

APA DOCUMENTATION GUIDE

Based on the *Publication Manual of the American Psychological Association* (6th ed.)
(August 2009)

Common Types of Articles Written in APA Format

Empirical Studies are reports of original research.

Literature Reviews are critical evaluations of material that has already been published.

Theoretical Articles are ones in which authors draw on existing research literature to advance theory.

Methodological Articles present new methodological approaches, modifications of existing methods, or discussions of quantitative and data analytic approaches to the community of researchers.

Case Studies are reports of case materials obtained while working with an individual, a group, a community, or an organization.

General Paper Format

- **Paper:** 8 1/2 x 11 in., heavy white bond
- **Typeface:** 12-pt Times Roman. Use italics rather than underlining.
- **Spacing:** Double-space between *all* lines of the manuscript.
- **Margins:** Leave uniform margins of at least 1 in. at the top, bottom, right, and left of every page.
- **Spacing and Punctuation:** Space **once** after all punctuation as follows: after commas, colons, and semicolons; after periods that separate parts of a reference citation; and after periods of the initials in personal names. Space **twice** after punctuation marks at the ends of sentences.
- **Order of pages:** title page with running head for publication, title, author's name, and institutional affiliation, (numbered page 1); abstract (numbered page 2); text (start on a separate page, numbered page 3); references (start on a separate page); appendixes (start each on a separate page). (See sample pages at the end of this document.)
- **Page numbers and headers:** Number pages consecutively, beginning with the first page. At the left of the header, type the words *Running head:* (not italicized); follow in all caps the title of the paper (or a shortened version of the title if it is very long). The page number should be located at the right margin of the header. (See sample pages at the end of this document.)

- **Paragraph indentation:** Indent the first line of every paragraph five to seven spaces (for consistency, use the tab key).
- **Title page:** The title page includes five elements: **title** (in upper- and lower-case letters, centered horizontally and positioned in the upper half of the page), **running head** (at the left margin in the header), **author's name and institution affiliation** (on separate lines, double-spaced after the title), and **author note** (if required). The title page, as every other page, should include the page number. The title itself should summarize the main idea of the paper simply and, if possible, with style, fully explanatory when standing alone.
- **Abstract:** The abstract is a brief, comprehensive summary of the contents of the paper; it should begin on a new page, with a header and the page number 2 in the upper right-hand corner of the page. The abstract should be between 150 and 250 words in a single paragraph in block form (do not indent). The abstract should be accurate, non-evaluative, coherent, readable, and concise.
- **Text:** Begin the text on a new page and identify the first text page with the manuscript page header and the page number 3 in the upper right-hand corner of the page. Type the title of the paper centered at the top of the page, double-space, and then type the text. The sections of the text follow each other without a break. Do not start a new page when a new heading occurs. Each remaining manuscript page should also carry the manuscript page header and the page number.

Levels of Headings

Level 1	Centered, Boldface, Uppercase and Lowercase Heading (also called Title Case)
Level 2	Flush Left, Boldface, Sentence Case
Level 3	Indented, boldface, lowercase paragraph heading ending with a period.
Level 4	<i>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</i>
Level 5	<i>Indented, italicized, lowercase paragraph heading ending with a period.</i>

Numbers

Use figures (numerals) to express

- numbers 10 and above
- numbers in the abstract of a paper or in a graphical display within a paper
- numbers that immediately precede a unit of measurement

- Numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles
- Numbers that represent time; dates; ages; scores and points on a scale; exact sums of money; and numerals as numerals

Use words to express

- Any number that begins a sentence, title, or text heading
- Common fractions
- Universally accepted usage

Use a combination of figures and words to express

- Rounded large numbers (starting with millions) ex: almost 3 million
- Back to back modifiers ex: twenty 6-year-olds

Treat **ordinal** (first, second, etc.) numbers as you would **cardinal** (one, two, etc.) numbers.

In-Text Citations

Document your study throughout the text by citing parenthetically the **author and date** of the works you used in your research. This style of citation briefly identifies the source for readers and enables them to locate the source of information in the alphabetical reference list at the end of the article. You should cite the work of those individuals whose ideas, theories, or research has directly influenced your work. For a discussion of citing and plagiarism, see Chapter 6 of the 6th edition.

Whether paraphrasing or quoting an author directly, you must credit the source. For a **direct quotation** in the text, give the author, year, and page number in parentheses. Include a complete reference in the reference list. When **paraphrasing** or referring to an idea contained in another work, you are not required to provide a page number. Nevertheless, you are encouraged to do so, especially when it would help an interested reader locate the relevant passage in a long or complex text. **For electronic sources that do not provide page numbers**, use the paragraph number, if available, preceded by the ¶ symbol or the abbreviation *para*. If neither paragraph nor page numbers are visible, cite the heading and the location of the paragraph following it to direct the reader to the location of the material (Ex: Beutler, 2000, Conclusion section, para. 1).

If the name of the author appears as part of the narrative, cite only the year of publication in parentheses.

Ex: Walker (2000) compared reaction times

Otherwise, place both the name and the year, separated by a comma, in parentheses.

Ex: In a recent study of reaction times (Walker, 2000)

Direct Quotations:

Although APA recommends paraphrasing and/or summarizing, in some instances direct quotations are more appropriate or effective. Material directly quoted from another author's

work should be reproduced word for word. Incorporate a **short quotation** (fewer than 40 words) in text, and enclose the quotation with double quotation marks. Display a **quotation of 40 or more words** in a freestanding block of typewritten lines, and omit the quotation marks. Start such a block quotation on a new line, and indent it one-half inch from the left margin (in the same position as a new paragraph). If there are additional paragraphs within the quotation, indent the first line of each one-half inch from the margin of the quotation. Type the entire quotation **double spaced**. At the end of the block quotation, cite the quoted source and the page or paragraph number in parentheses **after** the final punctuation mark.

Multiple Authors:

When a work has **two authors**, always cite both names every time the reference occurs in the text. When a work has **three, four, or five authors**, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by *et al.* (not italicized and with a period after *al*) and the year if it is the first citation of the reference within the paragraph. When a work has **six or more authors**, cite only the surname of the first author followed by *et al.* (not italicized and with a period after *al*) and the year for the first and subsequent citations. (**In the reference list**, however, provide the initials and surnames of the first six authors, and shorten any remaining authors to *et al.*). Join the names in parenthetical material and in the reference list by an **ampersand (&)**.

Examples of Reference Entries

Periodicals:

General reference form:

Author, A.A., Author, B. B., & Author, C.C. (year). Title of article. *Title of Periodical*, xx, pp-pp.
doi:xx.xxxxxxxxxxxxxxx

DOI is the digital object identifier assigned to content that is retrieved online. If the article used has no DOI, then give the page URL for the document: <http://www.xxxxxx>
Notice that there is no period after the DOI number or the URL.

Journal Article with DOI

Herbst-Damm, K. L., & Kulik, J.A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi:10.1037/0278-6133.24.2.225

Journal article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8(1), 73-82.

Note: The issue number of the journal is included in parentheses following the volume number.

Magazine Article

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2003, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

Online Magazine Article

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor>

Newsletter Article, No Author

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December).

OJJDP News @ a Glance. Retrieved from

http://www.ncjrs.gov/html/ojdp/news_at_a_glance/216684/topstory.html

Newspaper Article

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

Note: Use the abbreviation *p.* or *pp.* before the pages of a newspaper article.

Books, Reference Books, and Book Chapters:

General reference forms:

Author, A. A. (1967). *Title of work*. Location: Publisher.

Editor, A. A. (Ed.) (1986). *Title of work*. Location: Publisher.

Author, A. A., & Author, B. B. (1995). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.

Entire Book, Print Version

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. London, England: Taylor & Francis.

Electronic Version of a Printed Book

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>

Electronic-Only Book

O'Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Retrieved from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

Note: *n.d.* means *no publication date given*.

Book Chapter, Print Version

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17-43). New York, NY: Guilford Press.

Reference Book

VandenBos, G. R. (Ed.). (2007). *APA dictionary of psychology*. Washington, DC: American Psychological Association.

Entry in an Online Reference Work, No Author or Editor

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from <http://www.m-w.com/dictionary/heuristic>

Note: *n.d.* means *no publication date given*.

Audiovisual Media:

General Forms:

Producer, A. A. (Producer), & Director, B. B. (Director). (Year). *Title of motion picture* [Motion picture]. Country of origin: Studio.

Writer, A. (Copyright year). Title of song [Recorded by B. B. Artist if different from writer]. On *Title of album* [Medium of recording: CD, record, cassette, etc.]. Location: Label. (Date of recording if different from song copyright date).

Video

American Psychological Association. (Producer). (2000). *Responding therapeutically to patient expressions of sexual attraction* [DVD]. Available from <http://www.apa.org/videos/>

Single Episode from a Television Series

Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (Executive Producer), *House*. New York, NY: Fox Broadcasting.

Music Recording

lang, k.d. (2008). Shadow and the frame. On *Watershed* [CD]. New York, NY: Nonesuch Records.

Note: When citing music recordings in text, include side and band or track numbers: "Shadow and Frame" (lang, 2008, track 10).

Internet Message Boards, Electronic Mailing Lists, and Other Online Communities:

General form:

Author, A. A. (Year, Month Day). Title of post [Description of form]. Retrieved from

<http://www.xxxxx>

Message Posted to a Newsgroup, Online Forum, or Discussion Group

Rampersad, T. (2005, June 8). Re: Traditional knowledge and traditional cultural expressions

[Online forum comment]. Retrieved from

http://www.wipo.iunt/roller/comments/ipisforum/Weblog/theme_eight_how_can_cultural#comments

Blog Post

MiddleKid. (2007, January 22). Re: the unfortunate prerequisites and consequences of

partitioning your mind [Web log message]. Retrieved from

http://scienceblogs.com/pharyngula/2007/01/the_unfortunate_prerequisites.php

Note that a blog post may contain a screen name as the author if only the screen name is given.

Web Page with No Author

Kidspsych. (n.d.). Retrieved from <http://www.kidspsych.org>

Note 1: *n.d.* means *no publication date given*.

Note 2: If an entire website is referenced, the citation information may be included within the text.

Ex: “Kidspsych is a wonderful interactive website for children (<http://www.kidspsych.org>).”

Sample pages, taken from the *Publication Manual*, 6th edition.

(Reference numbers [2.01, 8.03, etc.] refer to sections in the *Manual*. A copy of the manual is available for use in the Writing Center, 124 Eldridge Hall.)

Running head: EFFECTS OF AGE ON DETECTION OF EMOTION 1

Effects of Age on Detection of Emotional Information
Christina M. Leclerc and Elizabeth A. Kensinger
Boston College

Establishing a title, 2.01; Preparing the manuscript for submission, 8.03

Formatting the author name (byline) and institutional affiliation, 2.02, Table 2.1

Elements of an author note, 2.03 Author Note

Running head: EFFECTS OF AGE ON DETECTION OF EMOTION 2

Abstract Writing the abstract, 2.04

Age differences were examined in affective processing, in the context of a visual search task. Young and older adults were faster to detect high arousal images compared with low arousal and neutral items. Younger adults were faster to detect positive high arousal targets compared with other categories. In contrast, older adults exhibited an overall detection advantage for emotional images compared with neutral images. Together, these findings suggest that older adults do not display valence-based effects on affective processing at relatively automatic stages.

Keywords: aging, attention, information processing, emotion, visual search

Double-spaced manuscript, Times Roman typeface, 1-inch margins, 8.03

Running head: EFFECTS OF AGE ON DETECTION OF EMOTION 3

Writing the introduction, 2.05

Effects of Age on Detection of Emotional Information

Frequently, people encounter situations in their environment in which it is impossible to attend to all available stimuli. It is therefore of great importance for one's attentional processes to select only the most salient information in the environment to which one should attend. Previous research has suggested that emotional information is privy to attentional selection in young adults (e.g., Anderson, 2005; Calvo & Lang, 2004; Carrette, Hinojosa, Marin-Loeches, Mecado & Tapia, 2004; Nummenmaa, Hyona, & Calvo, 2006), an obvious service to evolutionary drives to approach rewarding situations and to avoid threat and danger (Davis & Whalen, 2001; Dolan & Vuilleumier, 2003; Lang, Bradley, & Cuthbert, 1997; LeDoux, 1995).

Ordering citations within the same parentheses, 6.16

Numbers that represent statistical or mathematical functions, 4.31

For example, Ohman, Flykt, and Esteves (2001) presented participants with 3×3 visual arrays with images representing four categories (snakes, spiders, flowers, mushrooms). In half the arrays, all nine images were from the same category, whereas in the remaining half of the arrays, eight images were from one category and one image was from a different category (e.g., 8 flowers and 1 snake). Participants were asked to indicate whether the matrix included a discrepant stimulus. Results indicated that fear-relevant images were more quickly detected than fear-irrelevant images.

Selecting the correct tense, 3.18

Numbers expressed in words, 4.32

Use of hyphenation for compound words, 4.13, Table 4.1

Running head: EFFECTS OF AGE ON DETECTION OF EMOTION 4

Calvo & Lang, 2004; Carrette et al., 2004; Juth, Lundqvist, Karlsson, & Ohman, 2005; Nummenmaa et al., 2006).

From this research, it seems clear that younger adults show detection benefits for arousing information in the environment. It is less clear whether these effects are preserved across the adult life span. The focus of the current research is on determining the extent to which aging influences the early, relatively automatic detection of emotional information.

Continuity in presentation of ideas, 3.05

Citing one work by six or more authors, 6.12

No capitalization in naming theories, 4.16

Regions of the brain thought to be important for emotional detection remain relatively intact with aging (reviewed by Chow & Cummings, 2000). Thus, it is plausible that the detection of emotional information remains relatively stable as adults age. However, despite the preservation of emotion-processing regions with age (or perhaps because of the contrast between the preservation of these regions and age-related declines in cognitive-processing regions; Good et al., 2001; Hedden & Gabrieli, 2004; Ohishi, Matsuda, Tabira, Asada, & Uno, 2001; Raz, 2000; West, 1996), recent behavioral research has revealed changes that occur with aging in the regulation and processing of emotion. According to the socioemotional selectivity theory (Carstensen, 1992), with aging, time is perceived as increasingly limited, and as a result, emotion regulation becomes a primary goal (Carstensen, Isaacowitz, & Charles, 1999). According to socioemotional selectivity theory, age is associated with an increased motivation to derive emotional meaning from life and a simultaneous decreasing motivation to expand one's knowledge base. As a consequence of these motivational shifts, emotional aspects of the

Running head: EFFECTS OF AGE ON DETECTION OF EMOTION 15

research examines relatively automatic processing. First, in their previous work, Ohman et al. (2001) compared RTs with both 2×2 and 3×3 arrays. No significant RT differences based on the number of images presented in the arrays were found. Second, in both Ohman et al.'s (2001) study and the present study, analyses were performed to examine the influence of target location on RT. Across both studies, and across both age groups in the current work, emotional targets were detected more quickly than were neutral targets, regardless of their location. Together, these findings suggest that task performance is dependent on relatively automatic detection processes rather than on controlled search processes.

Although further work is required to gain a more complete understanding of the age-related changes in the early processing of emotional information, our findings indicate that young and older adults study provides further information of emotional images and (Fleischman et al., 2000) although there is evidence information (e.g., Cars present results suggest tasks require relatively

Use of parallel construction with coordinating conjunctions used in pairs, 3.23

Discussion section ending with comments on importance of findings, 2.08

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References

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Anderson, A. K., Christoff, K., Panitz, D., De Rosa, E., & Gabrieli, J. D. E. (2003). Neural correlates of the automatic processing of threat facial signals. *Journal of Neuroscience*, *23*, 5627–5633.

Arnomy, J. L., & Dolan, R. J. (2002). Modulation of spatial attention by fear-conditioned stimuli: An event-related fMRI study. *Neuropsychologia*, *40*, 817–826. doi:10.1016/S0028-3932(02)0178-6

Beck, A. T., Epstein, N., Brown, G., & Steer, R. A. (1988). An inventory for measuring clinical anxiety: Psychometric properties. *Journal of Consulting and Clinical Psychology*, *56*, 893–897. doi:10.1037/0022-006X.56.6.893

Calvo, M. G., & Lang, P. J. (2004). Gaze patterns when looking at emotional pictures: Motivationally biased attention. *Motivation and Emotion*, *28*, 221–243. doi:10.1023/B:3AMOEM.0000040153.26156.ed

Carrette, L., Hinojosa, J. A., Martin-Loeches, M., Mécado, F., & Tapia, M. (2004). Automatic attention to emotional stimuli: Neural correlates. *Human Brain Mapping*, *22*, 290–299. doi:10.1002/hbm.20037

Carstensen, L. L. (1992). Social and emotional patterns in adulthood: Support for socioemotional selectivity theory. *Psychology and Aging*, *7*, 331–338. doi:10.1037/0882-7974.7.3.331

Carstensen, L. L., Fung, H., & Charles, S. (2003). Socioemotional selectivity theory and the regulation of emotion in the second half of life. *Motivation and Emotion*, *27*, 103–123.

Construction of an accurate and complete reference list, 6.22; General description of references, 2.11