

## GUIDELINES AN TIPS FOR PROFESSIONAL WRITING

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### 1. AVOID USE OF FIRST PERSON IN TECHNICAL WRITING

Authors commonly avoid the use of first person in professional writing. Although not an absolute rule, professional writers generally avoid first person references. Where such reference is unavoidable, the use terminology such as “This author,” “this writer,” “this researcher” (etc.) instead of “I” is common. As an exception, researchers frequently refer to “we” when discussing their research findings: “We looked at the causative organisms for peritonitis....” In general, however, avoiding first person creates a more professional tone.

First person: I believe there are a great many discrepancies in this article.

Preferable: It is quickly apparent that there are numerous discrepancies in this article.

First person: I think the conclusions drawn in this essay are invalid.

Preferable: This writer would assert that many of conclusions drawn in this essay are not valid.

### 2. ATTRIBUTE ALL MATERIALS DRAWN FROM SOURCES OTHER THAN THE WRITER'S INTELLECT OR RESEARCH.

All materials and concepts taken from any source outside the author *must be attributed*. Attribution refers to an acknowledgment of the source from which the information was drawn. Separate guidelines which address attribution are available for this course. These documents address which content should be attributed as well as how to create both the actual attribution (citation with the text) and its entry in the reference list. Please refer to the following documents for further information concerning these topics.

- L. Brenneman (2002). *APA Citations in Text*
- L. Brenneman (2002) *APA Style*

In general, all information which is not strictly “common knowledge” should be attributed. Most academic institutions have strict policies concerning academic honesty and plagiarism. Students frequently violate these policies simply due to a lack of understanding regarding the rules for attributing information. Such infractions are actually quite easily avoided. Students need only attribute the source of the information. One could create virtually an entire article which is little more than a conglomeration of attributed statements. In so doing, there would be absolutely no violation of academic integrity policies. In fact, such is often the case with a review article of a clinical topic. Commonly, the author presents information gleaned from a wide variety of clinical sources, all properly attributed. Aside from a summary or some editorial comments, such articles typically contain little else in the way of intellectual content. These articles, however, are very valuable to the practicing clinician and widely published in the professional journals. .

It is not necessary for a student to be particularly creative, witty or brilliant in a literary sense to produce an acceptable professional writing assignment. Compiling and organizing concepts drawn from other sources is perfectly acceptable provided all such sources are properly attributed. In contrast to creative writing assignments, professional writing is more of an exercise in gathering and organizing information, all of which is properly attributed for subsequent reference by the reader.

### 3. USE PARAPHRASING VERSUS DIRECT QUOTATIONS. USE BLOCK INDENTATION FOR LONG QUOTES.

Extensive use of properly-attributed materials is acceptable for professional writing assignments, however, paraphrasing (versus direct quotation) is th preferred. Use direct quotations sparingly and then only for a specific purpose. Paraphrasing is a summary or rewording of what another author has written. As an example, the following statement is a paraphrase of an hypothetical research article: "Research has demonstrated (Smith, 1999) that most people cannot distinguish butterflies from moths." The actual article from which this concept was taken might have involved a lengthy discussion and description of an experimental design. The research may have proved conclusively that the average person cannot tell the difference between these two types of insects. A simple summary statement of the findings, as shown above, will suffice.

Use direct quotations only when it is important to make a point or for dramatic effect. The following example will serve to illustrate an appropriate use of quotations.

In discussing the characteristics of various common insects (Smith, 1999) the researcher was quite unprofessional and judgmental. "Most people are idiots and can't distinguish something as simple as a butterfly from a moth." (Smith, 1999, p. 3). Given his unprofessional demeanor, it is most surprising that the author was successful in having his work published in a scholarly journal.

Key points concerning quotations and paraphrasing (drawn from the example above)

- **Use quotations sparingly**

Use direct quotations to make a dramatic point which might not be otherwise apparent from simply paraphrasing. In this case, to simply paraphrase ("The author uses some unprofessional rhetoric in this journal article.") does not have quite the impact of directly quoting this author who asserts that "most people are idiots...(etc.). Here the direct quote makes a point which simple paraphrasing would miss. Where such is not the case, however, use paraphrasing.

- **Punctuation for a quote should be placed inside the quotation marks.**

Except for certain rare circumstances, all punctuation marks should appear within the quotation.

Incorrect: ".....as simple as a butterfly from a moth".

Correct: ".....can't distinguish something as simple as a butterfly from a moth."

As an actual example, note the placement of the period *inside* the quotation marks surrounding the word "hits." in the 2<sup>nd</sup> paragraph of No 5 (below). While it may seem intuitive to place the punctuation (period or comma) outside the sentence, doing so is not grammatically correct. The exception (and relatively rare) to the rule is with the use of a semicolon. In this case, the punctuation mark is place outside the quotation:  
Example: Mark exclaimed, "She's been shot"; Mary had slumped to the floor."

- **Use block indentation to describe long quotations**

Block indentation should be used for long quotes, long examples or instances where the writer wishes to set of a block of text apart from the rest of the document.

Returning to the example involving the butterflies and moths, the entire block of text is indented so as to set it off from the rest of the document. Doing so makes the article more readable and the key points easier to grasp.

- **Use American Psychological Association (APA) style to format citations and quotations.**

For purposes of this course, APA guidelines are to be used to format written assignments. APA formatting places abbreviated information in parenthesis within the actual text and includes a reference list at the back of the article. The brief information within the parenthesis is called the citation. The full information concerning the source would appear as an entry in the reference list. There are specific conventions for creating both the citation and the entry within the reference list. Other course guidelines as well as the *Publication Manual of the American Psychological Association* delineate these conventions. Numerous other literary conventions exist: The Modern Language Association (MLA), Turabian, The Chicago Manual of Style, (etc.). Different conventions support different methods of citation and reference style. One common convention involves placing a number at the conclusion of the statement. This number refers to a reference list included at the back of the article. This system, however, is not consistent with APA formatting guidelines and should not be used for purposes of this course. The American Psychological Association publishes extensive materials to assist writers in creating APA-compliant documents. They are available at the organizations website, [www.APA-style.org](http://www.APA-style.org)

#### 4. USE BULLETS AND SUBHEADINGS TO CLARIFY MEANING. USE ITALICS AND BOLDING FOR EMPHASIS.

Articles and written assignments formatted as long and undivided prose can be very difficult to read and comprehend. The use of *subheadings* and *bullets* will go along way to clarifying the article's information. They also present content in a format which is more easily grasped by the reader. Item No. 3 illustrates all of these points.

Note that the entire section addressing the butterfly versus moth discussion is set apart from the rest of the text and block indented. Doing so makes the information easier to read; the points are more readily apparent to the reader. Moreover, the example presented is fairly lengthy (several sentences). It is best presented by indenting the text. By contrast, in the first paragraph of Section 3 there is a short, single-sentence quotation. In this instance, the single sentence is included in the main body of the text with simple parentheses to set it off. The difference between the two presentations involves the length of the material in quotations. More than one sentence should be indented and set off with block text.

Note also that Item No 3 uses bullets to identify key concepts within the text. The bullets present the text in a manner which makes it easier for the reader to grasp key points. Bullets distinguish key concepts from the body of the text. Were the author to simply "mush" this all together as one unbroken body of prose, it would become much more difficult to pick out important points.

Finally, Item No 3 illustrates the use of italics and bolded text for purposes of emphasis. Note that certain words and phrases are italicized to emphasize importance. The content following the bullets are bolded to set it apart from the rest of the text.

It is important to use these emphasis tools *sparingly*. Similar to the use of exclamation points, a few words so emphasized are quite effective. When overused, they become meaningless, difficult to read, and even annoying. Exclamation points, in particular, should be used very sparingly (if at all) in professional writing. They are much more appropriate in editorial or opinion-based writing. Even in this context, however, exclamation points should not be overused in the writing. Doing so renders an amateurish, melodramatic overtone to the article. Such writing becomes reminiscent of one's fifth grade essay on "What I did on my summer vacation."

#### 4. USE BLOCK INDENTATION TO SET OFF TEXT FOR EMPHASIS OR TO CLARIFY MEANING.

No 3 (above) discusses the use of block quotation for purposes of long quotations. Block indented text can also be used for emphasis or to further clarify or exemplify concepts discussed in the writing. No 1 (above) sets off a block of text which provides examples so as to provide emphasis and make it easier for the reader to grasp these concepts. Were they buried within the main body of text, it would be more difficult to pick them out. No 3 (above) block intends the actual key points following the sentence "Key points concerning paraphrasing and quotations." Block intending these points makes them more obvious to the reader who can at once grasp the key points. It also paves the way for the use of bold text to identify these points. Bolding the points adds emphasis and further set them apart from the rest of the text. As such, they become readily apparent to the reader.

#### 5. COMMENTS AND REFERENCES CONCERNING BOOKS OR ARTICLES SHOULD BE WRITTEN IN THE PRESENT TENSE

An extremely common mistake made by many students is to discuss articles or books in the past tense. While the student may well have read the article in the past with respect to the time of the writing, present tense is always used to discuss these materials. In fact, the writing exists currently and the present tense is used regardless of when the person writing the comments has actually read the document. A given person may have read a book/article in his or her past, however, the document exists in the present for all who are about to read it. The written document exists independently of persons who have read it.

Incorrect: The author discussed how frogs can be differentiated from toads.

Correct: The author discusses how frogs can be differentiated from toads.

Incorrect: This book summarized the fundamental principles of psychology.

Correct: This book summarizes the fundamental principles of psychology.

Incorrect: Joseph Conrad hit a note of resonance in *Heart of Darkness*.

Correct: Joseph Conrad hits (or has hit) a note of resonance in *Heart of Darkness*.

This principle applies even where the author of the work is deceased. Joseph Conrad may well have "hit" a note of resonance for any particular reader who has read his work but he will continue to do so for generations to come, hence, the use of the present tense - "hits."

By contrast, an actual research project may have occurred in the past. Consider the example of athletes involved in a controlled experiment (see No 5 ). A discussion of the research describes an actual experiment which has occurred in the past. In this case, the use of past tense is appropriate. Similarly, it would be appropriate to use past tense if making an actual biographical comment about Joseph Conrad - "Conrad wrote his famous novel *Heart of Darkness* in the late 1800s." Here the comment refers to an actual event which has occurred in the past; it is appropriately described in past tense. Conrad's e novel, however, lives on in perpetuity and it should be discussed in present tense.

#### 6. USE QUOTATIONS TO IDENTIFY AND INFORMAL OR COLLOQUIAL VERBIAGE.

While the use of colloquial terminology is acceptable in everyday speech or informal writing, it is not generally used in professional writing. When the author wishes to use an informal or colloquial term, it should be placed in quotes to signify to the reader that the author knows it is a colloquialism. Note the use of the term "mush" in the second paragraph for No 4 (above). The word when used in this context is a colloquialism and accordingly it has been placed in quotations. Doing so signals the reader that the author is aware that word is not generally used in formal writing. By contrast, note the use of the term "buried" in the 4<sup>th</sup> sentence of No 4. In this instance, no quotes are used.

Although on the surface, the instances would appear quite similar, there is significant difference. The use of the term "buried" in a literary context is quite common and well-accepted; it's inclusion in the text would not require the use of quotes. The same word "buried," however when used in a different context might still warrant the use of quotation marks. As an example consider the following statement: "The athletes who took the drug (Experimental Group A) "buried" their opponents in the control group (Experimental Group B). In this context, the word "buried" is a colloquialism and should be place in quotes. In this instance, the writer is using the "buried," as a colloquialism to mean "far out performed."

#### 7. NEVER USE OBSCENE, PROFANE, OR DEROGATORY COMMENTS IN PROFESSIONAL WRITING.

Use of obscene or profane language is never appropriate in technical or professional writing. It is rarely appropriate in any written document. Even when writing an editorial comment, it is not particularly professional to use obscene language. Including such rhetoric tends to discredit the writer more than the subject to which the comments are directed. Where necessary to include objectionable language as a direct quote, the writer can substitute the term "expletive" or "expletive deleted for the actual profane wording. For informal writing, another technique is to use random punctuation marks in close proximity to suggest obscene words ( !"?\*!!# ). For purposes of professional writing, using the "expletive" option is the preferred format. An exception to the rule is when writing a document for legal or judicial purposes. In this case, an exact quote may be appropriate as a legal decision might well rest on what exactly was said in a particular situation.

Derogatory comments reflect more on the writer than the object of the defamation. Inclusion of such remarks in professional writing generally results in a loss of credibility for the writer. Returning to the hypothetical author portrayed in No 3 , consider the following statement: "Most people are idiots and can't distinguish something as simple as a butterfly from a moth." Including a comment of this nature will discredit the author's work regardless of how erudite or scientific the research may have been. In fact, the work could be the most brilliant research done in entomology over the past 10 years, however, the author would have virtually no credibility vis-a-vue including a derogatory comment of this magnitude.

## 8. AVOID LANGUAGE BIAS IN PROFESSIONAL WRITING.

Language bias refers to terminology which perpetuates demeaning views and/or biased assumptions about people or groups of people. Common examples include but are not limited to biases based upon a person's gender, sexual orientation, race, national origin, religion or disease state. Standards tend to evolve over time. It is imperative to be aware of *current standards* when writing for professional publication.

The Publication Manual of the American Psychological Association (APA) provides extensive discussion of what is the current preferred terminology for professional writing. As an example, do not use the term "man," "he," or "him," when the comments are applicable to either gender. Substitute terms such as "persons," "people," "he or she," etc. As another example, it is preferable to refer to "persons with depression" rather than "depressives." It is particularly important to avoid melding the disease and the person where there exists negative overtones for a given disease. Referring to "the demented" is particularly offensive; using the terminology "persons with dementia" is far preferable.

Similarly, when referring to ethnicity or other characteristics which define groups of people, professional writers should avoid negatively-charged or emotionally-laden terminology. The following examples will serve to illustrate this concept.

Incorrect: "The mentally retarded usually can't hold down jobs."

Preferable: "Persons with developmental delays are challenged to maintain employment."

Incorrect: "Creed and avarice lurk deep within all men."

Preferable: "Creed and avarice may be hidden qualities within all people."

Incorrect: "Orientals, esp Koreans, now own most of the delis here on the West Side."

Preferable: "Asian Americans, particularly Korean Americans, have come to own many of the delicatessens on New York's West Side."

It is important to make a distinction between avoiding language bias in professional writing and blindly following rules of political correctness. One should always maintain proper perspective; common sense must prevail. There can be a fine line between politically correct rhetoric in versus terminology which borders on the absurd, inviting ridicule to the author. Terms such as the "gravitationally challenged" in reference to persons who are overweight or referring to drug-addicted persons as the "chemically inconvenienced" have no place in formal writing except perhaps as a vehicle for humor. Humor, however, has a very limited place in professional writing; typically it is not used.

## 8. INCLUDE THE FULL SPELLING OF THE WORD(S) WHEN AN ABBREVIATION IS USED FOR THE FIRST TIME.

Abbreviations are very common in professional writing. Virtually every discipline has a cadre of abbreviations for words used within that context. When abbreviating a word for the first time within a document, the abbreviation should be placed in quotes and preceded by the fully spelled-out word(s). Subsequently, the abbreviation alone may be used.

#### EXAMPLES OF PROPER FORMATTING OF ABBREVIATIONS WITHIN TEXT

- The American Psychological Association (APA) publishes a variety of texts to assist authors to write articles/books which are consistent with the literary conventions for this organization. Not all disciplines advocate the use of APA guidelines for purposes of formal writing. In fact, many journals even within disciplines supporting APA guidelines, use other literary styles for articles published within their journals.
- The complete blood count (CBC) showed significant anemia. This patient had a CBC drawn a year ago with normal results. The medication was suspect as the cause of the anemia.

#### 9. USE LATIN ABBREVIATIONS SPARINGLY AND CORRECTLY

The professional writer should avoid extensive use Latin abbreviations. The English equivalent is generally preferable for formal writing. Latin abbreviations are appropriately used for footnotes, bibliographies, and for informal writing. Table 1 shows common Latin abbreviations which are acceptable and appear frequently in professional writing. It is not necessary to italicize these abbreviations because they are common place in the English language. Otherwise Latin abbreviations should be italicized. When using Latin abbreviations, the terms should be *place in parentheses along with the words they preface*.

- The player was censored (i.e. removed from the game) for hitting his team mate.

An exception would be the use of “et al.” in a bibliographic reference. Per APA guidelines, the abbreviation is used without the parentheses in an bibliographic reference

- Smith, K, Wilson, R. Richards, V. et al. (1995). The grass is always greener on the other side of the fence. Boston: Mitchel Publishers, Inc.

Two of the Latin abbreviations (i.e. and e.g.) are commonly confused, particularly in ordinary conversation. The abbreviation “i.e.” refers to “that is” and should be used to clarify a concept: The abbreviation e.g. means “for example.” A common mistake is to write “i.e.” where “e.g.” should be used.

- The forest comprised primarily non-conifer (i.e. deciduous) trees.
- Trees in the state forest are predominantly conifers (e.g. Douglas fir, lodgepole pines, junipers).

The abbreviation “cf.” is not equivalent to “see also.” Rather, this abbreviation alerts the reader to contradictory information or one that puts a different spin on matter.

- The ruins suggest that the Pueblo Indians left the region due to drought (cf. Wilson 1995).

One could just as easily convey this same information using the English equivalent:

- The ruins suggest that the Pueblo Indians left the region due to drought. For an entirely different interpretation of these facts, see Wilson (1995).

**TABLE 1: COMMON LATIN ABBREVIATIONS**

	LATIN	ENGLISH	EXAMPLE
cf.	confer	compare	A wolf is a different species from a dog (cf. Warren 1999) cf. is not equal to "see also" - cf. implies contradictory info
e.g.	exempli gratia	for example	Conifers (e.g. Douglas fir, junipers, pines) do not shed leaves in the winter.
et al.	et alli	and others	Smith R, Winters K, Forbes E. et al. published these findings in 1950.
etc.	et ecetera	and so forth	Citrus fruits prevent scurvey: oranges, lemons, limes (etc.).
i.e.	id est	that is	The water froze (i.e. turned to ice) making the path dangerous.
N.B.	Nota bene	note well	(N.B.) A normal mammogram does not preclude cancer
P.S.	post scriptum	post script	Col. Martin joined the confederacy at Fort Sumpter (P.S.) He was subsequently killed at the battle of Shiloh
c. or ca	circa	about	Grandfather was born in Italy (c. 1895)

A useful Latin abbreviation is "sic" meaning "thus." Invariably, it is employed in context of a direct quotation where its appearance signals the reader that the author is aware of the language, grammar, punctuation or spelling error. Note that "sic" italicized when used.

- The man said, "I seen (*sic*) him do it. He backed his truck into the car"
- Mary's report indicated that "these circumstances are very challanging (*sic*) and stressful."

The Latin abbreviation "et seq." is sometimes used; it refers to "and the following pages." The abbreviation "Ibid" refers to the previous reference and still has a place in some literary conventions, particularly where a number system for citing references is used. There is not a place for it, however, when citing references using APA guidelines.

Do not use archaic Latin abbreviations which have little if any place in modern professional writing.

*op. cite.* (in the work cited before), *loc. cite* (in the location cited before), *viz.* (namely, that is to say), *vide* (see), or *q.v.* (which see elsewhere in the same book).

These abbreviations are generally considered dead and serve little purpose other than to annoy or confuse the reader.



10. OBSERVE APA GUIDELINES WHEN FORMATTING PAGES AND THE PAPER AS A WHOLE

The *Publication Manual for the American Psychological Association* (5<sup>th</sup> ed) (see course syllabus) contains detailed information regarding formatting and preparing APA-compliant written assignments. Some key points drawn from this text include the following.

- **Double space all text, including indented block text and references.**

All text should be double-spaced. Do not single-space any text including references or footnotes. The actual published document (when accepted for publishing) will be single-spaced on publication in the actual journal. For purposes of class or submitting material to editors, always double-space.

- **Leave uniform margins of at least 1 inch (2.54 cm) at the top, bottom, left and right of every page.**

The default margin for most word-processors is 1 inch for all margins which is acceptable. These margins are easily adjusted but should not be less than one inch. Do not shorten margins to avoid “widows and orphans.” “Widows and orphans” are single words and single lines at the conclusion of a paragraph which have been carried over to the next page due at poorly placed page break. To correct widows and orphans, leave a larger margins on the previous page and carry over more text to the following page. This process can be done manually without changing the margins on an “as needed” basis. Alternatively, the word-processor software can be set to eliminate them automatically.

- **Page formatting guidelines**

Print to one side of standard computer paper. Do not use staple, glue or tape anything to pages. Per APA all tables, figures, figure captions, illustrations (etc.) are to be included at the conclusion of your work. Each table or other item is placed on a separate page. For purposes of academic classes, tables and other figures may be electronically inserted within the body of the text at the appropriate point within the discussion. Similarly, the student may include “see table below” or similar wording for class assignments. Manuscripts submitted for publication should not include such wording as the publisher’s typesetter will determine the placement of these items within the body of the text.

- **Font and typeface guidelines**

Use fonts between 10-12 points for class assignments (12 points for publication submissions). Do not use compressed type-facing or use software settings which decrease the spacing between letters or words. Use standard typeface (fonts) for manuscripts (Times Roman, Ariel, etc.) Do NOT use bolded, italics or decorative (artistic) text for the text or subheadings. Use only black ink for the text. Limited use of alternate colors for subheadings, emphasis or other special cases is acceptable. Rust (brownish orange) is usually the preferred choice for this purposes. Never use exotic colors: “hot” pink, chartreuse, flourescent colors, etc. Italics, bolding, underlining are appropriately used for purposes of emphasis.

- **Page numbering and page heading guidelines**

Number pages consecutively beginning with the title page using arabic numerals in the upper right hand corner of the page. The default setting for most word-processors is ½ inches from the top of the page which is acceptable for purposes of most academic or publisher settings. The “short title” (a shortened version of the paper’s title) should appear as a heading on each page, formatted to appear on the same line but to the left with respect to the page number. Most word processing software will format the page in this manner automatically simply by setting a heading and setting the page number.

- **Justification and indentation**

Use left justification only (text aligns along the left side of the page). Do not use full-justification to create newspaper-like printing where the text lines up along both the left and right margin. Word-processor software accomplishes full justification via changing the spacing between words. Indent (5 to 7 spaces) the first line of every paragraph and the first line of every footnote. Generally, the tab key will accomplish this task in a uniform manner.

- **Upper and lower case letters**

The first letter of important words (excludes and, of, in, the, etc.) should be capitalized for the following elements.

- Most elements of the title page (title and byline but not the running head) (APA: 5.15)
- Page labels (Abstract, footnotes, etc.)
- Most headings (see APA: 5.10)
- Table titles (APA: 5.21)
- Certain elements of the reference list (APA: chapter 4)

- **Headings and sub-headings**

APA journals use from one to five levels of sub-headings. For most articles or class assignments, two, three and four levels are sufficient. There are specific guidelines published for formatting text at each of these sub-heading levels (APA: 5.10)

- **Guidelines for the title page**

APA guidelines provide detailed criteria for constructing the title page (APA: 5.15). A title page consists of three (3) elements: *running head, title, and byline/institutional affiliation.*

RUNNING HEAD FOR PUBLICATION

An abbreviated title which is used as a running head for the published article. It should be typed flush left at the top of the title page, a line or so under the page header. It should be typed all in capital letters and not exceed 50 characters including punctuation preceded by the wording “Running head:”

- Running head: DISTINGUISHING MOTHS FROM BUTTERFLIES IN TEMPERATE CLIMATES

An actual picture of a title page is shown on APA p. 306 with discussion of this topic in APA: 1.06. A shortened version of the title will appear as a page heading on each page (including the title page) to the left of the page number. In the example illustrated above, the shortened title might read “Distinguishing Moths.” This title would on each page of the manuscript.

## TITLE

Typed in centered between the left and right margin, with the first letter of each important word capitalized. Do not type the title all in upper case as would seem intuitively appealing to do/ Doing so is not correct. Only the running head is typed in upper case lettering. The title should be typed in the upper half of the page. If the title requires two or more lines, double space between them. Do not run the title across the entire page from the left to the right margin. It should be centered within 3-4 inches about the vertical midline of the page, spanning several lines (if necessary) to do so. The title should be fully self-explanatory when standing alone. See APA 1.06 for further details and APA p. 306 for an actual illustration of a title page.

## BYLINE AND INSTITUTIONAL AFFILIATION

All of the authors, in order of their contribution, are typed here. The author(s) names should be capitalized and centered between the left and right margin. There should be on double -spaced line below the title and the name(s) of the author(s). The institutional affiliation follows the author(s) names and is typed one double-spaced line below the name(s). Include city and state (to follow after the institution) if the affiliation is not a college or university.

If two or more authors share the same affiliation, type the names on the same line with the affiliation on the next line. The word "and" in small case would connect the names. If two or more authors have different institutional affiliations, type their names on separate lines with the institutional byline for each author typed in the double-spaced line following their name. Illustrations depicting actual bylines are shown on APA pp. 297-298.

### • The Abstract

Abstracts must be included for all manuscripts submitted for publication. Individual instructors will vary regarding whether abstracts are required for papers submitted in fulfillment of class assignments. Details for writing abstracts can be found in APA: 107; 5.16

### • References

There are very specific conventions concerning creating references as well as conventions concerning how to cite the reference within the body of the text. These conventions need to be followed exactly. See APA pp. 207- 214 for information concerning *Reference Citations*. See APA pp. 215-282 for information concerning how to construct the *Reference List*. The following two course documents also address this topic and summarize the APA content.

- L Brenneman (2002) *APA Citations in Text*
- L. Brenneman (2002) *APA Style*

### • Foot notes, notes, headers

Footnotes are not used extensively in academic assignments which are handed in to instructors. They do have a place and they are sometimes included. Footnotes are far more widely used in manuscripts submitted for publication. APA recognizes four types of footnotes: author, content, copyright permission and table notes. Information concerning this topic can be found in APA 5.20 and APA: 5.21. APA conventions mandates the shortened title as a header on every page of the manuscript. Entered once, most word-processor software can automatically allow for headers, footers and pagination when formatting pages.

- **Tables, Figures, Illustrations and Captions**

APA delineates specific guidelines and criteria for incorporating these tables, illustrations, figures (as well as the captions which accompany them) into the manuscript. Please consult APA: 5.22. (Figures and Figure Captions) and APA 5.21 (Tables and Table Titles, Notes, and Rules) for details on how to handle these elements in manuscripts submitted for publication.

Ancillary documents (tables, figures, etc.) are not to be inserted within the body of the text. Instead, the text should simply make reference to the particular figure or table which is being discussed. The manuscript text should not indicate or otherwise delineate the location within the text where the item should be placed. This task would fall to the type-setter. The actual tables and figures would be printed on a separate page (one item per page) which pages are numbered in sequence and included after the references page(s). If the manuscript contains an author's note or page(s) of footnotes, these components would precede pages for the tables and figures.

- Research has demonstrated (Wilcox, 1999) that most individuals can not reliably distinguish butterflies from moths even when the latter insect appears in their home. Figure 1 and Figure 2 depict the anatomy of the moth and butterfly respectively. Note several key differences which are .....etc.

The final placement of these elements within the published document will depend on how the typesetter has formatted the copy for publishing. A table discussed on page 3 of the manuscript may appear on page 5 of the published article within the journal.

Students submitting documents to fulfill class assignments may ignore the rule which disallows a location reference to a figure or table. Students may write "see Table 1 below" when this comment precedes a table inserted into their document. For purposes of an academic course, an author (student) may electronically insert figures (and the captions which accompany them) within the manuscript at a preferred location within the document. Under no circumstances, however, may students *cut, paste, staple or glue* such figures into their manuscripts. If these items cannot be electronically inserted into the document, they should be handled in the manner described for manuscripts submitted for publication.

Regarding manuscripts submitted for publication, captions which accompany tables, figures, etc. should not be placed on the actual figure but rather typed as separate entries into in an appendix. The appendix should begin with a separate sheet of paper, numbered in sequence, and formatted with the word "Figure Captions" at the top of the page. This appendix would follow the pages for the figures, illustrations and tables. In creating the appendix, each caption is typed in as a separate entry and labeled so as to identify the item to which it refers.

- Figure 1: The anatomy of the moth
- Figure 2: The anatomy of the butterfly

- **Author Note**

This element is optional and is not considered part of the actual manuscript. It might contain supplemental information. Such information might address changes in affiliation or special circumstances concerning the study. It might contain an update to a longitudinal study or the author's address for purposes of correspondence. In the case of contact information, begin the sentence with "Correspondence concerning the article should be addressed to ....etc."

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## 11. GRAMMAR, PUNCTUATION, AND SPELLING

All professional writers should be meticulous with respect to grammar, punctuation and spelling. A professional writer would be expected to be well-versed in the rules of grammar and punctuation. Serious flaws are likely to be viewed as a reflection of the author's credibility. Similarly, spelling errors or poor word choice will significantly detract from the degree of respect which the article or assignment can command.

It is beyond the scope of this document to present the rules of grammar, punctuation and sentence structure/composition. These aspects of writing are very important considerations, however, and the writer must address the issue very seriously. Fortunately, there are numerous reference sources available to clarify these points. In particular, there are excellent web sites references which serve as a readily accessible online references for grammar and sentence construction. Students should consult these sites when writing manuscripts to become familiar with the content. The following web sites are particularly useful in this regard.

- Grammar Slammer <http://englishplus.com/grammar/contents.htm>
- A Guide to Grammar <http://ccc.comnet.edu/grammar/>
- Owl Online Writing Lab: <http://owl.english.purdue.edu/handouts/grammar/>
- Guide to Grammar <http://newark.rutgers.edu/~jlynch/Writing/>