

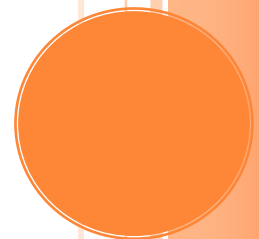
# DR. GREEN'S WRITING GUIDE

*Instructor-Developed Resource & Reference*

This guide is intended for use by Dr. Green's students. Dr. Green's Writing Guide will help students improve their academic writing skills.

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# 1 INTRODUCTION

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I wrote this guide for University of the People (UoPeople) graduate-level students enrolled in the courses I teach. My intentions for this guide include:

- Assisting graduate-level students in writing at the graduate-level
- Helping students avoid plagiarism using APA 7<sup>th</sup>
- Providing students with the 'most essential' elements of APA
- Providing important APA 7<sup>th</sup> and grammar rules that students are expected to incorporate into the papers they write

Graduate school is highly rigorous. The requirements for this course are challenging. Our learning model relies heavily on reading and writing. In addition to writing 21 papers in eight weeks, students are required to read hundreds of pages of content from a multitude of assigned articles and books. You will be asked to synthesize information and demonstrate your knowledge using the written word. You will not be asked to stand in front of a classroom and give a speech. You will not have the opportunity to demonstrate your knowledge by completing tests. You will have but one way to demonstrate your growing prowess as graduate students and that is by using the written word.

If you hate writing papers, UoPeople may not be the best choice for you. Again, in this course, you will write 21 papers in eight weeks. That is a lot of research, writing, and editing. What's more, you must present the written word in a specific way using a specific format. You are required to write graduate-level papers that are free of grammar and spelling errors. You are required to cite sources and identify those sources using APA 7<sup>th</sup> standards. You are required to use and demonstrate critical thinking in your research and writing. I wrote this guide to help my students achieve success by lifting the veil on what too often seems elusive or confusing to them, especially those students who find writing to be an onerous task.

Several factors will have contributed to your success in this course. Those success factors include:

- Learning APA 7<sup>th</sup>;
- Learning English composition standards regardless of whether English is your first or second language;
- Editing before submitting papers;
- Managing time so that you do not leave writing to the last minute;
- Recognizing that everything we do cannot be a top priority; we have to balance and manage family, career, education/assignments, and personal;
- Recognize that during the educational process, we need to rely on supportive others (identify them early and allow yourself to be supported);
- Finding a quiet space to study and write undisturbed and uninterrupted;
- Recognizing that pursuing a degree is a second job;
- Completing every assignment on time; and, perhaps most importantly,
- Learning to be a critical thinker.

I do not expect every student to know APA 7<sup>th</sup> the first week. I do not expect every student to demonstrate critical thinking skills during the first week. **I do expect to see progress and growth by Week Two.** Students who do not incorporate the contents, standards, and principles described in this guide, or who do not incorporate feedback into their assignments,

are not demonstrating growth and development and will likely not fare well in this course. Those students who learn APA and develop their critical thinking skills, which they incorporate into their research and writing, will likely do quite well in this course and the MBA program.

### 1.1 ABOUT THIS GUIDE

I recommend that you read this guide thoroughly and apply what you learn to everything you write in my course. In fact, this guide will serve you well in other courses and in your place of work. Having a degree will mean little if you cannot write correctly. If you want to set yourself apart from the competition in the workspace, dedicate yourself to the pursuit of writing excellence. You will be amazed by the dividends of writing excellence. Even if someone does not want to excel in writing and lacks the motivation to learn the requisite rules, they are not excused from using correct grammar, spelling, and APA standards. Even if you do not choose to pursue writing excellence, you will be held to the minimum standards presented in this guide.

Please do not underestimate the emphases I place on every student's correct use of APA 7<sup>th</sup>. You should make learning APA a high priority. This is not a writing course, but you are expected to produce papers that, in addition to quality graduate-level content, are correct in terms of spelling, grammar, and APA.

In this guide, I present information that will help you become a successful writer and student. I encourage you to study this document and use it throughout this course. You will be surprised at how much easier your academic career will be once you have learned the principles, standards, and rules, which I am providing to you in this guide.

## 2 CRITICAL THINKING

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If you are seeking success in your college work and in your place of work, I advise you to develop your critical thinking skills. You will likely advance further (and faster) than persons who do not have, or use, critical thinking skills. Please demonstrate (provide) evidence of critical thinking in your papers. Similarly, please provide evidence of critical thinking in your feedback to one another in the Discussion Forum and in your peer feedback in Written Assignments. These are areas of our course where you can hone your critical thinking skills. Please note that the rubric for the Portfolio assignments has an aspect focused on your use of critical thinking. It behooves all students to understand and develop their critical thinking skills.

**When I grade your papers, I will be looking for evidence that you used critical thinking. If you do not understand critical thinking, now is the time to learn about it and begin using it. Read the rubric I used to grade your Portfolio assignments. There are multiple sections focused on critical thinking.**

### 2.1 WHAT IS CRITICAL THINKING?

Before explicating critical thinking, let me first say that you probably already use critical thinking. Have you ever purchased a car? If so, you probably identified the type of car you were interested in purchasing. You determined if you had sufficient funds, or credit, to make the purchase. You examined your budget to determine if purchasing a particular car would still allow you to purchase shoes for the children and food for the table. After you determined the budget constraints of an auto purchase, you may have thought about the various options and colors available to you. Again, you may have had to revisit your budget. Most of us do online research and look for vehicle reviews. You needed to determine if the reviews were factual, or were they advertisements paid for by the automobile manufacturer, and thus quite biased. More than likely, you had to test drive the car to make sure it felt like the right car for you. You completed various applications, either for a loan or for a release of the requisite funding from some account you maintain. If you are socially conscious, you may have considered the statement your car choice will likely make in the community. Is it a gas guzzler? Does it pollute? Was the car manufactured by an ethical company? Once you had everything in order, you purchased the vehicle. You may have gone through this process, or parts of this process, multiple times before making your final purchase. If you have ever performed these steps, you have exercised critical thinking. Allow me to use another example.

Critical thinking is analytical thinking!

Critical thinking is not just an academic exercise. Critical thinking is a "critically important" life skill! It is an advanced skill that we bring to our work and to nearly every aspect of our life. Critical thinking is a developed skill. A critical thinker asks many questions and seeks to find answers that are supported by facts. Critical thinkers look beyond "face value" and ask difficult and probing questions. Critical thinkers are always questioning; they are always challenging what they observe. Critical thinkers recognize that there are multiple truths and multiple realities.

Students will be assessed on their ability to think, write, and speak critically. Because this is required of you, it is vitally important that you know and understand what critical thinking is and how you are expected to apply it. I have found little in the way of useful materials or guidance in UoPeople materials. Page 81 of the Graduate Course Guide merely states that you are expected to use critical thinking skills in your Portfolio assignments. I expect you to use critical thinking skills in everything you do in this course. It is just that important!

"In its most basic expression, critical thinking occurs when students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument,

solve a problem, or reach a conclusion ("Critical thinking," 2013, para. 1). As a graduate-level MBA student, you need to demonstrate the following critical thinking behaviors in your work (e.g., Discussion Forum; Written Assignments; and Portfolio Assignments):

- Developing well-reasoned, persuasive arguments and evaluating and responding to counterarguments;
- Examining concepts or situations from multiple perspectives, including different cultural perspectives;
- Questioning evidence and assumptions to reach novel conclusions;
- Devising imaginative ways to solve problems, especially unfamiliar or complex problems;
- Formulating and articulating thoughtful, penetrating questions; and
- Identifying themes or patterns and making abstract connections across subjects ("Critical thinking," 2013, para. 2).

**I have placed the following books in Announcements and highly recommend that my students read them:**

Elder, L., & Paul, R. (2015). *The thinker's guide to the human mind: Thinking, feeling, wanting, and the problem of irrationality* (4th ed.). The Foundation for Critical Thinking.

Elder, L., & Paul, R. (2016). *The thinker's guide to analytical thinking: How to take thinking apart and what to look for when you do* (2nd ed.). The Foundation for Critical Thinking.

Paul, R., & Elder, L. (2013). *How to write a paragraph: The art of substantive writing* (1st ed.). The Foundation for Critical Thinking.

Paul, R., & Elder, L. (2014). *The thinker's guide for students on how to study & learn a discipline* (2nd ed.). The Foundation for Critical Thinking.



## 3 UNDERSTANDING PLAGIARISM

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### 3.1 PLAGIARISM: INTENTIONAL AND UNINTENTIONAL

Plagiarism is perhaps the most egregious act a writer can perform. Plagiarism can be intentional or unintentional.

Although students are typically not prosecuted for plagiarism, if an individual seeks to profit by claiming someone else's work as his/her own, the plagiarist can face heavy fines and/or jail time. Those situations are handled in courts. In universities, it is rare that students would face prosecution. Typically, a first violation results in the student being counseled by the instructor and/or a Code of Academic Integrity violation report filed with the university along with an F for the assignment. A second violation can result in the student receiving an F for the course. A third violation can result in the student being expelled from the university. Plagiarism is just that serious! I have a professional and ethical responsibility to report all instances of plagiarism to the university, regardless of whether the act is intentional or unintentional.

What is plagiarism, and is it always intentional? If a student claims to have authored a paper that she knows was written by someone else, she is guilty of intentional plagiarism. George purchased a paper from an online cheating site and submitted it as his own paper. George is a plagiarist. Colleen's asks her sister to write the introduction to her paper. Colleen submits the paper without identifying her sister as a co-author. Colleen is a plagiarist. Samuel wrote a paper but used in-text citations and references that he made-up. Samuel is a plagiarist. Hiram paraphrased several sentences from a journal article but chose not to cite his sources. Hiram is a plagiarist. Intentional plagiarism is deliberate. It is blatant cheating. Let us call it First Degree Plagiarism.

Plagiarism is not always intentional. Unintentional plagiarism (let us call it Second Degree Plagiarism), although it is very serious, occurs when a student does not use APA correctly. Janice wrote a paper in which she used an in-text citation at the beginning of a paragraph. She then used material from her source that extended to three paragraphs in length. Although she did not intend to plagiarize, her ignorance of APA caused her to be a plagiarist. Jim wrote a paper and did not use any in-text citations, but had developed a reference section that included all the sources he used to write his paper. Although Jim did not intend to plagiarize, his ignorance of APA caused him to be a plagiarist. Karen failed to cite a source that she used for information that is not common knowledge. She learned it in a previous class and felt that because she "learned it and knew it," she did not have to cite it. Karen is a plagiarist.

Regardless if plagiarism is intentional or unintentional, the consequences are the same. Ignorance of APA is not an excuse. Plagiarism is plagiarism is plagiarism! A first offense, whether intentional or unintentional, will most likely result in counseling and an F on the assignment. A second offense, whether intentional or unintentional, will likely result in an F for the course. A third offense, whether intentional or unintentional, will likely result in expulsion from the university.

### 3.2 UNDERSTANDING "COMMON KNOWLEDGE"

It is important to understand what common knowledge is. Common knowledge refers to text, ideas, and information that an average reader, with average education, would accept without looking it up. The Olympics occur every four years. Clouds can produce rain or snow. Rome is

the capital of Italy. These are facts that the average person knows. One would not be required to cite these data.

If you are unsure whether or not a statement counts as common knowledge, McCombs (2019) suggests asking yourself these questions.

1. Could my reader dispute this statement?  
If your reader (including your instructor) might be surprised by your statement, question its accuracy, or contest it with other data, it is not common knowledge and you should provide a citation. If it is a foundational fact that everyone in the field agrees on, it is probably common knowledge.
2. Can my reader (including your instructor) easily verify this statement across multiple sources?  
If you Google it, can you easily find more than five scholarly sources that give the same information? If yes, it is probably common knowledge. If some of the search results contradict each other or you have to dig further to find the facts, you should provide a citation.

McCombs (2019) goes on to discuss citing common knowledge stating:

Common knowledge does not need to be cited in your paper. However, to avoid plagiarism, you should be absolutely certain [emphasis added] a piece of information is considered common knowledge before you omit the reference.

Remember that in an academic paper, you are unlikely to include very much information that is considered common knowledge, as the nature of research involves exploring complex concepts.

It can be tempting to cite every sentence to be safe, but in some cases over-citation can weaken your academic writing. If in doubt, you should consult your [instructor].

Make sure you avoid all types of plagiarism by always using your own words and citing whenever you use someone else's research, ideas or arguments.

## 4 APA: REFERENCES AND IN-TEXT CITATIONS

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Every writing style, of which I am aware, requires writers to create references. References identify information about the sources used in a document. In the previous section, I provided examples of references using APA, MLA, and Turabian styles. In addition to references, APA requires writers to use in-text citations in the body of their document. Writers place their references at (or near) the end of their document; in-text citations are used throughout the body of the document. Keep the following rule in mind: Every reference has one or more in-text citations. Every in-text citation has a reference. You cannot have one without the other.

### 4.1 WHAT IS APA? WHY USE IT?

APA, an acronym for American Psychological Association, is a scholarly writing standard, or style. There are hundreds of writing styles, of which APA is but one. UoPeople uses APA 7<sup>th</sup> (the seventh version of APA).

APA is not intuitive. For example, most of us were taught to capitalize titles of books and articles. APA turns this teaching on its head. Titles of books and articles use sentence case, such as what I am using to write this document. Much of APA must be learned by memorizing the rules and using the style by writing as often as possible. There are tools that help, which I will discuss in a later section.

The proper use of APA has several advantages at UoPeople, including:

- Higher grades (grades will be reduced for APA errors)
- All written work is standardized making writing, reading, and grading easier than everyone "doing their own thing"
- Develops academic discipline and aligns users of APA with all other users of APA across the globe

## 4.2 REFERENCE TYPES

Categories or types of references include (most commonly used are in bold):

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| 1. Aggregated Database             | 29. Grant                         |
| 2. Ancient Text                    | 30. Hearing                       |
| 3. Artwork                         | <b>31. Interview</b>              |
| 4. Audiovisual Material            | <b>32. Journal Article</b>        |
| 5. Bill                            | 33. Legal Rule or Regulation      |
| 6. Blog                            | <b>34. Magazine Article</b>       |
| <b>7. Book</b>                     | 35. Manuscript                    |
| <b>8. Book Section</b>             | 36. Map                           |
| 9. Case                            | 37. Multimedia Application        |
| 10. Catalog                        | 38. Music                         |
| <b>11. Chart or Table</b>          | <b>39. Newspaper Article</b>      |
| 12. Classical Work                 | 40. Online Database               |
| 13. Computer Program               | 41. Online Multimedia             |
| <b>14. Conference Paper</b>        | <b>42. Pamphlet</b>               |
| 15. Conference Proceedings         | 43. Patent                        |
| 16. Dataset                        | <b>44. Personal Communication</b> |
| 17. Dictionary                     | 45. Podcast                       |
| <b>18. Discussion Forum</b>        | <b>46. Press Release</b>          |
| <b>19. Edited Book</b>             | <b>47. Report</b>                 |
| <b>20. Electronic Article</b>      | 48. Serial                        |
| <b>21. Electronic Book</b>         | <b>49. Social Media</b>           |
| <b>22. Electronic Book Section</b> | 50. Standard                      |
| <b>23. Encyclopedia</b>            | 51. Statute                       |
| 24. Equation                       | <b>52. Television Episode</b>     |
| 25. Figure                         | <b>53. Thesis</b>                 |
| <b>26. Film or Broadcast</b>       | <b>54. Unpublished Work</b>       |
| 27. Generic                        | <b>55. Web Page</b>               |
| 28. Government Document            |                                   |

Many of these reference types require similar information; however, some of these reference types require unique information. I will explore the information needed for the most common reference types in a later section of this document.

You can find the required fields for additional reference types at Purdue's Online Writing Lab (OWL): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

### 4.3 CREATING REFERENCES

References have many components. The components we use depends on the type of reference we are using (see section 4.2). Some of the components include author, year, titles, publisher, volume, edition,

The components of your references must be assembled in a particular order. Some reference types require the use of a particular format such as italics. Pay attention to these reference 'features' as well as punctuation and spacing. Of course, be sure that your titles are written using sentence case. These elements are important, and you will lose points on every paper in which you do not get these details right.

In this section, I provide you with the format of each type of reference you are likely to use in your work. In addition to the format, I provide you with an example of a reference for that particular type of reference. You should compare your references against these examples.

**IMPORTANT: When you type book and article titles, use sentence case. Pay attention to the capitalization in the examples below. For example, this is incorrect:**

**Boudreau, T. (2003). Intergroup Conflict Reduction Through Identity Affirmation: Overcoming the Image of the Ethnic or Enemy "Other". *Peace and Conflict Studies*, 10(1), 87-107.**

**This is incorrect because the words in the title are capitalized. The following is correct:**

**Boudreau, T. (2003). Intergroup conflict reduction through identity affirmation: Overcoming the image of the ethnic or enemy "Other". *Peace and Conflict Studies*, 10(1), 87-107.**

**Also, notice that the FIRST WORD AFTER THE COLON IS CAPITALIZED.**

<b>4.3.1 Book With One Author</b>	<p><b>Format:</b> Last, F. M. (YYYY). Type the title here: Use sentence case. Publisher.</p> <p><b>Example:</b> Allport, G. W. (1979). <i>The nature of prejudice</i>. Basic Books.</p>
<b>4.3.2 Book With Two Authors:</b>	<p><b>Format:</b> Last, F. M. &amp; Last, F. M. (YYYY). Type the title here: Use sentence case. Publisher.</p> <p><b>Example:</b> Andersen, M. L., &amp; Collins, P. Y. (2009). <i>Race, class, and gender: An anthology</i>. Wadsworth.</p>
<b>4.3.3 Book With Two Authors And An Edition Number:</b>	<p><b>Format:</b> Last, F. M. &amp; Last, F. M. (YYYY). Type the title here: Use sentence case (#th ed.). Publisher.</p> <p><b>Example:</b> Andersen, M. L., &amp; Collins, P. Y. (2009). <i>Race, class, and gender: An anthology</i> (7th ed.). Wadsworth.</p>
<b>4.3.4 Book with up to 20 Authors:</b>	<p><b>Format:</b> Last, F. M., Last, F. M., Last, F. M., Last, F. M. (YYYY). Type the title here: Use sentence case. Publisher.</p> <p><b>Example:</b> Miller, T. C., Brown, M. J., Wilson, G. L., Evans, B. B., Kelly, R. S., Turner, S. T., Lewis, F., Lee, L. H., Cox, G., Harris, H. L., Martin, P., Gonzalez, W. L., Hughes, W., Carter, D., Campbell, C., Baker, A. B., Flores, T., Gray, W. E., Green, G., Nelson, T. P. (2018). This book has many authors: List them all. Funday Press.</p>
<b>4.3.5 Book Section</b>	<p>Altman, I., &amp; Rogoff, B. (1991). World views in psychology: Trait, interactional, organismic, and transactional. In D. Stokols &amp; I. Altman (Eds.), <i>Handbook of Environmental Psychology</i> (Vol. 1, pp. 7-40). Krieger Publishing Company.</p> <p>Archer, D. (1985). Social deviance. In G. Lindzey &amp; E. Aronson (Eds.), <i>Handbook of social psychology</i> (pp. 743-804). Random House.</p> <p>Biernat, M., Vescio, T. K., Theno, S. A., &amp; Crandall, C. S. (1996). Values and prejudice: Toward understanding the impact of American values on outgroup attitudes. In C. Seligman, J. Olson, &amp; M. Zanna (Eds.), <i>The Ontario Symposium: Vol. 8. The psychology of values</i> (pp. 153-190). Erlbaum.</p> <p>Dion, K. L. (1986). Responses to perceived discrimination and relative deprivation. In J. M. Olson, C. P. Herman, &amp; M. P. Zanna (Eds.), <i>Relative deprivation and social comparison: The Ontario Symposium</i> (Vol. 4, pp. 159-179). Erlbaum.</p> <p>Dixon, R. A., &amp; Lerner, R. M. (1999). History and systems in developmental psychology. In M. H. Bornstein &amp; M. E. Lamb (Eds.), <i>Developmental psychology: An advanced textbook</i> (Fourth ed.). Lawrence Erlbaum Associates.</p>
<b>4.3.6 Edited Book</b>	<p>Alcoff, L., &amp; Potter, E. (Eds.). (1993). <i>Feminist epistemologies</i>. Routledge.</p> <p>Benner, P. E. (Ed.) (1994). <i>Interpretive phenomenology</i>. Sage Publications.</p> <p>Calhoun, C., Gerteis, J., Moody, J., Pfaff, S., &amp; Virk, I. (Eds.). (2002). <i>Contemporary sociological theory</i>. Blackwell Publishing.</p> <p>Capra, F., Juarrero, A., Sotolongo, P. L., &amp; Van Uden, J. (Eds.). (2007). <i>Reframing complexity: Perspectives from the north and south</i> (Vol. 1). ISCE Publishing.</p> <p>Holman, P., Devane, T., &amp; Cady, S. (Eds.). (2007). <i>The change handbook: The definitive resource on today's best methods for engaging whole systems</i> (2nd ed.). Berrett-Koehler Publishers.</p> <p>Maruyama, M. (Ed.) (1992). <i>Context and complexity: Cultivating contextual understanding</i>. Springer-Verlag.</p>
<b>4.3.7 Journal With One Author:</b>	<p><b>Format:</b> Last, F. M. (YYYY), Type the title here: Use sentence case. Journal Title Capitalized, Volume #(Issue #), page #-page #.</p> <p><b>Example:</b> Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. <i>Academy of Management Review</i>, 14(4), 496-516.</p>

<b>4.3.8 Journal With Two Authors:</b>	<b>Format:</b> Last, F. M. & Last, F. M. (YYYY), Type the title here: Use sentence case. Journal Title Capitalized, Volume #(Issue #), page #-page #.  <b>Example:</b> Bakke, J. W., & Bean, C. J. (2006). The materiality of sensemaking. <i>Tamara Journal of Critical Organisation Inquiry</i> , 5(3/4), 51-69.
<b>4.3.9 Electronic Article:</b>	<b>Format:</b> Last, F. (YYYY). Type the title here using sentence case. Retrieved from http://URL/  <b>Example:</b> Allen, A. (2005). Feminist perspectives on power. Retrieved from <a href="http://plato.stanford.edu/entries/feminist-power/">http://plato.stanford.edu/entries/feminist-power/</a>
<b>4.3.10 Conference Paper</b>	Boyum, G. (2007). <i>The historical and philosophical influences on Greenleaf's concept of servant leadership: Setting the stage for scientific theory building</i> . Paper presented at the Servant Leadership Research Roundtable, Regent University.  Curran, K. M., Seashore, C. N., & Welp, M. G. (1995). <i>Use of self as an instrument of change</i> . Paper presented at the 1995 ODN National Conference, Seattle, WA.  Fischer, J. (2009). <i>Human dignity</i> . Paper presented at the International Workshop: Human Dignity, Human Rights and Bioethics, Zürich, Switzerland. <a href="http://www.ethik.uzh.ch/ise/publikationen/publikationen-1/200911HumanDignity2.pdf">http://www.ethik.uzh.ch/ise/publikationen/publikationen-1/200911HumanDignity2.pdf</a>  Nixon, M. M. (2005). <i>The servant leadership: Followership continuum from a social psychology cognitive perspective</i> . Paper presented at the Servant Leadership Research Roundtable, Regent University.  Spencer, J. L. (2007). <i>The new frontier of servant leadership</i> . Paper presented at the Servant Leadership Research Roundtable, Regent University.
<b>4.3.11 Electronic Article</b>	Allen, A. (2005). Feminist perspectives on power. Retrieved from <a href="http://plato.stanford.edu/entries/feminist-power/">http://plato.stanford.edu/entries/feminist-power/</a>  Ardovini-Brooker, J. (2000). Feminist epistemology: A reconstruction and integration of women's knowledge and experiences. <i>Advancing Women in Leadership Journal</i> . Retrieved from <a href="http://www.advancingwomen.com/awl/summer2000/m4_ardovini-brooker.html">http://www.advancingwomen.com/awl/summer2000/m4_ardovini-brooker.html</a>  Battal, H. (n.d.). What is virtue epistemology? <i>20th World Congress of Philosophy</i> . Retrieved from <a href="http://www.bu.edu/wcp/Papers/Valu/ValuBatt.htm">http://www.bu.edu/wcp/Papers/Valu/ValuBatt.htm</a>  Biewener, C. (1999). A postmodern encounter: Poststructuralist feminism and the decentering of Marxism. <i>Socialist Review</i> . Retrieved from <a href="http://www.findarticles.com/p/articles/mi_qa3952/is_199901/ai_n8830570">http://www.findarticles.com/p/articles/mi_qa3952/is_199901/ai_n8830570</a>  Crenshaw, K. (2000). Background paper for the expert group meeting on the gender-related aspects of race discrimination. Retrieved from <a href="http://www.un.org/womenwatch/daw/csw/genrac/report.htm">http://www.un.org/womenwatch/daw/csw/genrac/report.htm</a>
<b>4.3.12 Encyclopedia</b>	Onof, C. J. (2010). Sartre's existentialism. In <i>Internet Encyclopedia of Philosophy</i> (pp. 1-14).  Ramberg, B., & Gjesdal, K. (2009). Hermeneutics. In E. N. Zalta (Ed.), <i>Stanford Encyclopedia of Philosophy</i> (Summer 2009 ed.).  Thagard, P. (2007). Cognitive science. In <i>Stanford Encyclopedia of Philosophy</i> .
<b>4.3.13 Dictionary</b>	Perception. (n.d.). In Business Dictionary online. Retrieved from <a href="https://www.businessdictionary.com/perception.html">https://www.businessdictionary.com/perception.html</a>  Feminism. (n.d.). In <i>Encyclopædia Britannica online</i> . Retrieved from <a href="https://www.britannica.com/EBchecked/topic/724633/feminism">https://www.britannica.com/EBchecked/topic/724633/feminism</a>

<b>4.3.14 Thesis</b>	<p>Ball, M. W. (1999). <i>"Jack be nimble, Jack be quick...": How managers experience and adapt to complexity and uncertainty</i>. (PhD Ph.D.), The Fielding Institute, Santa Barbara, CA. Retrieved from <a href="http://proquest.umi.com/pqdlink?did=730183931&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD">http://proquest.umi.com/pqdlink?did=730183931&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD</a></p> <p>Boyer, L. V. (1999). <i>Epistemology of a muted group. Native American perceptions of the natural world with implications for the political policy process</i>. (D.A.), Idaho State University, United States -- Idaho. Retrieved from <a href="http://proquest.umi.com/pqdweb/?did=733461351&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD">http://proquest.umi.com/pqdweb/?did=733461351&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD</a></p> <p>Green, R. K. (2015). <i>Fat persons finding meaning in their experiences of humiliation: An interpretative phenomenological analysis</i>. (Doctorate (Ph.D.) Dissertation), Fielding Graduate University, Santa Barbara, CA.</p> <p>Hebl, M. R. (1997). <i>Nonstigmatized individuals' reactions to the acknowledgment and valuation of a stigma by overweight individuals and physically disabled individuals</i>. (Ph.D. 9735860), Dartmouth College, United States -- New Hampshire. Retrieved from <a href="http://proquest.umi.com/pqdweb?did=740165451&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD">http://proquest.umi.com/pqdweb?did=740165451&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD</a></p> <p>Patterson, K. A. (2003). <i>Servant leadership: A theoretical model</i>. (Ph.D.), Regent University, Virginia Beach, VA. Retrieved from <a href="http://proquest.umi.com/pqdweb/?did=765319521&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD">http://proquest.umi.com/pqdweb/?did=765319521&amp;Fmt=7&amp;clientId=46781&amp;RQT=309&amp;VName=PQD</a></p>
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#### 4.4 MISSING REFERENCE INFORMATION

There are occasions when we find a source, but information such as the date, author, and/or title are missing. APA provides solutions.

Missing	Solution	Example
<b>Date</b>	Substitute n.d. for no date	Knudsen, S. V. (n.d.). Intersectionality - A theoretical inspiration in the analysis of minority cultures and identities in textbooks. Retrieved from <a href="http://www.caen.iufm.fr/colloque_iartem/pdf/knudsen.pdf">http://www.caen.iufm.fr/colloque_iartem/pdf/knudsen.pdf</a>
<b>Author</b>	Substitute title for author	How to install hardwood flooring. (2019). <i>Flooring</i> , 10(2), 31-40.
<b>Author &amp; Date</b>	Substitute title for author and n.d. for no date	Writing 101. (n.d.). <i>Fielding Journal</i> , 9(8), 200-208.
<b>Title</b>	Provide author and date, describe document inside square brackets	Rite, H. (n.d.). [How to grow roses in sandy soil]. <i>Blossom Journal</i> , 16(1), 13-15.
<b>Author, Date, &amp; Title</b>	Substitute description of document inside square brackets, substitute n.d. for no date	[Journal focused on pet grooming]. (n.d.). Retrieved from <a href="http://www.uopeople.edu">www.uopeople.edu</a>

#### 4.5 IN-TEXT CITATIONS

Keep in mind that for every reference, you must have at least one in-text citation. Every in-text citation must have a corresponding reference.

<p><b>4.5.1 In-text citation with one author</b></p>	<p><b>Example 1:</b> (Green, 2020)</p> <p><b>Example 2:</b> Green (2020) stated that it is important to use APA correctly.</p>
<p><b>4.5.2 In-text citation with two authors</b></p>	<p><b>Example 1:</b> (Miller &amp; Smith, 2020)</p> <p><b>Example 2:</b> Miller and Smith (2020) posit that APA is difficult.</p>
<p><b>4.5.3 In-text citation with three or more authors</b></p>	<p><b>Example 1:</b> (Taylor et al., 2020)</p> <p><b>Example 2:</b> Taylor et al. (2020) posit that writers must use et al. when three or more authors are cited.</p>
<p><b>4.5.4 In-text citation with no date</b></p>	<p><b>Example 1:</b> (Crider, n.d.)</p> <p><b>Example 2:</b> Crider (n.d.) posits that APA is important.</p>
<p><b>4.5.5 In-text citation with no author</b></p>	<p><b>Example 1:</b> ("Navigating APA as a Graduate Student", 2019)</p> <p><b>Example 2:</b> "Navigating APA as a Graduate Student" (2019) states that students find APA difficult.</p>
<p><b>4.5.6 In-text citation with page number</b></p>	<p><b>Example 1:</b> (Green, 2015, p. 88)</p> <p><b>Example 2:</b> Green (2015) states that "APA is not an intuitive standard" (p. 88).</p> <p><b>Example 3:</b> "APA is not an intuitive standard" (Green, 2015, p. 88).</p>



#### 4.6 "AND" AND "&"

& is called an ampersand. It means "and." Knowing when to use "and" or the ampersand is important, but can be tricky to persons new to APA. The following table illustrates the proper use of "and" and the ampersand.

	Example	Explanation
1	Abramson, L. Y., Metalsky, G. I., & Alloy, L. B. (1989). Hopelessness depression: A theory-based subtype of depression. <i>Psychological Review</i> , 96(2), 358-372.	The ampersand is used after the comma and before the last name in a <b>reference</b> .
2	Abramson, Metalsky, and Alloy (1989) wrote an article in which they identify a subtype of depression called "hopelessness depression."	The word "and" is used rather than the ampersand in this <b>in-text citation</b> .
3	A subtype of depression is known as "hopelessness depression" (Abramson, Metalsky, & Alloy, 1989).	The ampersand is used after the comma and before the last name in this <b>in-text citation</b> .

Based on a careful review of the preceding table, we can make the following statements:

- 1) **References:** When three or more names are used in a reference, we use the ampersand after the last comma and before the last name.
- 2) **In-text citations:** When three or more names are used in an in-text citation, where the names are written outside the parentheses, we use the word "and" after the last comma and before the last name.
- 3) **In-text citations:** When three or more names are used in an in-text citation, where the names are written inside the parentheses, we use the ampersand after the last comma and before the last name.

#### 4.7 USING ET AL.

The in-text citation for works with three or more authors is shortened right from the first citation. You only include the first author's name and "et al.". For example, a book with four authors looks like this:

(Wilson et al., 2020)

**et al. is never used in the reference section. et al. is used only in in-text citations.**

Note the period after al. There is no period after et!

#### 4.8 REFERENCE LOCATION

Students should create a final section in each paper titled References. The reference page begins on the first blank page at the end of the document. In other words, if the conclusion to your paper is on page 5, your reference section begins on page 6 (the first blank page at the end of your document).

#### 4.9 REFERENCE ORDER

Order your references alphabetically.

#### 4.10 REFERENCE SPACING AND HANGING INDENTS

References are double-spaced. Use a 0.5" hanging indent for references that exceed one line. See the previous examples. Spacing and hanging indents are controlled in Word's Home menu in the Paragraph group drop-down.

#### 4.11 MARGINS

The margins of your paper must be one-inch top, bottom, left, and right.

#### 4.12 PAGE NUMBERS

Place page numbers in the upper-right corner of your paper. Use the single page number option. This is the format I used in this guide.

#### 4.13 TITLE PAGE

You are to include a title page on any paper you submit as a Word or PDF document (i.e., Written Assignments, Portfolios, Group Projects, and Journals). See the title page of the sample paper and duplicate it using information pertinent to your paper. Your title page must include the title, name, university, and running head. You do not need to include keywords, email. NOTE: On Written Assignments **DO NOT** include your name; they are anonymous. This is a university-allowed and -required exception to APA standards.

#### 4.14 FONT

Use Times New Roman 12 point font.

#### 4.15 SPACING

APA requires that the body of our paper is double-spaced. In fact, everything should be double-spaced except block quotes (more about these later).

Use a single-space between words.

Use a single-space after initials. For example, R. K. Green includes one space after each period.

Use a single-space after a semi-colon (; ) and a colon (: ).

#### 4.16 HEADERS

Headings are used to separate and identify sections of a paper.

Your headings should be descriptive and short.

APA ("Headings," 2020) provides the following guidelines related to headings:

There are five levels of heading in APA Style. Level 1 is the highest or main level of heading, Level 2 is a subheading of Level 1, Level 3 is a subheading of Level 2, and so on through Levels 4 and 5.

The number of headings to use in a paper depends on the length and complexity of the work.

- If only one level of heading is needed, use Level 1.
- If two levels of heading are needed, use Levels 1 and 2.
- If three levels of heading are needed, use Levels 1, 2, and 3 (and so on).

Use only the number of headings necessary to differentiate distinct sections in your paper; short student papers may not require any headings. Furthermore, avoid these common errors related to headings:

- Avoid having only one subsection heading within a section, just like in an outline.
- Do not label headings with numbers or letters.
- Double-space headings; do not switch to single spacing within headings.
- Do not add blank lines above or below headings, even if a heading falls at the end of a page

The five level headings should be formatted as follows:

Level	Format
1	<b>Centered, Bold, Title Case Heading</b>  Text begins as a new paragraph.
2	<b>Flush Left, Bold, Title Case Heading</b>  Text begins as a new paragraph.
3	<b><i>Flush Left, Bold Italic, Title Case Heading</i></b>  Text begins as a new paragraph.
4	<b>Indented, Bold, Title Case Heading, Ending With a Period.</b> Text begins on the same line and continues as a regular paragraph.
5	<b><i>Indented, Bold Italic, Title Case Heading, Ending With a Period.</i></b> Text begins on the same line and continues as a regular paragraph.

### **Title of Paper**

Begin your paper with the paper title at the top of the first page of text. The paper title acts as a de facto Level 1 heading: It is centered and in bold title case font. Do not use the heading “Introduction”; text at the beginning of the paper is assumed to be the introduction.

APA Style headings have five possible levels. Each main section starts with the highest level of heading, even if one section has fewer levels of subheading than another section. For example, in a paper with Level 1 Method, Results, and Discussion headings, the Method and Results sections may each have two levels of subheading (Levels 2 and 3), and the Discussion section may have only one level of subheading (Level 2).

#### **Level 2 Heading in the Introduction**

Use Level 2 headings for any headings within the introduction, Level 3 for subsections of any Level 2 headings, and so on.

#### **Level 2 Heading in the Introduction**

Avoid having only one subsection heading within a section, just like in an outline. Use at least two subsection headings within a section or use no subsection headings at all (e.g., in an outline, a section numbered with a Roman numeral would be divided into either a minimum of A and B subsections or no subsections; an A subsection would not stand alone).

#### **Level 1 Heading for First Main Section After the Introduction**

After the introduction (regardless of whether it includes headings), use a Level 1 heading for the next main section of the paper (e.g., Method).

#### **Level 2 Heading**

Use Level 2 headings for subsections of Level 1 headings. Do not label headings with numbers or letters.

#### **Level 2 Heading**

All topics of equal importance should have the same level of heading. For example, in a multiexperiment paper, the headings for the Method and Results sections for Experiment 1 should be the same level as the headings for the Method and Results sections for Experiment 2, with parallel wording. In a single-experiment paper, the Method, Results, and Discussion

sections should all have the same heading level.

### **Level 3 Heading**

Use Level 3 headings for subsections of Level 2 headings. Do not use abbreviations in headings unless they already defined in the text.

### **Level 3 Heading**

The number of levels of heading needed for a paper depends on its length and complexity. Three levels of heading is average.

**Level 4 Heading.** Use Level 4 headings for subsections of Level 3 headings. Use only the number of headings necessary to differentiate distinct sections in your paper. Short student papers may not require any headings.

**Level 4 Heading.** It is not necessary to add blank lines before or after headings, even if a heading falls at the end of a page. Do not add extra spacing between paragraphs.

**Level 5 Heading.** Use Level 5 headings for subsections of Level 4 headings. In the *Publication Manual of the American Psychological Association* (7th ed.), Table 2.3 shows how to format each level of heading, Figure 2.4 demonstrates the use of headings in the introduction, and Figure 2.5 lists all the headings used in a sample paper in the correct format. In the *Concise Guide to APA Style* (7th ed.), this content is found in Table 1.3, Figure 1.3, and Figure 1.4, respectively.

**Level 5 Heading.** The sample papers at the end of Chapter 2 in the *Publication Manual* and Chapter 1 in the *Concise Guide* show the use of headings in context. Additional sample papers can be found on the APA Style website (<https://apastyle.apa.org>)

## 4.17 ABSTRACT

Writers of lengthy articles use abstracts. Our papers are not lengthy enough to warrant writing an abstract. Therefore, **DO NOT** write an abstract for any paper in my courses unless instructed to do so.

## 4.18 PUNCTUATION

### 4.18.1 Commas

When you list three or more items, use a comma after the first two items:

James went to the garage and grabbed nails, screws, and tacks.

Use a comma after the year:

Carlita was born on November 1, 2000, in Chicago, Illinois.

#### 4.18.2 Quotation Marks

Use double quotation marks for direct quotes. Also, use double quotes for expressions and ironic statements:

Green (2019) stated, "Use double quotes for direct quotes. Also use double quotes for expressions and ironic statements."

#### 4.18.3 Periods

Place the period inside the last quotation mark.

According to APA, single quotation marks should be used within double quotation marks to set off material that in the original source was enclosed in double quotation marks:

Ella said, "I'm quite sure the walls were a 'hideous' shade of 'brownish-green.'"

According to Green (2019), students are to "place the period inside the last quotation mark" (p. 24). Notice that, in this case, the period does not go in front of the last quotation mark, but goes after the final parentheses.

#### 4.18.4 Parentheses

Parentheses are used to enclose dates in in-text citations and references.

### 4.19 BLOCK QUOTES

When you are quoting 40 words or more, you must use a block quote. Indent the entire block quote .5" on the left and 4.5" on the right. DO NOT enclose a block quote in quotation marks; however, you DO use quotation marks INSIDE the block quote for any quoted material by the person you are quoting. APA has specific requirements regarding block quotes.

Block quotes are indented and may be single-spaced. Do not wrap block quotes in quotation marks; however, if the person you are quoting referenced another author, you should enclose that content in quotation marks. Green (2019) reminded students to "place the period inside the last quotation mark" except in block quotes. Block quotes should be justified so that the quote is truly a 'block' in appearance. (APA, 2018)

Notice that the block quote ends with a period. The in-text citation follows the period in the block quote.

### 4.20 DATES

Knowing how to format dates can be confusing! Should writers use the month, date, or year? Generally, writers should use the year only UNLESS the source date changes frequently, and/or each issue of the periodical begins with page 1, and/or the source does not include volume and issue numbers. Journal articles typically include only the year. Newspaper citations include the month and day because of their frequency and the fact that newspapers typically do not include a Volume and Number for each issue.

### 4.21 NUMBERS

Use numerals for 10 and above (e.g., 10, 11, 12 ...). Use numerals for graphical displays, units of measurement, mathematical or statistical functions, exact scores, ages, dates, and times. Use words for numbers less than 10. Also, use numbers at the beginning of sentences and for common fractions (e.g., one-third; one-half). Combinations of words and numbers are permissible to increase clarity (e.g., Twenty 100-point scales were used.). In this example, we would typically use 20; however, to increase clarity, twenty was spelled out as a word.

## 4.22 SERIATION

When you create a series, be sure to follow APA standards. Here are some examples:

### 4.22.1 List or Series In a Sentence

Curabitur pretium tincidunt lacus (a) nulla gravida orci a odio, (b) ullam varius, (c) turpis et commodo pharetra, and (d) est eros bibendum elit, nec luctus magna felis sollicitudin mauris.

### 4.22.2 List or Series in a Sentence Containing Commas in the Phrases

Integer in mauris eu nibh euismod gravida: (a) Duis ac tellus et risus vulputate vehicular, donec lobortis risus a elit; (b) etiam tempor, ut ullamcorper, ligula eu tempor congue, eros est euismod turpis, id tincidunt sapien risus a quam donec fermentum; and (c) pellentesque malesuada nulla a mi.

### 4.22.3 Steps in a Procedure

Aliquam faucibus, elit ut dictum aliquet:

1. Felis nisl adipiscing sapien, sed malesuada diam lacus eget erat.
2. Cras mollis scelerisque nunc.
3. Nullam arcu aliquam consequat.
4. Curabitur augue lorem, dapibus quis, laoreet et, pretium ac, nisi.
5. Aenean magna nisl, mollis quis, molestie eu, feugiat in, orci.

## 4.23 ABBREVIATIONS

The following abbreviations are typical in references.

Abbreviation	Meaning
chap.	chapter
Ed.	Edition
Rev. ed.	revised edition
2 <sup>nd</sup> ed.	second edition
Ed. (Eds.)	Editor (Editors)
Trans.	Translator(s)
n.d.	no date
p. (pp.)	page (pages)
Vol.	Volume
Vols.	Volumes
No.	Number
Pt.	Part

Tech. Rep.	Technical Report
Suppl.	Supplement

## 5 ACTIVE VOICE VS. PASSIVE VOICE

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Writing in active voice is difficult for even the most seasoned writers. Formal papers, such as those we write for our assignments require us to write using active voice. This table illustrates the differences between active and passive voices.

Passive Voice	Active Voice
The papers <i>were graded by</i> students.	Students graded the papers.
Two cakes <i>were baked by</i> Pat.	Pat baked two cakes.
The game <i>was won by</i> Mexico.	Mexico won the game.
Ten blocks <i>were stacked on</i> the truck by Amy.	Amy stacked ten blocks on the truck.
<i>Very rarely did</i> the boss smile.	The boss smiled rarely.
The mouse <i>was caught by</i> the cat.	The cat caught the mouse.
The parade <i>was ruined by</i> storms.	Storms ruined the parade.



## 6 PARAPHRASING OR USING DIRECT QUOTES

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Should we paraphrase or use a direct quote to support our thesis? The short answer is, "It depends!"

Most of the time, we should paraphrase. Paraphrasing means that we have read a book or an article and have not used any of the author's words/wording, but have provided an explanation of the concepts in our own words. Be careful! You must still cite the author correctly; however, your citation might not include the page number. Even if you are not paraphrasing an author's words, but are using the author's ideas, you must cite your source. Failure to do this, or do this correctly, will be considered plagiarism (regardless if this is an unintentional mistake). Therefore, learn APA!!

Use direct quotes **rarely** and only when paraphrasing would greatly diminish the eloquence of the original author. Some statements, albeit very few, must be quoted directly, especially when those words would be diminished by paraphrasing the author. We cannot paraphrase when the eloquence with which the original author wrote the sentence(s) is jeopardized or the meaning of the original statement will be lost through paraphrasing.

Finally, regardless of whether we paraphrase or insert a direct quote, we must use the correct APA in-text citation and reference. Failure to use in-text citations and references is plagiarism, regardless if the failure is intentional or unintentional.

### 6.1 STRINGING QUOTES TOGETHER

When a paper includes quote after quote, or paraphrase after paraphrase, I call this "stringing quotes together." **You** must author the papers **you** write. That doesn't mean stringing quotes and paraphrased passages together and writing a sentence or two in your own words. Use quotes and paraphrased material sparingly and then only to support **YOUR** thesis.

Papers in which the student strings quotes together or paraphrases too many sentences **will receive a lower grade** because the work is not that of the student. Graduate students must demonstrate higher-level writing skills. I am interested in reading what YOU have to say. I do not want to grade what scholars have to say; I will grade what students have to say. If a paper contains excessive quotes and paraphrased passages, then I will give a significantly reduced grade.

Keep in mind that if you do quote or paraphrase, you have to use APA-formatted references and in-text citations.

## 7 SOURCE MATERIALS

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You are a graduate-level student preparing to become an MBA. As a graduate-level student, you are expected to write, converse, interact, respond, think, and conduct research at a graduate level. Higher education has higher and more difficult responsibilities. Just as undergraduate faculty expect students to work at an undergraduate level, or above, graduate students must work at a graduate level, or above. In addition to demonstrating your critical thinking skills, you are expected to demonstrate graduate-level competencies regarding your selection of source materials that you will use for your papers and discussions.

Source materials include the journal articles and books you use. You might expect that the first thing your professor reads is the body of your paper. In my case, this simply is not true. The first thing I read (and read quite carefully) is your reference section. Your reference section is an indicator of the quality of your paper. As the old saying goes, "Junk in; junk out!" If a student uses "junk" sources to research her/his paper, the product of that student's research will, more than likely, be "junk." Junk resources include non-scholarly sources. Non-scholarly resources include a large percentage of the results of Google searches. If this has been your "go-to" source for your papers, that will not "play in Peoria." In other words, Google searches are useful for many things, but they rarely produce the types of source materials that are required to write a scholarly paper at the graduate level.

A source you may not use at UoPeople is Wikipedia. Although Wikipedia is a wonderful source of information, it lacks at least one important element that makes a source scholarly and acceptable for use at the graduate level; namely, Wikipedia is not peer-reviewed. This is not to say that you may not read Wikipedia to gain insights and information. I use it all the time. The issue is that, as a Wiki, almost anyone can contribute to Wikipedia. Wikipedia contributions often lack references. When material lacks the appropriate references, it becomes suspect. You may not use suspect sources in your papers. Suspect sources are often nothing more than opinions, misunderstandings, and errors. These types of sources are dangerous in academic work and the guardians of scholarship (e.g., Ph.D.s) try to safeguard the body of knowledge from the contaminants of "junk research."

It is important for you, a graduate-level student, to learn the distinctions between non-scholarly informational sources and scholarly sources. The latter may be used in your papers; the former may not.

In addition to not using Wikipedia, students may **not** use the following sources in their papers:

- Blogs;
- Advertisements;
- Google searches that produce non-scholarly results (99.9% of Google results); or
- Papers from Internet "Cheat sites";

Students may use the following sources in their papers:

- Peer-reviewed journals found in the UoPeople library;
- Scholarly books (if you aren't sure, ask your instructor);
- Google Scholar;
- Articles provided by your instructor; and
- Textbook and assigned readings.

You might ask why some of the assigned readings, which do not appear to be "scholarly" are acceptable sources. The reason is that those materials have been reviewed by the university, who has determined their acceptability as sources.

Once you have found viable sources, you must read them using your critical thinking skills. It is unlikely that you will use every source you find. This is true because, having used your

critical thinking skills, the questions you will ask while reading the source(s) may go unanswered. If the source material does not answer your question(s), the material is not a candidate for use in your paper.

The abstract of a scholarly journal article usually indicates if the article will be of any value for our paper. For example, when I am researching a topic, I may download 20 articles from the library. Using my critical thinking skills, I read the abstract. If my question(s) is(are) not answered, I typically discard that article and move to the next. If my search through 20 articles yields one or two viable articles, I consider my search successful. On many occasions, I have searched through dozens of articles and had no success finding a source. Alas, this is the life of an academic.

## 8 TOOLS

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### 8.1 ENDNOTE

I maintain a database of references for books, journals, dissertations, electronic articles, and other types of information that I have used or may want to reference in the future. Currently, I have 3,169 references in my database. To manage my references, I use a program called EndNote. Beyond servicing as a reference repository, EndNote is useful for writing papers. It contains a manuscript application that automatically formats papers using any writing style (e.g., APA 7<sup>th</sup>). Once I enter the information into the EndNote database, I can write my paper, call on in-text citations and references from the database, and let EndNote do all the heavy lifting in terms of formatting my documents.

EndNote is expensive, but there offer student/academic pricing.

Although it is important to learn APA, tools such as EndNote are big time-savers. Still, as the old adage goes, "junk-in; junk-out." EndNote does not correct errors. For example, if you incorrectly capitalize every word in a title, EndNote will not correct your errors and will produce a capitalized title in the reference section.

<https://endnote.com/>

### 8.2 ZOTERO

Zotero is similar to EndNote. Many people use Zotero because it is free. I have Zotero, but do not like it as well as I like EndNote. Still, if money is an issue, Zotero is still better than most of the online citation tools. As with EndNote, "junk-in; junk-out."

<https://www.zotero.org/>

### 8.3 ONLINE CITATION TOOLS

Some students use online citation tools. I cannot recommend them because I do not use them. Just as with EndNote and Zotero, "junk-in; junk-out."

### 8.4 FINAL COMMENTS ON CITATION TOOLS

I find that students continue to make the same mistakes over and over in their papers. I believe there are four reasons for their errors. First, they do not know APA and aren't learning it! Second, they enter data incorrectly into a citation tool and think that the tool will correct it. It won't! Third, they copy citations from other sources thinking that the citation is formatted correctly and it isn't. Fourth, they choose not to edit their citations and references before submitting their papers. Keep this in mind: the first thing I read and grade are your references and in-text citations. I know APA quite well. I can look at a reference and within a second, I know if it is correct, or not. You are risking a lot if you do not learn APA and count on tools, or others, for correct APA. Remember, ultimately it is you who will be graded and not the tool. Learn APA!!!!

## 9 GRAMMAR AND SPELLING

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None of us writes perfectly. For example, I continually battle against using the passive voice when I write. I occasionally misspell words, and sometimes my grammar is incorrect. Many of my mistakes could have been correct if I had (1) proofread my document, or (2) used a tool that does a lot of the proof work for me.

I am grateful for tools such as Grammarly (which I highly recommend—it's free!!). I use Grammarly to help me become a better writer. Because there are tools available, we can submit papers free of spelling and grammar errors.

Is Grammarly perfect? No; however, it is more sophisticated than Word's spelling and grammar tool.

You are required to demonstrate English writing skills. This course is not an English course. Graduate students should know how to write a paper. Even so, the following sections will help you better understand 1) words and gender; 2) contractions; 3) using 'really,' 'very,' 'so,' 'a lot;' passive vs active voice; using strong verbs; and using "I think" or "in my opinion."

### 9.1 WORDS AND GENDER

Please read carefully Purdue's Online Writing Lab (OWL) regarding gender pronouns, which you can find at:

[https://owl.purdue.edu/owl/general\\_writing/grammar/pronouns/gendered\\_pronouns\\_and\\_singular\\_they.html](https://owl.purdue.edu/owl/general_writing/grammar/pronouns/gendered_pronouns_and_singular_they.html)

You are expected to write inclusively. Gender-neutral language, or gender-inclusive language, avoids bias towards a particular sex or social gender. This may require you to 'unlearn' rules you learned during your education and learning journey. I do not intend to teach English grammar in my courses; however, I do intend to uphold proper and correct grammar. Please review the following examples:

Gendered words to avoid:	Instead, consider using:
The government passed the pollution law for the good of all <b>mankind</b> .	The government passed the pollution law for the good of all humankind. The government passed the pollution law for the good of all people.
The <b>mailman</b> delivered the letter.	The mail carrier delivered the letter.
The Board of Directors appointed a new <b>chairman</b> .	The Board of Directors appointed a new chairperson.
The <b>stewardess</b> served beverages. The <b>steward</b> served beverages.	The flight attendant served beverages.
The <b>policeman</b> chased the criminal.	The police officer chased the criminal.
The company needed more <b>manpower</b> to complete the work.	The company needed to expand its workforce to complete the work.
Ellen created a <b>strawman</b> so that the team could understand how the document should look.	Ellen created a prototype so that the team could understand how the document should look.
Sarah served as the <b>middleman</b> for the project.	Sarah served as the intermediary for the project.
Rocket, Inc. served as the <b>middleman</b> for the project.	Rocket, Inc. served as the intermediary for the project.

Everyone and their <b>brother</b> came to the picnic.	Everyone came to the picnic.
Jim ran <b>like a girl</b> . Sarah ran <b>like a boy</b> .	Both of these sentences are offensive and should be avoided.
You <b>guys</b> need to pick up the pace.	You folks need to pick up the pace. Everyone needs to pick up the pace. You need to pick up the pace.
Every project manager must create a schedule. <b>He</b> should distribute the schedule to key stakeholders.	Every project manager must create a schedule. They should distribute the schedule to key stakeholders. Every project manager must create a schedule. She or he should distribute the schedule to key stakeholders.

## 9.2 CONTRACTIONS

DO NOT USE:	USE:
aren't	are not
can't	cannot
couldn't	could not
could've	could have
don't	do not
haven't	have not
I'll	I will
isn't	is not
mustn't	must not
shan't	shall not
she's, he's, its	she is, he is, it is
there's	there is
they've	they have
wasn't	was not
weren't	were not
we've	we have
won't	will not
you've	you have

### 9.3 REALLY, VERY, SO, A LOT

- Do not use really, very, so, or a lot in sentences. They are mostly filler words and add nothing to your paper. Here are some examples:

Incorrect:	Correct:
Sally has a lot of students.	Better: Sally has many students. Best: Sally has 30 students.
Lassie is a really beautiful collie.	Lassie is a beautiful collie.
Ted wasn't really sure of the answer.	Ted was not sure of the answer.
Elsa worked really hard on her paper.	Elsa worked hard on her paper.
So, the answer wasn't correct.	Better: The answer was not correct. Best: The answer was incorrect.

### 9.4 USING STRONG VERBS

- When we can use a verb in the place of a noun to denote action, use the verb form. Here are some examples:

Weak Verbs	Strong Verbs
Steve <i>gave assistance</i> to the stranded motorist.	Steve <b>assisted</b> the stranded motorist.
Milo's attorney <i>made an objection</i> to opposing counsel.	Milo's attorney <b>objected</b> to opposing counsel.
Hans <i>conducted an audit</i> of the bank's records.	Hans <b>audited</b> the bank's records.
Alice <i>performed an investigation</i> on the correct uses of eminent domain.	Alice <b>investigated</b> the correct uses of eminent domain.

### 9.5 DATA IS PLURAL; DATUM IS SINGULAR

The use of "data is" or "data are" is not without controversy. Most scholars adhere to the traditional view, which holds that "data" is the Latin plural of datum and therefore, it requires a plural verb (e.g., "the data are"; "the data show"). APA holds out as its standard the traditional view. Therefore, in my courses, students are required to adhere to the APA standard regarding the use of the corresponding plural verb when using the word "data."

A plural subject (e.g., data) requires the use of a plural verb (e.g., are). In academic and scholarly writing, data is a plural noun. APA 7th holds to the traditional usage of data as a plural noun. Just as with any plural noun, data requires the use of a plural verb. The following are correct and incorrect examples of data.

Correct	Incorrect
The data are 99.9% accurate.	The data is 99.9% accurate.
The data show that dogs are popular pets.	The data shows that dogs are popular pets.

Datum is rarely used; however, the following table illustrates correct and incorrect examples of datum.

Correct	Incorrect
The datum is 99.9% accurate.	The datum are 99.9% accurate.
The datum shows that dogs are popular pets.	The datum show that dogs are popular pets.

## 9.6 USING "I THINK" AND "IN MY OPINION"

Students who are inexperienced in the art of writing papers use phrases such as 'I think' or 'In my opinion.' These phrases are unnecessary and get in the way of what might otherwise be a good paper. Here are several examples of correct and incorrect uses of personal voice:

Incorrect	Correct
I think the mistreatment of animals is criminal and the law should punish those guilty of harming animals.	The mistreatment of animals is criminal, and the law should punish those guilty of harming animals.
In my opinion, the costs of medications are too high and result in some people deciding between buying food or buying medicine.	The cost of medications is too high and result in some people deciding between buying food or buying medicine. Research by the Kendell Institute (2015) demonstrates that the elderly on fixed incomes are particularly vulnerable.
It is my opinion that sociology should focus on learning sociological theories and not on APA and properly written papers. Dr. Green disagrees with this perspective (Green, 2018).	Sociology should focus on learning sociology theories and using theories in properly written papers.



# 10 APPENDICES

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## 10.1 APPENDIX 1: APA TRAINING VIDEOS

This chapter provides YouTube videos that I have determined are quite good. I recommend these videos for everyone, regardless of your knowledge of, or experience with, APA. There is always something more to learn regarding APA.

If you do not know APA well, I recommend reviewing these videos multiple times. Remember, it is incumbent upon YOU to learn to apply APA standards immediately. If you do not know APA, you need to make learning it a high priority. Failing to use APA correctly will result in a lower grade in my course.

### 10.1.1 APA Websites:

<http://blog.apastyle.org/>

[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

<https://owl.excelsior.edu/citation-and-documentation/apa-style/>

### 10.1.2 Grammar Websites:

[https://owl.purdue.edu/owl/english\\_as\\_a\\_second\\_language/esl\\_students/esl\\_students\\_introduction.html](https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/esl_students_introduction.html)

### 10.1.3 In-Text Citations:

<https://www.youtube.com/watch?v=uVlsbN99LIQ&t=117s>

<https://www.youtube.com/watch?v=1FrJeRrLYe0>

<https://www.youtube.com/watch?v=qzKlb7E7ERc>

### 10.1.4 References:

[https://www.youtube.com/watch?v=10eg\\_GB\\_A9E](https://www.youtube.com/watch?v=10eg_GB_A9E)

### 10.1.5 Block Quotes:

<https://www.youtube.com/watch?v=rCGrXHm7OKY>

## 10.2 APPENDIX 2: WRITING A GRADUATE-LEVEL PAPER

Once you learn the contents of this guide, you will have the components for a paper that I deem academic and scholarly. If these components are missing, I will deem your paper to not be on par with a graduate-level paper.

This YouTube video, titled "How to Write a Paper in a Weekend" is a useful resource:

<https://www.youtube.com/watch?v=UY7sVKJPTMA>

## 11 REFERENCES

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