

APA Style Guidelines

Note: The APA style guidelines presented here are a subset of the full guidelines. For full guidelines see: *Publication Manual of the American Psychological Association* (2010, 6th ed.). Washington, D.C.: American Psychological Association. Additional information concerning APA style can be found at <http://www.apastyle.org/>

What is a Literature Review?

A literature review is a critical evaluation of published research on a particular topic. Information from the research literature is organized, integrated, and evaluated to show progress in scientific understanding of the topic. A literature review should contain the following:

- Definition and clarification of the problem
- Summary of previous investigations to show the state of current knowledge
- Identification of relations, contradictions, gaps, and inconsistencies in the literature
- Suggestions for next step in solving the problem.
- In an “empirical paper” where you are reporting on your research, you carry out this last step.
- In a “literature review” paper (where you are not reporting on your own research, but rather summarizing research in a particular field), you leave suggestions for research for others to carry out.

Selecting Your Sources

Source articles should be chosen so that they all relate to a focused topic. First read the abstract of a potential source; if it appears to be relevant, go on to read the entire article. Evaluate articles on the following:

- Are they scholarly sources, with references cited in the text and also listed at the end of the article?
- Are they primary sources, i.e., first-hand reports of research studies conducted by the author(s) of the article? Look for sections of the article labeled Method, Results, and Discussion. (Note: Secondary sources are sometimes allowed in addition to primary sources; check with your professor.)
- Do they complement each other in terms of topic?
- Do any of the articles suggest competing theories?

Format of Paper

- Entire paper typed in 12-point font.
- 1 inch margins at top, bottom, and sides.
- Double-spacing used throughout paper (including abstract and references).
- Single space after commas, colons, semicolons, and periods in references and after initials. Double space after periods that end sentences.
- 5-space indentation at beginning of each new paragraph (except for the abstract which is **NOT** indented. Paragraphs should have a focused theme, introducing theme at beginning and ending with conclusion. Paragraphs should be longer than two sentences and shorter than one page.
- Staple pages together; hand in **without any additional covering**, such as clear plastic

folders.

- Headings within a manuscript identify different sections and subsections. In an APA-style manuscript, you can have anywhere from one to five levels of headings. The structure for these five levels is as follows (APA, 2010, p. 62):

Centered, boldface, upper and lowercase (Level 1)

Flush left, boldface, upper and lowercase (Level 2)

Indented, boldface lowercase paragraph heading ending with a period. (Level 3)

Indented, boldface italicized, lowercase paragraph heading ending with a period.

(Level 4)

Indented, italicized, lowercase paragraph heading ending with a period. (Level 5)

- When setting up your paper, if there is no room at the end of a page to include text under a heading, put the new heading on the next page.

Citing Sources in Body of Paper

It is extremely important that you credit the authors of ideas that are not your own.

- Citation should appear in the **very first sentence** in which you present another person's ideas; not at the end of the paragraph! If you continue to describe the ideas of the same author in the same paragraph, do not keep repeating the citation in that paragraph. If you refer to that author's work later in the paper, you should repeat the citation.
- Citation includes authors' last names and year of publication. The title of the source is **NOT** given as part of the citation. Authors and year may either be incorporated into the first sentence or given in parentheses at the end of that sentence:
 - Smith and Jones (1976) have argued that learning is essential to survival.
 - Research has shown that learning is essential to survival (Smith & Jones, 1976).
 - Use "and" when citing multiple authors as part of a sentence; use "&" when authors' names are given in parentheses, as shown above.
- If source has three or more authors, give names of all authors the first time you cite the source; after that, use "et al." (Doe et al., 1985).
- If source has more than six authors, use "et al." each time you cite the source, including the first time.
- If citing two or more sources together, place in alphabetical order by first author's last name. The multiple sources are separated by semicolons. For example: (Smith, 2009; Smith & Jones, 2006).

Avoid Using Quoted Material

- Direct quotations are rarely used in scientific writing; instead paraphrase the idea **using your own words**, **and** make sure you give the author credit in a citation.
- In the very rare event that you use a quotation, enclose the quoted material with quotation marks, followed by the author, year, and page number in parentheses.

Plagiarism

Plagiarism is when you present the ideas of another author as if it were your own work, without giving proper credit to the author. Each time you paraphrase another author, you must credit the author in your text. Quotation marks are used when you are quoting the exact words of another author. Plagiarism is unethical and unacceptable. See additional handout on plagiarism for further information.

Organizing an APA-Style Paper

Empirical Paper Versus a Literature Review

The sections included in an APA-style manuscript are listed below. Which sections you include depends upon the type of paper you are preparing. For an empirical paper, in which you report the results from your research, include all of the sections listed (Title page, Abstract, Introduction, Method, Results, Discussion, and References). If you are doing a literature review you would not include the method and results section. The rules stated below for the title page, abstract, and reference sections all apply to a literature review and an empirical paper. There are no set rules for the content or organization of a literature review. However, it is a good idea to apply the guidelines shown for the Introduction and Discussion below when doing a literature review paper.

Title Page

- Title should clearly identify focus of the paper.
- Title is centered in upper third of page, with your name below the title, and your institution (Indiana University Purdue University Fort Wayne) below your name. Author notes would be provided next (see sample below).
- A running head (short version of your title) and page number to the right of the running head goes at the top of the title page. Type the words "Running head:" flush left followed by your actual running head in all capital letters. Type the page number after the running head. The running head itself (without the words "Running head:" appears on each page in your paper (Use the automatic header and paging function of your word processor.). See the sample paper below for the exact format for the running head.

Abstract

- Single paragraph on page 2; no paragraph indent.
- Heading "Abstract" is centered immediately above paragraph at top of page.
- Summarize contents of the paper. Begin with statement of purpose or organizing theme of paper. For a literature review, briefly describe types of studies reviewed after the opening statement, then give overall findings and end with a conclusion. For an empirical paper, briefly describe the method after the opening statement, then give the findings, and end with a conclusion. Unlike the abstract for a literature review, the abstract for an empirical paper typically does not contain information about previous research.
- Length is between 150 and 250 words.

Introduction

- Starts on page 3; title of paper centered at top, **DO NOT** type the heading “Introduction,” APA-style uses the title of your paper as the level 1 heading for your introduction.
- The structure for the introduction should go from general to specific, as outlined below.
- Begin body of paper with an opening paragraph introducing theme of paper. Clearly state the purpose or thesis that will be addressed. You may find it helpful to phrase your thesis in the form of a question that you are seeking to answer.
- Following the opening paragraph, proceed with the review of sources. Before writing, make an outline using subheadings showing the order of different aspects of the topic you will present. It may be helpful to use subtopics as headings in the actual body of paper.
- As you address each subtopic, be sure to cite evidence from your sources to support your claims (see “Citing Sources” above).
- At the end of your introduction clearly state your hypotheses.

Method

- Type “Method” (note, here and below, do NOT enclose headings in the quotation marks) as a level 1 heading immediately after the end of the introduction (or on a new page if required. This section is called “Method” and NOT “Methods.” Include subsections for participants, materials or apparatus, and procedure. You may also include a separate Design section to describe the design of your study.
- For the **Participants** subsection type “Participants” as a level 2 heading immediately after the “Method” heading. In this section describe all relevant characteristics of your sample (e.g., number of participants, mean age, gender breakdown, etc.). Do **NOT** provide information that might identify the participants, such as the name of their university or place of work, should not be given. Rather, give information about the participants only in general terms, such as "students at regional public university in the Midwestern United States."
- For the **Materials** subsection type “Materials” as a level 2 heading immediately after the participants section. In this section describe all of the materials you used in your study (e.g., questionnaires, rating scales, etc.). Give enough detail so that some one could replicate your study.
- For the **Procedure** subsection subsection type “Procedure” as a level 2 heading immediately after the Materials section. In this section provide a description of exactly how you ran your participants in your study. Again, you should provide enough detail so that someone could replicate your study.

Results

- Start your **Results** section immediately after the end of your Method section (or on a new page if necessary). Type the heading “Results” as a level 1 heading.
- In your results section provide a verbal description of what you found supported by reports of all relevant descriptive statistics (e.g., Means and standard deviations) and inferential statistics (e.g., *t*-test, Analyses of variance).
- When reporting inferential statistics report the following information: The observed value of the statistic, the degrees of freedom, *p*-value and any effect size statistics. The general format to follow is: $F(2, 39) = 9.67, p = .014, \eta^2 = .06$.

- When reporting descriptive statistics, report group means, standard deviations, and confidence intervals. You should report 95% or 99% confidence intervals. For example: ($M = 5.31$, $SD = 1.18$, 95% CI [5.08, 5.54])
- For more complex analyses, you may report the results in tables.

Discussion

- Start the **Discussion** section immediately after the end of the results section (or on a new page if required). Type the heading “Discussion” as a level 1 heading.
- The structure of your discussion should be from specific to general.
- Start off with a restatement of your hypotheses and indicate whether the hypotheses were supported.
- Provide links between your results and previous research and theory (with citations) that you reviewed in your introduction.
- You may speculate as to why your results came out the way they did, but do not stray too far from your data when doing so.
- End your discussion section with an assessment of any limitations your research. Draw overall conclusions about the current state of knowledge given your findings and previous findings. State why it is important to continue to pursue this line of research and include ideas for future research.
- Do NOT give personal reactions such as, “I was shocked/surprised/disappointed to find...”

References

- References are listed on separate page at end of paper. Your reference page comes before any pages with figures, tables, appendices, or footnotes.
- Capitalize the only the first word of the title and subtitle (e.g., after a colon) of a book or article. Capitalize all proper names and other words (e.g., a person’s name in a title or the name of a city) and do not use italics or place quotation marks around the title.
- For the name of a journal, capitalize all major words (e.g., *Journal of Personality and Social Psychology*). Italicize the name of the journal, volume number (do not include the word “Volume” or “Vol.) and punctuation marks separating these elements. Include the issue number in parentheses after the volume number only for journals that start each issue on page 1 (if included, the issue number is not italicized). Do not italicize the page numbers. See the examples below.
- Your goal in the reference section is to provide your reader with the information needed to find a source cited in your paper. Although you should follow APA format for all references, in some instances you may come across a reference that has no specific APA format specified in the publication manual. In these cases, use a reference format that is closest to one specified in the APA Publication Manual.
- **All** references cited in paper should be listed.

- Type the word “References” (not in boldface) centered at top of page (following your running head and page number line).
- References listed in alphabetical order by first author’s last name. If you have two or more sources with same author, use chronological order from earliest to most recent. If several authors with same first author, but different second author, use second author’s last name to determine order.
- If source has more than six authors, use “et al.” after the first six author names.
- First line of each reference begins at left margin; each subsequent line of that reference is indented five spaces.
- Formats vary depending on type of source. See examples below (In your paper references would be double spaced. Single spacing is shown for illustration purposes only).

Format for article in a journal or electronic version with Digital Object Identifier (doi) provided:

Schmiege, S. J., Broaddus, M. R., Levin, M., & Bryan, A. D. (2009). Randomized trial of group interventions to reduce HIV/STD risk and change theoretical mediators among detained adolescents. *Journal of Consulting and Clinical Psychology, 77*, 38-50. doi: 10.1037/a0014513

Note: The DOI can be found with the bibliographic information found at the top or bottom of the first page of many journal articles or as part of the information provided with an entry in an electronic database (e.g. PsycINFO). It is included with your reference (if provided) for print and electronic sources.

For journal articles that have no DOI and you read from a hard copy of a journal (e.g., in the library or an interlibrary loan PDF photocopy of an article) follow the above format.

Format for Internet article from an electronic source (no DOI provided):

Stepanova, E. V., & Strube, M. J. (2009). Making of a face: Role of facial physiognomy, skin tone, and color presentation mode in evaluations of racial typicality. *Journal of Social Psychology, 149*, 66-81. Retrieved from <http://www.heldref.org/pubs/soc/about.html>

Note: Provide the home Web site address for the journal. No retrieval date is provided.

Format for a book:

Bordens, K. S., & Abbott, B. B. (2008). *Research design and methods: A process approach* (7th ed.). Boston: McGraw Hill.

Format for chapter in edited book:

Doe, J. E. (2001). Finding happiness in the study of psychology. In C. N. Clark (Ed.), *The psychology student in world context* (pp. 247-268). New York: Psychology Press.

Correct Order of Manuscript Sections

1. Title page
2. Abstract
3. Introduction (started on a new page)
4. Method (started immediately after the end of the introduction)*
 - a. Participants or Subjects
 - b. Materials or Apparatus
 - c. Procedure
5. Results (started immediately after the end of the method section)
6. Discussion (started immediately after the end of the results section)
7. References (started on a new page)
8. Tables (each table is started on a new page)
9. Figures (each figure is started on a new page)
10. Appendices (each appendix started on a new page)

*You may add a separate Design section to describe the design of your study in the Materials section.

Sample Paper

The following pages show what an APA-style manuscript for an empirical paper looks like. Note that not all sections are complete.

Contextual Information, Artistic Style and the Perception of Art

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Indiana University-Purdue University Fort Wayne

Author Note

Kenneth S. Bordens, Department of Psychology, Indiana University-Purdue University Fort Wayne.

Everyone is still at the same place. However, if an author had taken a new position it would be disclosed in this second paragraph.

We thank Bruce B. Abbott for his advice on the design of the present experiment and data analysis.

Correspondence concerning this article should be addressed to Kenneth Bordens, Department of Psychology, Indiana University-Purdue University Fort Wayne, hisemail@ipfw.edu.

Abstract

An experiment was conducted to determine if providing contextual information about various artistic styles would increase liking and lead to more positive perceptions of examples of art. Participants were 172 male and female artistically naive undergraduate students. Participants evaluated four artworks from one of four styles (Dada, Outsider, Impressionism, and Renaissance) on several rating scales. Results showed that when no contextual information was presented perceived match between an artwork and an internal concept of art was higher than if contextual information was presented and that Dada art received the lowest match scores followed by Outsider, Impressionist, and Renaissance art. Dada art was liked significantly less than Outsider, Impressionist, or Renaissance art. Factor analysis of bipolar semantic differential scales revealed four dimensions underlying perception of art and that different styles could be separated based on these dimensions.

Contextual Information, Artistic Style and the Perception of Art

Understanding and enjoyment of art is partially dependent on the degree to which viewers understand and can make sense of a work of art (Russell, 2003). This is especially true of nonrepresentational, modern styles of art which place greater information processing demands on the viewer (Leder, Belke, Oeberst, & Augustin, 2004). Evidence shows that not only does nonrepresentational art place greater processing demands on observers, but also that viewers typically like nonrepresentational art less than more conventional forms of representational art (Clemmer & Bordens, 1987; Cupchick & Gebotys, 1988; Leder Carbon, & Ripsas, 2006; Schimmel & Förster, 2008).

Art is much like any other categorical concept and exhibits characteristics common to other natural categories. Wittgenstein (1953) argued that natural categories exhibit “family resemblance,” meaning that members of a category have characteristics that occur together with no single feature defining membership in a category. ... (Introduction would continue)

Method

Participants

Participants were 172 male ($N = 54$) and female ($N = 118$) undergraduate students enrolled in Elementary Psychology classes at a Midwestern regional university campus in the United States. Participants received credit in their Elementary Psychology classes for their voluntary participation. Participants ranged in age between 17 and 51 ($M = 21.88$, $SD = 6.44$). Additionally, participants reported relatively little formal training in art ($M = 2.42$, $SD = 1.45$, on a 7-point scale), infrequent visits to art museums ($M = 1.94$, $SD = 1.22$, on a 7-point scale), and

low levels of knowledge about art ($M = 2.22$, $SD = 1.31$, on a 7-point scale). However, participants reported a moderate level of interest in the arts ($M = 3.55$, $SD = 1.62$, on a 7-point scale). (Method section would continue)

Results

Match Between Artwork and Participant Concept of Art

Averaged match ratings. An average “match” score was calculated for each subject by averaging each participant’s rating of the degree to which each artwork within an artistic style matched their internal concept of what constitutes a work of art. For example, a participant’s average match score for Dada art was obtained by summing the match scale rating scores for *Nude on a Staircase*, *Configuration*, *Dada Head*, and *Fountain* and dividing by four. The resulting averaged match scores were analyzed with a three factor (style x contextual information x order) ANOVA. The results showed a significant main effect for contextual information, $F(1, 156) = 5.78$, $p = .017$, $\eta^2 = .04$. When no contextual information was presented the average match score was higher ($M = 5.31$, $SD = 1.18$, 95% CI [5.08, 5.54]) than if contextual information was presented ($M = 4.90$, $SD = 1.25$, 95% CI [4.68, 5.14]). There was also a significant main effect for art style, $F(3, 156) = 12.68$, $p < .001$, $\eta^2 = .20$. Dada art received the lowest averaged match score ($M = 4.34$, $SD = 1.05$, 95% CI [4.02, 4.67]) followed by Outsider art ($M = 4.97$, $SD = 1.25$, 95% CI [4.64, 5.30]), Impressionist art ($M = 5.48$, $SD = 1.02$, 95% CI [5.15, 5.81]), and Renaissance art ($M = 5.65$, $SD = 1.15$, 95% CI [5.32, 5.98]). *Post hoc* pair wise comparisons using an LSD test showed that Dada art was rated as matching significantly less than the other three styles of art. Similarly, Outsider art was rated as matching internal concepts of art significantly lower than Impressionist and Renaissance art. Dada and Outsider art did not differ

significantly, nor did Impressionist and Renaissance art. Generally, Dada and Outsider art were rated as matching internal concepts of art significantly lower than Impressionist and Renaissance art. ... (Results section would continue)

Discussion

The results of this study provided only partial support for the pre-experimental hypotheses. The first hypothesis stated that providing contextual information would increase ratings of how well examples of those styles match participants' internal concepts of art. This hypothesis was not supported. In fact, the opposite occurred. Providing contextual information led to participants perceiving examples of the various styles of art as matching less well with their internal ... (Discussion section would continue)

References

- Adajian, T. (2005). On the prototype theory of concepts and the definition of art. *Journal of Aesthetics and Art Criticism*, 63, 231-236. doi: 10.1111/j.0021-8529.2005.00203.x
- Best, J. B. (1999). *Cognitive psychology*. Belmont, CA: Brooks/Cole Wadsworth.
- Bartlett, F. C. (1932). *Remembering: A study in experimental and social psychology*. Cambridge, England: Cambridge University Press.
- Clemmer, E. J., & Bordens, K. S. (1987, July). Semantic-differential profiles of esthetic experience: Abstract and impressionist paintings. Paper presented at the Second International Congress of Applied Psycholinguistics, University of Kassel, Kassel, Federal Republic of Germany.
- Cupchick, G. C., & Gebotys, R. (1988). The experience of time, pleasure, and interest during aesthetic episodes. *Empirical Studies of the Arts*, 6, 1-12.¹
- McFee, G. (1999). Wittgenstein on art and aspects. *Philosophical Investigations*, 22, 262-284.
Retrieved from <http://www.wiley.com/bw/journal.asp?ref=0190-0536>
- ... (Additional references would follow)

¹The Cupchick reference is an example of one that was published before a DOI was available and was in the form of a PDF photocopy from interlibrary loan. In this case, as noted earlier, you use the reference format closest to one specified in the APA Publication Manual. This is what was done here. Of course, you would NOT include any footnote explaining this.

Table 1

Means for significant style x order interaction

Style	Order	
	Order 1	Order 2
Dada	3.88 (1.02)	4.81 (.88)
Outsider	5.21 (1.23)	4.74 (1.25)
Impressionist	5.49 (1.18)	5.49 (1.13)
Renaissance	5.72 (1.33)	5.59 (1.12)

Note: Standard deviations shown in parentheses.

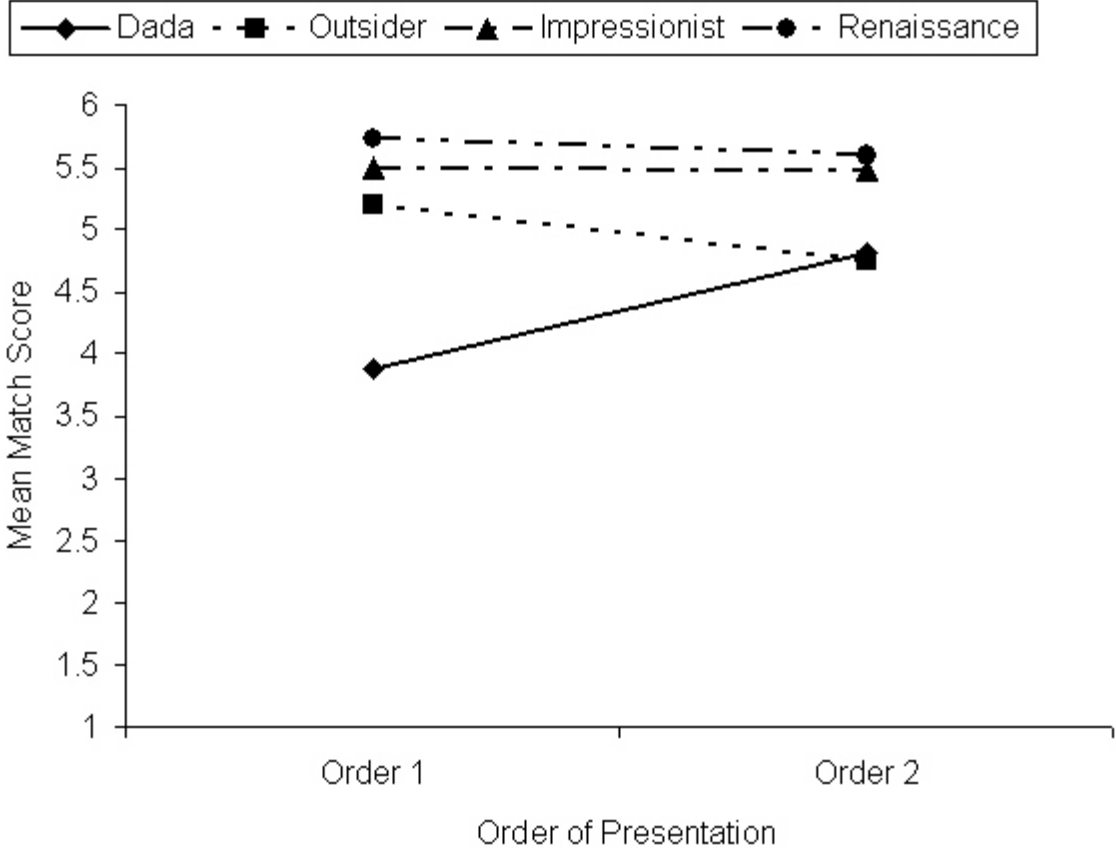


Figure 1. Two-way interaction between art style and order of presentation for mean match score.

Appendix

An appendix starts on a new page. If you have multiple appendices, they would be labeled Appendix A, Appendix C, and so on.. Each appendix would begin on a new page.