

WEEKLY WISDOM

Ready for a new year? The biggest news affecting the Lynn writing community (that's everyone, isn't it?) is that all writing assignments will now be in APA format. This should simplify life for most of us, as we do not have to switch styles from one class to another, or learn a new style for just one professor. This may be a challenge for those who have never used APA, but there are many tools available to help you, thanks to our crack team at the library.

1. As in the past, every time you retrieve a source from the Lynn Library, you have access to a citation tool that provides you with the full citation in APA or other chosen format. Look for the yellow icon under the Tools column on the right (called "Cite"). Click on it and a pulldown menu will appear. Select the desired format and cut and paste the citation. What a timesaver!
2. For a helpful slideshow tutorial on APA format, log in to the Lynn Library, Home, Quick Links, Citation Help, APA.
3. For your reference, the Lynn Library staff has prepared an updated APA style sheet which is available in the library and in the Writing Center. It is peach colored.
4. Effective this year, all 100 and 200-level Dialogue books contain a link to its citation at the end of each chapter. Happiness is having the citation at your fingertips!
5. The Lynn Library has posted two pre-formatted templates for research papers that contain all the necessary ingredients – cover page, running heads, page numbers, correct margins and font, reference list with hanging indent – which would otherwise be time-consuming to put in. (One is in Word and the other is in Pages.) All you need to do is plug in the particulars of your paper. Here's the link to the Lynn Library APA page that contains the templates and more:

<http://lynn-library.libguides.com/apa/format>
6. Finally, the Lynn Library has arranged for students to set up a Grammarly account which is a superior tool for correcting your grammar. This is a godsend, especially for second language users or anyone who finds grammar to be a challenge. To create an account, go to www.grammarly.com/edu/students and use the following access code:

c8S2wFEGZxcDq78c. Finally, a way to correct your work even if you're not sure what to correct.

So, these tools should help you with all the things that everyone needs to know about APA format and citation. In the weeks ahead, I will be cluing you in on some of the finer points. In the meantime, if you have any specific questions, please feel free to email me at edeering@lynn.edu and I will figure out the answer and address it in a future column.

WEEKLY WISDOM

Welcome to Weekly Wisdom #2. I would like to begin by clarifying a statement I made in last week's column about the use of APA format. Effective this year, APA will be the required format on all 100 and 200 level Dialogue classes, but the format for papers for other classes will be at the discretion of the instructor.

Last week I focused on tools to help you master the citation format, but the APA manual covers all aspects of academic style. This week I will provide a link to a sample completed research paper with notes, and I will also discuss the Abstract and headings used throughout the text.

I find it helpful to look at a sample of a completed research paper, so you will have an idea of what your finished product will look like. The explanatory notes posted throughout are especially helpful. Here is the link:

https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Please note that the APA style is used for submitting journal articles, master's theses and doctoral dissertations along with undergraduate research papers, so some features such as Author's Note on the cover page and the Abstract immediately following the cover page will generally not be required in a research paper. For the record, an Abstract is a brief summary of the findings of the article that appears at the beginning of a published article. It is useful for skimming to determine whether the article will be helpful for you in your research, but you normally won't have to prepare one for shorter research papers.

Next, I would like to discuss the use of headings throughout the text of an APA paper. Notice how some headings are centered, others are flush left, and still others are indented one paragraph. Notice also how the headings are in boldface type, different styles of capitalization are used, some occupy a line by themselves, and some end with a period and are followed immediately by a textual discussion. Is there rhyme or reason to this scheme? Yes, of course.

Before you begin writing your paper, you should prepare an outline of the subjects you will include, showing main sections and subdivisions within sections. Your main headings (corresponding to Roman numeral I, II, etc.) are considered Level 1. Main headings may be broken down into subdivisions, corresponding to A, B, and C, etc. This would be the second level of heading. Further breakdowns into 1, 2, and 3, etc. would be the third level.

The sample paper's headings, in standard outline form, would look like this:

**Varying Definitions of Online Communication
and Their Effects on Relationship Research**

I. Literature Review

II. Discussion

A. Limitations of These Studies

- 1. Technical Limitations**
- 2. Demographic Limitations**
- 3. Modality Limitations**

III. Conclusions and Future Study

Notice that there is an introductory section before you get to the first heading, Literature Review, but the word "Introduction" is not used – that's an APA convention. Notice also that the Roman numerals, capital letters, and numbers are not used in the paper. Here, briefly, is a style guide for the various levels of headings:

- 1. Level 1 – Centered, bold, upper/lower case style of capitalization**
- 2. Level 2 – Flush left, bold, upper/lower case style of capitalization**
- 3. Level 3 – Indented, bold, first word capitalized, followed by a period and the first sentence in the paragraph.**

So with these tips, your paper will be in perfect APA format.

WEEKLY WISDOM

This week's nugget of wisdom comes from the official APA blog site, embellished with a few comments of my own. Imagine blogging about such an endlessly fascinating manual! The blog site contains a chart explaining how you modify your citation if any of the elements of citation are missing, which happens quite often. Here are the various scenarios and their workarounds:

1. Author is missing. This happens a lot, especially if the article is a brief newspaper article or a booklet or report prepared by a government agency. Simply cite the title of the item in place of the author, followed by the date, followed by the remaining elements of the citation.
2. Date is missing. Often you can find the date by scrolling down to the bottom of the web page and looking for copyright information. If the date is expressed as a range, use the latest year shown. If the article contains a date of publication along with a revision date, go with the revision date. If no date is given, simply indicate no date by the abbreviation "n.d." in parentheses.
3. No author or date. If neither author nor date are provided, substitute the title for the author and add n.d. in parentheses.
4. No title. This is not a common occurrence, but occasionally you may encounter an untitled document. In this case, you would add a description of the document enclosed in brackets and inserted where the title would normally go, followed by the source of the document. Example: [Untitled report].
5. No author or title. Begin your citation with a bracketed description of the document, followed by date and source.
6. No date or title. Cite the author, followed by n.d. in parentheses, followed by bracketed description of document and then source.
7. Author, date, and title are missing. Instead of listing the author, provide the description of the document inside brackets, followed by n.d. in parentheses, followed by source.
8. The source of information is not available in a print source or website. Occasionally, you may communicate with an authority via phone call, e-

mail, or interview. In this case, refer to the source as a personal communication and give the exact date of communication. Example:

T. K. Lutes (personal communication, April 18, 2001)

You would include such cites in-text only, and not in the reference list, as this source cannot be retrieved.

Now, just for fun (meaning, you will not be graded on this), here is a pop quiz you can take to see how well this APA style is becoming second nature:

<http://www.proprofs.com/quiz-school/story.php?title=apa-citation-practice-quiz>

More next time!

WEEKLY WISDOM

This week I will explain how to write lists, APA style. Following these tips will make your lists consistent and easy to follow.

Lists may appear either as a vertical list of numbered items or bullet points, or a list of items incorporated into a sentence. Here are the rules for each type:

When preparing a list of items as numbered items or bullet points, keep in mind that you are forming a sentence beginning with the language leading up to the bullet points. You will insert suitable punctuation at the end of each item on the list. This could be a comma, a semi-colon, or a period, depending on the structure of bulleted items. Make sure that items on the list use parallel structure.

EXAMPLE:

A command economy is one in which the government is the chief agent in determining

- what is to be made,**
- how much is made,**
- how it is distributed,**
- how it is transformed into services the public can use, and sometimes**
- at what prices designated items can be sold.**

On the above lists, items are parallel in structure. Now, let me change a few items to break the parallel structure to show how using parallel structure improves the flow of words!

Notice that the next to last item on the list includes an “and.”

Now, let’s see the same list in numbered form. Note that each number on the list is followed by a period.

EXAMPLE (lack of parallelism):

A command economy is one in which the government is the chief agent in determining

- what is to be made,
- how much quantity factories will produce,
- the distribution of items,
- services being transformed into services the public can use, and sometimes
- selling prices at which items will be sold.

In the above example, not only is there lack of parallelism, but there are awkward phrases that need to be revised (“how much quantity” and selling prices at which items will be sold).

A command economy is one in which the government is the chief agent in determining

1. what is to be made,
2. how much is made,
3. how it is distributed,
4. how it is transformed into services the public can use, and sometimes
5. at what prices designated items can be sold.

You use these same principles when converting your sentence to a list of items contained in a textual sentence. In this instance, items are preceded by lower case letters enclosed in parentheses.

EXAMPLE:

A command economy is one in which the government is the chief agent in determining (a) what is to be made, (b) how much is made, (c) how it is distributed, (d) how it is transformed into services the public can use, and sometimes (d) at what prices designated items can be sold.

To help you structure clear, readable listed items, I have found an exercise that should make you a skilled list maker. On the list below, pick out the item that doesn't belong. Answer next week!

We mostly use the very powerful Data View Web Part (DVWP) to build our application and we will cover some great ways of manipulating list data, such as:

- Passing parameters from one web page to another via a query string
- Passing values from one web part to another
- Removing the (usually mandatory) *Title* field from list forms and views
- Using useful system variables (such as the logged in user and current date)
- Pre-loading form fields with values
- Creating a persistent session identifier to link multiple list items
- Creating custom forms and passing multiple parameters in a redirected form
- Manipulation of the HTML presentation using XSLT

Source: Notes on SharePoint. (2015). *Microsoft Corporation*. Retrieved from

<http://blogs.technet.com/b/brenclarke/archive/2009/04/14/creating-a-quiz-web-application-using-sharepoint-designer.aspx>

WEEKLY WISDOM

This week's column is All About Abstracts (not to mention Alliteration). But first, let's settle some unfinished business: the answer to last week's puzzler, reprinted here for easy reference.

On the list below, pick out the item that doesn't belong.

We mostly use the very powerful Data View Web Part (DVWP) to build our application and we will cover some great ways of manipulating list data, such as:

- Passing parameters from one web page to another via a query string
- Passing values from one web part to another
- Removing the (usually mandatory) *Title* field from list forms and views
- Using useful system variables (such as the logged in user and current date)
- Pre-loading form fields with values
- Creating a persistent session identifier to link multiple list items
- Creating custom forms and passing multiple parameters in a redirected form
- Manipulation of the HTML presentation using XSLT

Why did I pick the eighth bullet? Because instead of an “ing” verb (passing, creating, etc.), the noun “Manipulation” is used to introduce the bullet. It is a violation of parallel construction.

For those of you astute enough to download the APA template from the Lynn Library's APA page (<http://lynn-library.libguides.com/apa>), you may notice that after the cover page there is an Abstract on a separate page—but not to worry! Most undergraduate writing assignments will not require an Abstract, but graduate level assignments may. Articles being submitted for publication in an academic journal, master's theses, and doctoral dissertations will all be preceded by an abstract. When gathering sources for a research paper, examining the abstract of a peer reviewed journal article can be very helpful to determine if the article is suitable for your research.

What is an Abstract? The abstract consists of a single paragraph in block format, with no indentations, that briefly describes the paper's findings and conclusions. It is generally between 150-200 words, double-spaced, and titled “Abstract.” If your professor doesn't require an abstract, you may delete it on the template. Please note—having a template is the best of all possible forms of assistance—the headers, cover page, margins, and page numbers, are all pre-formatted. All you need to do is type in the particulars in place of the dummy words and phrases.

The following sample Abstract was taken from a Lynn library holding:

Are social movements responsible for their unfinished agendas? Feminist successes in opening the professions to women paved the way for the emergence of the upper middle-class two-career household. These households sometimes hire domestic servants to accomplish their child care work. If, as I shall argue, this practice is unjust and furthers social inequality, then it poses a moral problem for any feminist commitment to social justice.

Source: Tronto, J. C. (2002). The 'Nanny' Question in Feminism. *Hypatia*, 17(2), 34.

When you are in the research phase of a paper, you can identify articles of possible interest based on the titles of articles the search pops up. Narrow down suitable articles by skimming the abstracts and discarding the ones that do not relate clearly to your topic.

I will close with a pop quiz:

The following is not true about the Abstract:

- a. It is written by the author of the research paper.**
- b. It is double-spaced and set off in quotation marks.**
- c. It is very brief – about 150-200 words.**
- d. It summarizes the main points of the article.**

Answer next week!

WEEKLY WISDOM

For those of you who took last week's pop quiz, here is the answer:

The following is not true about the Abstract:

- a. It is written by the author of the research paper.
- b. It is double-spaced and set off in quotation marks.**
- c. It is very brief – about 150-200 words.
- d. It summarizes the main points of the article.

The Abstract is double-spaced, but it is not set off by quotation marks. Tricky, picky!

This week's column is how to format a table in APA style when you are reproducing or adapting a table from a source. The APA Manual has some very specific rules about that.

If you choose this option, you must first obtain the permission of the copyright holder. Then, you must include a note at the bottom of the table acknowledging the original author and copyright holder. The note would contain the following information, depending on whether the source is a journal article or a book:

Journal From [or The data in column 1 are from] "Title of Article," by A. N. Author and C. O. Author, year, lit/a of *Journal*, *Volume*, p. xx. Copyright [year] by the Name of Copyright Holder. Reprinted [or adapted] with permission. Book From [or The data in column 1 are from] lit/a of Book (p. xxx), by A. N. Author and C. O. Author, year, Place of Publication: Publisher. Copyright [year] by the Name of Copyright Holder. Reprinted [or adapted] with permission.

The acknowledgment would be introduced by the word “*Note*” (in italics), followed by a colon, the citation in the format shown above, and acknowledgment of permissions obtained, as in the following sample:

Note: Adapted from "Are Body Dissatisfaction, Eating Disturbance, and Body Mass Index Predictors of Suicidal Behavior in Adolescents? A Longitudinal Study," by S. Crow, M. E. Eisenberg, M. Stow, and D. Neumark-Sztainer, 2008, *Journal of Consulting and Clinical Psychology*, 76, p. 890. Copyright 2008 by the American Psychological Association.

Next week: how to format a table if you are displaying the results of your original research.

WEEKLY WISDOM

This week's column contains everything you want to know (and more) about formatting tables in your document.

Tables are helpful because they enable you to see a lot of information at a glance and can easily see relationships and trends among data. You don't want to overwhelm your document with too much information, however, so be selective about how many tables you include in your document, and also be selective about which data you include in your table. Each table should be numbered in sequence using Arabic numbers – Table 1, Table 2, etc. In text, refer to the table by number and insert the table on the same page that it is first referred to. Give each table a clear, descriptive title, neither too brief nor too wordy. If appropriate, include acronyms in parentheses within the title.

EXAMPLE: Hit and False Alarm (FA) Properties in Experiment 2

The data in your table will be organized into columns with descriptive headings, and a "stub" column at the far left that describes each entry. Typically, a table will contain a combination of words and numbers. Within each table and throughout tables in your article, be consistent in your terminology, and use parallel construction for headings and descriptive items within a column. For example, in describing disorders, list the name of the disorder instead of alternating the name of a disorder with symptoms: Obesity, Depression, and Alcoholism; not Overweight, Depression, and Drinks Excessively.

Sample Table Layout:

Table 1 below displays a typical table. The first line provides the table and number. The following line gives the title of the table. The data in the table is organized into evenly spaced columns. Below the bottom horizontal line are table notes used to help understand and interpret the data in the table, which will be discussed next.

Table 1

Wood the Woodchucks Chucked in Experiment 1

Woodchuck	Wood chucked (in kg)	%
1	423.9	94.2
2	373.0	82.9
4	347.0	77.1
6	411.3	91.4

Note. Each virtual woodchuck received a 450-kg woodpile. Woodchucks 3 and 5 were removed from the analysis because they would not chuck wood.

Table notes:

There are three kinds of notes that could be given at the bottom of a table:

General notes, for explanations that apply to the table as a whole.

Acknowledgment of sources are of this type; a **Specific note**, that applies only to a column, row or cell within a table; and **Probability notes**, in which asterisks or

other symbols are used to indicate probability values or ranges of values.

Following are samples of all three types of notes.

Note. Adapted from "Mixed Messages; Implications of Social Conflict and Social Support Within close Relationships for Adjustment to a Stressful Life Event," by B. Major, J. M. Zubek, M. L. C. Cozzarelli, and C. Richards, 1997, *Journal of Personality and Social Psychology* 72, p. 1359. Copyright 1997 by the American Psychological Association.

aControl variables included age, race, education, marital status, religion, abortion history, depression history, and prior mental health counseling.

* $p < .10$. $.05$. *** $p < .001$.

If your table is properly set up, it will add significantly to your paper.

WEEKLY WISDOM

By way of reviewing the last two columns on how to format a table in APA style, this week's column contains a helpful checklist of items to include in your table to ensure that you have presented your data effectively and have complied with the rules of APA formatting.

1. ☐ If you are reproducing a table from a source, you have obtained the permission of the copyright holder and acknowledged that you have done so in a note at the bottom of the table.
2. ☐ The acknowledgment is introduced by the word "*Note*" (in Italics), followed by a colon.
3. ☐ Does the table add to the reader's understanding of the research topic, or is it more useful as a supplemental resource to be included in an Appendix?

The following items apply if you are displaying the results of your own research:

4. ☐ Consider whether the table is really necessary, that is, does it add to the reader's understanding of the research topic?
5. ☐ Are the tables numbered in sequence using Arabic numerals (1, 2, 3, etc.)?
6. ☐ Is your table headed by two lines placed to the left: the table number (in regular type) and a brief but explanatory title (in Italics)?
7. ☐ Is the entire table double spaced?
8. ☐ Are the tables in the paper presented in a consistent format?
9. ☐ Are items within a table referred to consistently and in parallel for

10. ☐ Does every column have a column heading?
11. ☐ Are your table notes presented in the following order: general note, specific note, probability note?
12. ☐ Have you eliminated vertical line in your table?
13. ☐ Is the table referred to on the same page of the paper that it appears?

Now for a quiz. Based on the above checklist, what is wrong with this table?

TABLE I
Error rates of older and younger groups

Level of Difficulty	<u>Mean error rate</u>		<u>Standard Deviation</u>		<u>Size of Sample</u>	
	Younger	Older	Younger	Older	Younger	Older
Low	.05	.14	.08	.15	12	18
Moderate	.05	.17	.07	.15	15	12
High	.11	.26	.10	.21	16	14

Answers next week!

WEEKLY WISDOM

Here are the answers to last week's Open Book (Open Table?) quiz. I will reproduce the table and the checklist, followed by the answers.

TABLE I
Error rates of older and younger groups

Level of Difficulty	<u>Mean error rate</u>		<u>Standard Deviation</u>		<u>Size of Sample</u>	
	Younger	Older	Younger	Older	Younger	Older
Low	.05	.14	.08	.15	12	18
Moderate	.05	.17	.07	.15	15	12
High	.11	.26	.10	.21	16	14

1. ☐ If you are reproducing a table from a source, you have obtained the permission of the copyright holder and acknowledged that you have done so in a note at the bottom of the table.

COMMENT: Not applicable

2. ☐ The acknowledgment is introduced by the word "*Note*" (in Italics), followed by a colon.

COMMENT: Not applicable.

3. ☐ Does the table add to the reader's understanding of the research topic, or is it more useful as a supplemental resource to be included in an Appendix?

COMMENT: Not enough information to judge. Most of the time the table is helpful, because it enables the reader to view data at a glance and note relationships among them.

The following items apply if you are displaying the results of your own research:

4. ☐ Consider whether the table is really necessary, that is, does it add to the reader's understanding of the research topic?

COMMENT: See Comment to #3 above. Don't feel you have to include a table for the sake of appearing to be scholarly.

5. ☐ Are the tables numbered in sequence using Arabic numerals (1, 2, 3, etc.)?

COMMENT: Change Roman numeral I to Arabic 1. Please note, although not included on the checklist, the word "Table" is in caps/lower case, not all caps as shown in the sample.

6. ☐ Is your table headed by two lines placed to the left: the table number (in regular type) and a brief but explanatory title (in Italics)?

COMMENT: The two lines are centered. They need to be placed flush left. The table and number need to be in regular type, not Italics. The main words in the table title should be capitalized.

7. ☐ Is the entire table double spaced?

COMMENT: The table needs to be double spaced.

8. ☐ Are the tables in the paper presented in a consistent format?

COMMENT: Not applicable. We do not have a second table to compare it with.

9. ☐ Are items within a table referred to consistently and in parallel form?

COMMENT: The items are referred to consistently and in parallel form, but the words of the heading "mean error rate" need to be capitalized.

10. ☐ Does every column have a column heading?

COMMENT: Yes, but as noted above, the heading for Column 1 needs to be capitalized.

11. ☐ Are your table notes presented in the following order: general note, specific note, probability note?

COMMENT: Not applicable.

12. ☐ Have you eliminated vertical lines in your table?

COMMENT: Yes.

13. ☐ Is the table referred to on the same page of the paper that it appears?

COMMENT: Not applicable.

Applying the checklist, the revised table appears as follows:

Table 1

Error Rates of Older and Younger Groups

Level of Difficulty	<u>Mean Error rate</u>		<u>Standard Deviation</u>		<u>Size of Sample</u>	
	Younger	Older	Younger	Older	Younger	Older
Low	.05	.14	.08	.15	12	18
Moderate	.05	.17	.07	.15	15	12
High	.11	.26	.10	.21	16	14

WEEKLY WISDOM

Now that you know everything you need to know about tables, let's turn to a related topic—figures. Figures are discussed extensively in the APA manual.

In contrast to tables, which arrange data in columns, figures present information graphically. Some of the more commonly encountered types of figures are

- Graphs, which presents information in the form of a diagram, dots in a grid, points along an axis, bars, data pie chart, or other illustration,
- Charts, which illustrate processes or sequences, such as flow charts, Venn diagrams, etc.
- Maps, which represent information spatially,
- Drawings, that show information pictorially, and
- Photographs, that reproduces information visually.

Regardless of the type of figure, there are certain considerations that must be taken into account before deciding whether to include it in your paper:

- Is the information in the figure of value to the paper?
- Is a figure the most effective way to present the information?
- Can the figure convey the information without distracting detail?

The APA Manual recommends evaluating figures on the basis of simplicity, clarity, and continuity. A good figure enhances rather than duplicates the text, conveys only essential information, omits distracting details, its components are large enough to read with ease, and are easy to understand. Moreover, the purpose of the figure is readily apparent, its lines are smooth and sharp, its typeface legible, it is well proportioned, and clearly labeled and explained.

WEEKLY WISDOM

It's that time of year – time for an end-of-semester review. For this session, I will extract a nugget of wisdom from each of this year's columns on the APA.

1. (Column 1). The Lynn Library has compiled an entire page of helpful APA materials, including a template for APA papers, with cover page, headers, page number, margins, and fonts all pre-formatted. The page also has citations to the Dialogue iBooks, chapter by chapter. Here's the link:

<http://lynn-library.libguides.com/apa/format>

2. (Column 2). Here, briefly, is a style guide for the first three levels of headings in an APA paper:

1. Level 1 – Centered, bold, upper/lower case style of capitalization
2. Level 2 – Flush left, bold, upper/lower case style of capitalization
3. Level 3 – Indented, bold, first word capitalized, followed by a period and the first sentence in the paragraph.

3. (Column 3). APA style does not use the word “Introduction” to head the opening paragraph of your paper; this paragraph will not have a heading. Your paper will begin with the title of your paper in regular (not bold) type, and your first heading (whatever it is) will follow the conclusion of your introductory paragraph.

4. (Column 4). If neither author nor date of a source are provided, substitute the title for the author and add n.d. in parentheses indicating “no date.”

5. (Column 5). When preparing a list of items as numbered items or bullet points, keep in mind that you are forming a sentence beginning with the language introducing the bullet points. You will insert suitable punctuation at the end of each item on the list. This could be a comma, a semi-colon, or a period, depending on the structure of bulleted items. Whichever you choose, be consistent.

6. (Column 6). An Abstract consists of a single paragraph in block format, with no indentations, that briefly describes the paper's findings and conclusions. It is generally between 150-200 words, double-spaced, and titled “Abstract.” Most

undergraduate research papers do not require an Abstract, but doctoral dissertations and academic journal articles do.

7. (Column 7). If you choose to reproduce or modify a table prepared by someone else and include it in your published paper, you must first obtain the permission of the copyright holder. Then, you must include a note at the bottom of the table identifying the original author and copyright holder.

8. (Column 8). Each table in your paper should be numbered in sequence using Arabic numbers – Table 1, Table 2, etc. In text, refer to the table by number and insert the table on the same page that it is first referred to.

9. (Column 9). Each table will be numbered and given a suitable title, brief but explanatory. The table will be headed by two lines placed to the left: the table number (in regular type) and the title (in *Italics*).

10. (Column 10). The information in a table is double spaced.

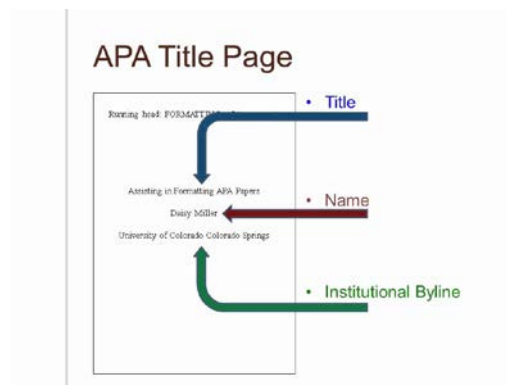
11. (Column 11). In contrast to tables, which arrange data in columns, figures present information graphically. Some of the more commonly encountered types of figures are graphs, charts, maps, drawings, and photographs.

12. (Column 12). The above only begins to tackle the surface of the APA Manual. Here is a link to your own free e-version:

[http://www.hse.ru/data/2013/12/06/1336424472/APA%20Manual%206th%20Edition%20\(1\).pdf](http://www.hse.ru/data/2013/12/06/1336424472/APA%20Manual%206th%20Edition%20(1).pdf)

12 Days of an APA Christmas

On the 12th day of Christmas, my Tutor sent to me:



- 12 In-Text Citations
- 11 Paper Templates
- 10 Hanging Indents
- 9 Databases
- 8 Title Pages
- 7 Boldface Headings

No Introduction

- 5 Running Heads
- 4 Block Quotes
- 3 Abstracts
- 2 Photographs

A Cite to a Dictionary