C
- Format the author’s name the **next time** from column B or D
- Not like a Chinese menu
  - Once the author is listed like the format in the running text or in text (A or C), then format like B or D

<table>
<thead>
<tr>
<th>Type of citation</th>
<th>First citation</th>
<th>Subsequent citations</th>
<th>First citation in-text in (parenthesis)</th>
<th>Subsequent citations in-text in (parenthesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One work by one author</td>
<td>Walker (2007) said that happiness is a state of mind.</td>
<td>Walker (2007) claimed further that happiness is also affected by external factors.</td>
<td>Happiness is a state of mind (Walker, 2007).</td>
<td>Happiness is also affected by external factors (Walker, 2007).</td>
</tr>
<tr>
<td>One work by two authors</td>
<td>Walker and Allen (2004) said that people who are happy are those people who are satisfied in life.</td>
<td>Walker and Allen (2004) also stated that happy people are not easily carried by negative emotions.</td>
<td>People who are happy are those people who are satisfied in life (Walker &amp; Allen, 2004).</td>
<td>Happy people are also not easily carried by negative emotions (Walker &amp; Allen, 2004).</td>
</tr>
</tbody>
</table>
FYI: Citations for special situations

• More than one source with same author and date
  – Use the letters with the date (p. 178 and 182)
    • (CDC, 2015a) (CDC, 2017b)

• More than one source by the same group of authors (page 175)
  – (Jones, Diaz, Tan, & Patel, 2014) (Jones et al., 2014) → (Jones, Diaz, Tan, et al., 2014)
  – (Jones, Diaz, Tanaka, Patel, & Tan, 2014) (Jones et al., 2014) → (Jones, Diaz, Tanaka, et al., 2014)

• Two or more authors with the same last names (page 176 and 183)
    • (Miller et al., 2010)
    • (Miller et al., 2014)
  – (J. T. Miller et al., 2010) and (T. E. Miller et al., 2014)

• Jr., II, III, IV (page 174 and 182)
  – Used in the reference list, but not the in-text citation
Governmental Agencies

- List all the agencies from the cabinet level to the organization giving the information as the author in the reference list separated by commas. (no semicolons)

- Reference list

- In-text citation
  - (U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute, n.d.)
  - (U.S. Department of Health and Human Services [USDHHS], National Institutes of Health [NIH], National Heart, Lung, and Blood Institute [NHLBI], n.d.)
  - Next time (USDHHS, NIH, NHLBI, n.d.)

See page 205 for the format for reports
Make an Appointment
http://nova.campusguides.com/hpdwritingcenter/appointments
The End

Questions??
omaureen@nova.edu
323 222 6454 Pacific time
Office hours: 3p to midnight eastern