



SHERIDAN
INSTITUTE OF HIGHER EDUCATION

Write Well



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Ali Dench

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Get Help

This resource is loaded with advice on how to improve your academic writing:

- Most of the headings match those on the **PELA Feedback Tool**, so you can quickly find help with any specific areas needing attention.
- For extra support, you can attend the free **Editing Workshops** on campus.
- Email Ali Dench (adench@sheridan.edu.au) to ask a specific question or to book a one-on-one, **free appointment** to get some feedback on your writing.
- Others on campus are also willing to help.

Gain Maximum Mark

Our Academic Principal, Dr Natalie Leitão, gives these tips on how to gain maximum marks:

- “Attend all your classes and make the most of each learning opportunity.
- Plan ahead with your assignment preparation so things are not left to the last minute.
- Submit your assignments on time (marks are deducted for late submissions).
- Avoid plagiarism” (2019).

How To Avoid Plagiarism

The measure of a plagiarism-free assignment is:

- **your own work:** This means no copying. All students who copy or allow others to copy will be penalised. Do not share answers unless it is a group assignment.
- **your own words:** Paraphrase other people’s words and ideas and limit your use of direct quotes. Show where borrowed words and ideas come from (i.e. add a reference).
- **your own voice:** Make a claim and present your own argument. Synthesise other people’s views. Link supporting evidence together with your own words.

Read Our Plagiarism Policy

Here are some facts you should know:

- Plagiarism is cheating!
- It is a very serious offence, so do everything you can to avoid it.
- Sheridan has installed plagiarism-checking software and will penalise you if you are caught.
- When you submit your assignments, you have to check a box to say that you are familiar with Sheridan's plagiarism policy.
- To find that policy:
 1. Go to Sheridan's webpage (<http://sheridan.edu.au>).
 2. Hit the **About** tab.
 3. Locate the **Policy Library** section.

Identify Plagiarism

Read the following paragraphs - part of Wynne's (2016) article.

Involve your children in your bushfire survival plans, psychologist urges

Planning for and talking to your children about bushfires can help them cope and feel safe should you or your home come under threat this summer.

.....

Give children a role to play

Like adults, children feel better prepared for emergencies if they have a role to perform and a degree of control.

Ms Blouse suggested older children could be given the task of packing their bags in preparation for an emergency.

Or if they have younger siblings, older children can be tasked with getting bags ready for them too.

"You have them get a bag packed ready to go with things, not only that they need but getting them to choose things that they like and things that you know will help them feel better if they find themselves sitting in an evacuation centre for quite some time," she said.

"Having familiar things around them is really settling at the other end of the journey."

What should you pack?

If fire affects a family without warning, Ms Blouse said she would recommend psychological first aid — essentially just allowing children to talk about how they feel.

"Children need lots of reassurance," she said.

Now, read Ali's three passages and decide whether or not she has plagiarised.

Passage A

Just like adults, young people feel better prepared for crises if they have a job to do and a degree of control.

- Has Ali plagiarised/cheated?
- Why or why not?

Passage B

If fire comes suddenly, Ms Blouse suggests psychological first aid - letting children express their emotions (Wynne, 2016, para. 13).

- Has Ali plagiarised/cheated?
- Why or why not?

Passage C

According to a psychologist, “older children could be given the task of packing their bags in preparation for an emergency. Or if they have younger siblings, older children can be tasked with getting bags ready for them too” (Wynne, 2016, paras. 9 & 10).

- Has Ali plagiarised/cheated?
- Why or why not?

Answers

Involve your children in your bushfire survival plans, psychologist urges

Planning for and talking to your children about bushfires can help them cope and feel safe should you or your home come under threat this summer.

.....

Give children a role to play

Like adults, children feel better prepared for emergencies if they have a role to perform and a degree of control.

Ms Blouse suggested older children could be given the task of packing their bags in preparation for an emergency.

Or if they have younger siblings, older children can be tasked with getting bags ready for them too.

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"Having familiar things around them is really settling at the other end of the journey."

What should you pack?

If fire affects a family without warning, Ms Blouse said she would recommend psychological first aid — essentially just allowing children to talk about how they feel.

"Children need lots of reassurance," she said.

Passage A

Just like adults, young people feel better prepared for crises if they have a job to do and a degree of control.

This is plagiarism for a number of reasons:

- **exact words:** The words borrowed from Wynne (highlighted in yellow) are not in double quotation marks, so the reader assumes they came from Ali.
- **grammatical pattern:** Ali has changed a few words (synonyms in purple), but her grammatical pattern/word order is the same as Wynne's.
- **reference:** There is no reference for the words and ideas borrowed from Wynne.

Passage B

If fire comes suddenly, Ms Blouse suggests psychological first aid - letting children express their emotions (Wynne, 2016, para. 13).

This is also plagiarism:

- **exact words:** Only two phrases are Wynne's exact words. If a borrowed phrase is common (e.g. the Sydney Harbour Bridge), then you do not need to put it in double quotation marks. However, if it is an uncommon phrase, especially one coined by the writer (e.g. psychological first aid), then it should be in quotation marks.
- **grammatical pattern:** Ali has changed a few words (synonyms in purple), but her grammatical pattern/word order is the same as Wynne's.

Passage C

According to a psychologist, "older children could be given the task of packing their bags in preparation for an emergency. Or if they have younger siblings, older children can be tasked with getting bags ready for them too" (Wynne, 2016, paras. 9 & 10).

This is borderline plagiarism:

- **authorial voice:** Even though borrowed words are in double quotation marks and properly referenced, there is a lack of authorial voice. It is a very long, direct quote from Wynne; and not enough of the text is written with Ali's voice. The block needs to be paraphrased.

Avoid Plagiarism: Flow Chart

Did I use someone else's exact words?			
Yes		No	
Did I use less than 40 words?		Did I use someone else's idea?	
Yes	No	Yes	No
<p>Do a direct quote: short (APA, 2020, pp. 270-271).</p> <ul style="list-style-type: none"> • Add double quotation marks. • Add a reference (surname, date, page or paragraph number). • The full stop goes after the bracket. 	<p>Do a direct quote: block (APA, 2020, p. 272).</p> <ul style="list-style-type: none"> • Start the quote on a new line. • Indent 0.5 of an inch (1.27 cm) for every line. • Do not use quotation marks. - Add a reference (surname, date, page or paragraph number). - The full stop goes before the reference. 	<p>Do an indirect quote: paraphrase (APA, 2020, p. 269).</p> <ul style="list-style-type: none"> • Use your own words. • Use synonyms. • Change the original grammatical pattern. • Do not use quotation marks. • Add a reference (surname, date). 	
For Example			
<p>Linguists do not "tell people what they should say" (Payne, 2015, p. 23).</p>	<p>According to the writer: (Payne, 2015, p. 23)</p>	<p>Rather than prescribe or enforce rules, linguists describe how people use language (Payne, 2015).</p>	

Consider These Steps

These steps should get you started on the whole process of researching and writing. They provide an overview, and the headings have been adapted from Marshall (2006, pp. 277 & 290). In reality, the process is not really linear. Sometimes you will do several steps simultaneously or backtrack. Have a look at the Table of Contents to find more information on these individual steps.

Step	Task
1	Manage time
2	Understand the assignment
3	Choose a topic
4	Draw a mind map
5	Create a research question
6	Find resources
7	Assess resources
8	Research the debate or topic, considering relevant arguments
9	Take notes, keeping track of references
10	Design a structure: <ul style="list-style-type: none"> - commit to a position - review your research question - make a claim - present your argument, with opposing arguments - write an outline (introduction, body, conclusion)
11	Write a rough draft
12	Format
13	Edit
14	Write your final copy
15	Submit

Manage Time

To keep yourself on track, answer these questions:

How Much Time Do I Actually Have?

Realistically work out how much time you can give to the assignment, but do not underestimate the time needed. Remember, your lecturer is expecting you to do three hours of work for every hour spent in class. Also, check how much the assignment is worth and spend your time accordingly.

How Much Time Will Each Step Take?

Once you know how much time you have, work out how you will allocate that time (Fox, 2005). Which steps in the research and writing process are likely to take longer? Most assignments cannot be done the night before. If it is your first paper, you may need extra time to search databases, master referencing, and submit electronically - and that does not include the writing and editing!

When Am I Going To Tackle Each Step?

It takes good planning and discipline to work on your assignment in smaller chunks. Give yourself mini deadlines. If lecturers ask you to hand in an outline, annotated bibliography, or rough draft before the actual assignment is due, they are doing you a great favour.

Understand the Assignment

Sheridan lecturers really do want to give you marks, and they tell you how to get them. It is up to you to have this information close at hand while working on your assignments. Check your Unit Outline.

Read the Question

This is an obvious starting point. Do not just rely on what other students say. Ask the lecturer for clarification if you need it. Pay attention to key verbs as these will tell you what is expected. For example, do you need to *compare and contrast*, or *define* a term, or *analyse* a case study, or *give examples* from your own experience? Make sure you answer every part of the question. Some lecturers will also give you a suggested or required structure.

Read the Rubric

A rubric or marking grid will come with every assignment. These are tailor-made for each task and differ from one assignment to another. They are extremely helpful as they show you what to do to score the maximum amount of marks. Read them carefully and use them as a checklist.

Understand Key Terms

You will encounter new terminology while studying and may feel a little overwhelmed to begin with. Most textbooks come with a glossary (a list of terms with definitions). Our library also contains some subject-specific dictionaries. It is important to understand key terms because you will enter these (or their synonyms) into databases to search for new material and will also need to explain them in your paper.

Know the Required Length

Usually the number of words (not pages) is specified. Most computers have a word count function under **Tools**. Just highlight your document (excluding cover page and References) and select **Word Count**. Some lecturers deduct marks if you are too far under or over the limit, so ask them about their individual policy.

Know the Required Number of Sources

Unless otherwise stated, a Sheridan undergraduate paper should have at least one reference per page. This does not mean that you cite a source on every page; some pages - and even paragraphs (e.g. a Literature Review) - will include many citations. In other words, a 10-page paper should include about 10 references. For postgraduate work, you should have about 3 references for every 500 words.

Choose a Topic

You may need to expand or narrow down your topic depending on how long your paper needs to be. Obviously, a shorter assignment deals with a more limited topic. Sometimes the topic is given to you; but if you have the freedom to choose, ask yourself these questions (Booth et al., 2008, p. 14):

What Do I Feel Passionate About?

It is so much easier working on something you are genuinely interested in. Some lecturers will let you modify a given research question to fit in with your area of interest, so do not be afraid to suggest an alternative.

What Do I Want To Know?

Anticipate what you might need to know for a future job or situation. Use this research opportunity to develop your knowledge and skills.

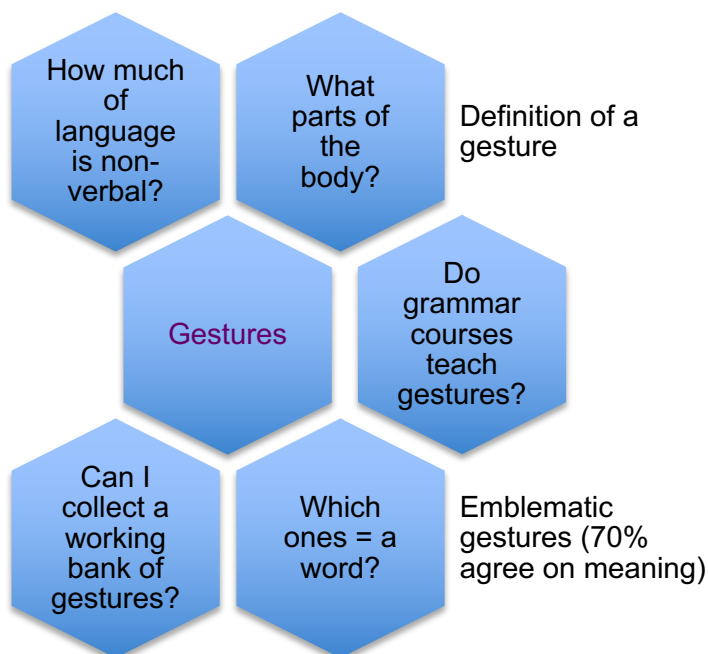
What Real-Life Issue Can I Explore?

Explore an issue that has a real-life answer. This makes the research exciting, edgy, and meaningful.

Draw a Mind Map

This process is often called *brainstorming*, and it helps you explore your topic in a more creative way. Follow these steps:

- Write your topic in the centre circle.
- Write down what you already know (add circles).
- Write down what you would like to know (add circles).
- Do some research (add more circles).
- Work out which circles will become part of your essay and ultimately lead to a research question.
- Consider Ali's example (below) on Filipino Body Language: Emblematic Gestures.



Create a Research Question

A common mistake is to collect all the facts you can find on a particular topic and then dump them into an essay. This is not acceptable at tertiary level. You need to start with a research question.

What Is a Research Question?

It is a *specific* question that requires a *specific* answer (Booth et al., 2008, pp. 40-41). The question will probably change slightly (broaden or narrow in focus) as you do more research and gain a better understanding of your topic. Getting the wording right can take a while, but it is worth it.

Why Do I Need One?

1. It gives you key words to type into a database.
2. It guides you in knowing what to read and what to leave alone.
3. It appears in your introduction as a statement.
4. It gives structure to your whole essay and helps you develop your own voice as you answer the question.

An Example

Should emblematic gestures be taught as part of a language grammar course?

This is the research question that matches Ali's mind map (on the previous page). Can you see how this question gave her a clear focus? She was only looking at *emblematic* gestures even though there are other kinds. Her interest was in teaching gestures as a *grammar* component not, for example, as a cultural element of the language programme.

Find Sources

There are two kinds of sources: printed (which we call *hard copy*) and electronic. Follow these guidelines to help you access what is available through our Sheridan Library.

How To Access Hard Copies

1. Go to the Sheridan website: **sheridan.edu.au**
2. Select **Campus Life**
3. Select **Library Logins**
4. The first line will tell you to click **HERE**.

This will take you to a library catalogue - listing all the hard copies we have on campus.

How To Access Electronic Sources

A great deal of material is found in electronic periodicals (i.e. journals, newspapers, and magazines). Journal articles are the most academic and reliable as - in order to be published - they have gone through a process of peer review (checked by experts in the field). Newspapers and magazines have been edited, but vary in academic quality. To find these databases:

1. Go to the Sheridan website: **sheridan.edu.au**
2. Select **Campus Life**
3. Select **Library Logins**
4. Scroll past the click **HERE** and keep reading down the page.

Choose between:

- **General Search**
- **Business**
- **Humanities and Social Sciences**
- **Mathematics, Physical Sciences and Life Sciences**

You can access these databases without a password if you are on campus.

To access from home, you will need to ask our librarian for the password

A Sample Database Search

This is a search we did in our Academic Writing class (January 2019). Have a go at it yourself and see how many hits you get. The numbers change as new information is added.

5. Go into **General Search** for a our topic:

Is Perth ready for driverless cars?

6. Choose **Cengage Academic OneFile**

7. In the **Basic Search box**, type in the following phrase:

driverless cars

Remember to use synonyms (words with a similar meaning) for key words, especially if you are having trouble getting information.

8. Under **Content Types**, we got these hits:

- **Academic Journals** (1, 117)
- **Magazines** (2, 502)
- **News** (10, 868)
- **Images** (8)
- **Videos** (50)

When searching, you will usually need a recent, complete (not just the abstract), peer-reviewed article. To achieve this:

9. Choose **Limit Search** and click on these boxes:

- **Full text**
- **Peer-reviewed journals**

- **Publication dates** (the last 5 years is good)

You can also narrow any search by choosing the level of English (Hit **Lexile score**). A lower number means an easier reading level (i.e. shorter sentences, easier vocabulary, and larger print). If you choose this option, though, it will reduce the number of articles available to you.

Another way to limit your search is to click on **Advanced Search**. For example, we selected these options:

- Search for: **driverless cars**
- **And: Perth**
- **Not:**

Once you find a relevant, reliable source:

10. Read the **abstract**

11. Save or download the article (**PDF**)

Other Electronic Sources

You can find information through the Internet, but do not use blogs or Wikipedia (unless instructed to do so) as they are not considered academic. Try **Google Scholar** (<http://scholar.google.com.au/schhp?hl=en>). Also, check your Unit Outline for a list of discipline-specific databases supplied by your lecturer

Assess Sources

Academic research is based on reliable, factual information (Williams, 2013, p. 14). The following questions (taken from Mooney-Smith & Goss, 2015, p. 232) are useful for assessing the reliability of any kind of source.

Questions	Comments
1. Who created the source?	Was it a company, a government department, a university, or an individual? For websites look at the domain name: .com (company), .gov (government), .edu (educational) for clues.
2. Where is the source from?	For websites look for address endings: .au (Australia), .uk (United Kingdom). Check for contact information such as names, email addresses, and telephone numbers for web creators.
3. When was the source created?	Is the information too old? Has it been updated, lately?
4. What is the purpose of the source?	Is it to inform, educate, persuade, or advertise?
5. Is the content of the source good quality?	Who wrote the article? Is the author credible? Can you identify any bias? Are there any active links? Are there references? Has it been reviewed by experts? (Generally, experts do not review the material on <i>Wikipedia</i> .)
6. What do others say about the source?	Follow any direct links. Can you find a review of the book?

Take Notes

You will probably need to research and write your paper over a series of days or even weeks, so make sure you take good notes. Consider the following:

Be an Active Reader

Start processing information the first time you read or you will be wasting your time. Think about your research question and how the information relates to it. Take notice of different positions and any controversy. What would be credible evidence to back up your argument or position?

Find Your Own Method

Seely (2013, p. 297) outlines a number of different ways to take notes: a list (bullet points), a table, a flow chart, a mind map. These methods particularly help you to synthesis what others are saying before you express their ideas in your own words. Do not just transfer large chunks of information into your paper.

Colour-Code Different Voices

A good way of keeping track of words and ideas is to have a different colour for each author. Give yourself a colour, too. In this way you can group related themes from different sources and add your own comments, without losing track of who owns what material.

Keep Track of References

As you move information around, keep the references attached. Failure to properly reference amounts to plagiarism. Remember, you need all the bibliographic information (e.g. author's surname, date of publication, title, publisher) for your reference list.

Generate APA References

This can be done automatically through your computer. See the related document under the PELA: Add References section of this booklet.

Design a Structure

Now it is time to put it all together.

Commit to a Position

After researching the debate or topic, you need to decide what your position is. If you can see the good in more than one position, you may need to modify your research question to reflect this. Your research question shapes your whole essay structure.

Review Your Research Question

This is the one from Ali's research on Filipino body language.

Should emblematic gestures be taught as part of a language grammar course?

Make a Claim

This is the answer to your research question, and it will appear in your introduction as a statement.

In my opinion, emblematic gestures should be taught as part of a language grammar course for a number of different reasons.

Present Your Argument With Opposing Arguments

Boldly state what you believe, but then prove it with reasons and supporting evidence - which will appear in the body of your essay. Have a look at the document on Ali's Argument to see how this is done.

A Suggested Structure

All essays will have an introduction, body, and conclusion. The length of your paper (in pages or words) will determine how much information goes into each section. To know what to put in each section, have a look at the following structure.

The Introduction (Fox, 2005)	
Paragraph	Content
1	<ul style="list-style-type: none"> - Start creatively (a fact, quote, story) - Give some background - Summarise any controversy
2	<ul style="list-style-type: none"> - Make your claim - State what you will do in the essay
3	<ul style="list-style-type: none"> - Define terminology
4	<ul style="list-style-type: none"> - Briefly explain research methods (testing, interviews, ...)

The Body (Booth et al., 2008, pp. 109-118)
<p>The body is made up of paragraphs that state reasons for your claim. Each reason is backed up with evidence.</p> <p>Reason 1 → Evidence 1 Reason 2 → Evidence 2 Reason 3 → Evidence 3</p>

The Conclusion (Fox, 2005)	
Paragraph	Content
1	<ul style="list-style-type: none"> - Restate your claim (in different words) - Briefly explain how you supported it
2	<ul style="list-style-type: none"> - Apply what you have found out - Say who will benefit from your research & how - Leave the reader with a challenging quote, question, or thought

Read Ali's Argument

This long paragraph is a mini version of an essay structure.

Structure (Booth et al., 2008, pp. 109-118)		Example (based on Dench, 2003, p. 1)
1	Main claim (The answer to your research question.)	In my opinion, emblematic gestures should be taught as part of a language grammar course ...
2	Reasons (supporting the claim) - List your reasons, but just because you write them down, it doesn't make them true!	because more communication happens non-verbally than verbally (reason 1 supporting main claim, but also a mini claim). If students want to become fluent in a language, surely they should go beyond just the spoken and written expression of words.
3	Evidence (supporting the reasons) - Now, go and search for the hard facts/data.	It may come as a surprise to know that up to "65 percent of meaning" is transferred without words (Applebaum et al., 1979, p. 5; Hodge, 1981, p. 43; Fitch, 1985, p. 15) (evidence supporting reason 1). In addition, where there is a contradiction in meaning between a gesture and words, the non-verbals are often taken as the "true" message (Key, 1975, p. 83; Cassell et al., 1999, p. 1) (reason 2 supporting main claim, but also a mini claim with evidence). In this way, non-verbal communication is more dominant than verbal.
4	Acknowledgment of and response to: - alternatives - complications - objections - Do not avoid opposing views; address objections or <i>imagine</i> what they might be. It helps your readers trust what you are saying!	(possible objection: Aren't some language courses teaching non-verbals?) Even though some language curriculums have included a non-verbal communication element (acknowledgment), it seems to only appear in discussions on cultural differences (Papantony, 1997; Brown, 1980) and is not treated seriously as a linguistic component (factual response to possible objection). Students are not expected to master the use of gestures in the same way they are held accountable for learning grammar.

Find Your Own Voice

To avoid plagiarism, your writing needs to sound like you and not like somebody else. This is called *authorial voice* - from the word *author*. Here are a few tips on how to find your own voice.

Stay in Control

You need to design the structure of your essay around your own argument. Other people's ideas - as crucial pieces of evidence - can support your argument, but they should not take over.

Ask Critical Questions

You need to interpret and synthesise what other people think - and show how this moves your argument forward (Uni Learning, 2000). To do this, imagine you have all the writers around the table for dinner. Listen in on their conversations with one another. Your job is to summarise the relevant information from this round-table, dinner discussion. Do a bit of comparing and contrasting by asking these questions (from Edwards, 2004).

- What do the writers say to each other?
- Who agrees / disagrees?
- How are they defining the topic/terminology?
- What fresh perspectives does each one bring?

Link Ideas Together With Your Own Words

Take the reader on a journey and explain what you are doing. Present information in a logical way and make clear how the different ideas are related. Use linking words and phrases such as: however, another perspective, not everyone agrees with, there are two reasons for, as a consequence.

Make a Contribution

Another way to find your own voice is to think about what you can “contribute” (Cayley, 2013) to the conversation (i.e. the body of research). You have a unique context, experiences, and insights. What can you add?

Consider Style

There are a few stylistic things you can do to promote your own voice, especially when introducing direct quotes. Consider the following examples:

Excellent style: A paraphrase, with direct quoting kept to a minimum.
What makes a driverless car different from a non-driverless one? There are basically “three primary elements” (Jurewicz, 2015, para. 13).

Poor style: The sentence starts with a direct quote.
“Three primary elements turn a regular car into a driverless one,” Jurewicz points out (2015, para. 13).

Poor style: This is okay occasionally, but do not start every sentence with someone’s surname.
Jurewicz (2015, para. 13) points out, “three primary elements turn a regular car into a driverless one.”

Another helpful technique is to change word forms. For example, if the original document talks about an *analysis* (noun), you can report on *analysing* (verb). This forces you to change the grammatical pattern, which is one key to paraphrasing well.

Another Example

On the following page, you will find a section from a current research report. Ali’s voice is highlighted in yellow. She has included two direct quotes, but these have been woven into a wider context that she created with her own words: authorial voice.

Action research typically runs through a series (or spiral) of cycles, with each cycle consisting of four steps: “Plan-Act-Observe-Reflect” (Zuber-Skerritt, 2001, p. 20). This is illustrated in the figure on the following page. The reflection from the preceding cycle builds into the planning of the consecutive cycle. By acting out any adjustments, incremental change is possible. The four steps of each cycle and the intended outcome align well with the five steps of the reproduction process: “asking a transcendental question;” “developing a hypotheses;” “seeking evidence;” “refining, confirming, falsifying or reworking hypotheses and seeking more evidence;” and “instigating” change (Houston, 2010, p. 83).

Discover APA Referencing

Question	Answer
What is APA?	It stands for <i>American Psychological Association (APA)</i> . This organisation has produced a writing style guide, and we are using the latest version (7th edition, 2020) on our campus.
What is a reference?	It is the name of a source used to get information (for essays, reports, PowerPoint slides, and talks).
What do I reference?	You need to reference the words and ideas you use to develop your argument. These may come from: books, journals, newspapers, lecture notes and slides, YouTube downloads, interviews, web documents, photos, graphs, tables, movies, songs, poems, podcasts, TV programs ...
What if I read something and put it into my own words?	Great! This is what you are supposed to do! However, even if you take someone else's words or ideas and express them in your own words, you still need to include a reference.
Where does the reference go?	It goes in two places: next to the words/ideas you borrowed (an in-text citation) and at the end of your paper (the reference list).
How do I reference?	This depends on what kind of source you use. Have a look at the document Use the APA Reference Guide
What if I don't have all the information?	<p>It is your job to find all the information needed to reference correctly, but if something is missing, follow these rules (APA, 2020).</p> <ul style="list-style-type: none"> • No copyright date? - Use (n.d.) = no date (9.17, p. 291) • No page number? - Web pages often have no page number, so - for a direct quote - include the paragraph number instead (e.g. para. 7) • No author? - Use the name of the editor followed by (Ed.) - where the author's name would be • No author or editor? - Use the name of the organisation (e.g. Department of Education) - where the author's name would be (9.7, p. 286) • No author, editor, or organisation? - Use the first few words of the source's title - where the author's name would be (9.12, p. 289)
What if the pattern I need is not on this sheet?	<ul style="list-style-type: none"> • Google your question (e.g. How do I reference a dictionary using APA?) • Follow this link: www.apastyle.apa.org
What if I forget to reference?	You may lose marks or even fail the assignment. Correct referencing is a skill you must pick up. Ask for help if you need it.

Generate APA References: Sheridan Library Tips

You can automatically generate in-text citations and a reference list using a computer. All the information on this page comes from our librarian (Smith, 2020).

Setting-Up APA References

1. Get into **MS Word**
2. Choose **References**
3. Choose **Manage sources**
4. Select **APA**
5. Click on **Manage sources** and then **New**
6. Select the type of source
7. Complete the sections
8. Select **OK**

To Insert a In-Text Citation

9. Press **Insert citation** and select the reference

To Create a Reference List

10. Select **Bibliography** and then **References**. Your list will appear at the bottom of your page

A List of Referencing Tools

- Citefast https://www.citefast.com/?s=APA7#_Webpage
- My Bib <https://www.mybib.com/tools/apa-citation-generator>
- Scribbr <https://www.scribbr.com/apa-citation-generator/>

More Help

- The APA website: <https://apastyle.apa.org/>
- Personal sessions, by appointment
 - with our librarian (Mrs Lizelle Smith): ismith@sheridan.edu.au
 - with our Academic Writing support faculty member (Miss Ali Dench):
adench@sheridan.edu.au

Introduce Quotes: Use Reporting Verbs

Reporting verbs are verbs that introduce a quote. You should:

- use a variety of them (see the chart, below)
- mainly use the present tense (e.g. The writers **state**, Jackson **agrees**)

For stylistic advice, see the document Find Your Own Voice.

Reporting Verbs (University of Adelaide, 2014)			
Action	Weak Verbs	Neutral Verbs	Strong Verbs
Adds		adds	
Advises		advises	
Agrees	admits, concedes	accepts, acknowledges, agrees, concurs, confirms, recognises	applauds, congratulates, extols, praises, supports
Argues and persuades	apologises	assures, encourages, interprets, justifies, reasons	alerts, argues, boasts, contends, convinces, emphasises, exhorts, forbids, insists, proves, promises
Believes	guesses, hopes, imagines	believes, claims, declares, expresses, feels, holds, knows, maintains, professes, subscribes to, thinks	asserts, guarantees, insists, upholds
Concludes		concludes, discovers, finds, infers, realises	
Disagrees & questions	doubts, questions	challenges, debates, disagrees, questions, requests, wonders	accuses, attacks, complains, contradicts, criticises, denies, discards, disclaims, discounts, dismisses, disputes, disregards, negates, objects to, opposes, refutes, rejects
Discusses	comments	discusses, explores	reasons
Emphasises			accentuates, emphasises, highlights, stresses, underscores, warns

Action	Weak Verbs	Neutral Verbs	Strong Verbs
Evaluates and examines		analyses, appraises, assesses, compares, considers, contrasts, critiques, evaluates, examines, investigates, understands	blames, complains, ignores, scrutinises, warns
Explains		articulates, clarifies, explains	
Presents	confuses	comments, defines, describes, estimates, forgets, identifies, illustrates, implies, informs, instructs, lists, mentions, notes, observes, outlines, points out, presents, remarks, reminds, reports, restates, reveals, shows, states, studies, tells, uses	announces, promises
Suggests	alleges, intimates, speculates	advises, advocates, hypothesises, posits, postulates, proposes, suggests, theorises	asserts, recommends, urges

Reference Direct Quotes: Short (APA)

What Is an In-Text Citation?

An *in-text citation* is a reference inside a particular sentence in your essay (as opposed to a reference at the end - as part of a list).

What Is a Direct Quote?

A *direct quote* is when you use the exact words and grammatical pattern/order of another writer (American Psychological Association, 2020, 8.25, p. 270).

How Do I Write a Short, Direct Quote?

A short, direct quote is:

- less than 40 words
- enclosed in quotation marks
- double spaced - as part of the text
- referenced (surname, date, page or paragraph number) - with the full stop *after* the reference (American Psychological Association, 2020, 8.26, p. 271).
- See Example A, below

Example A:

Because we all bring our own cultural perspectives to a discussion, “there are often more problems in cross-cultural / communication” (Richards & Schmidt, 2013, pp. 147-148).

Which Name Is the Surname?

The surname is the last name or family name of the author. Many Westerners have three names: a first name, a middle name, and a surname - and they write them in that order. Some Asian writers place their surname first on the cover of a book and then write their first name (e.g. Choi, Jihye). You will be able to recognise this pattern because a comma follows the surname.

What If the Quote Runs Over Two Pages?

Sometimes, the quote you want to use runs onto another page. There is a way of showing this to the reader. Add the abbreviation pp. before the page numbers to indicate more than one page (American Psychological Association, 2020, 8.24, p. 270). Place a forward slash (/) in the text where the page break occurs. See Example A, above.

What If There Are No Page Numbers?

In this case, give other specific information to help the reader locate the exact material quoted. For example, after the author's surname and publication date write: Chapter 3, or Table 7, or para. 2 (short for paragraph), or Slide 10 (American Psychological Association, 2020, 8.13, p. 264).

What If I Have Three or More Authors?

Cite only the first author's surname and then add the words et al. (meaning "and the others"). You can use this shortcut even the first time you mention the source in your essay. All the authors, however, will be mentioned in the reference list (American Psychological Association, 2002, 8:17, p. 266). See Example B, below.

Example B:

Pragmatics is a sub-field of semantics, and Fromkin et al. (2018, p. 198) define it as "how a speaker uses ... literal meaning[s] in conversation."

What If I Have Already Used the Author's Surname in the Sentence Text?

Just include the date and page number in the brackets. This is called a *narrative citation* (American Psychological Association, 2020, 8.11, p. 263). See Example B, above.

When Do I Use the Ampersand (&)?

If you join surnames together in the actual sentence text, you need to write *and* as a word; but if the surnames are in brackets, you can use the ampersand instead of the word *and* (American Psychological Association, 2020, 8.11, p. 263). See Example A.

Reference Direct Quotes: Block (APA)

What Is an In-Text Citation?

An *in-text citation* is a reference inside a particular sentence in your essay (as opposed to a reference at the end - as part of a list).

What Is a Direct Quote?

A *direct quote* is when you use the exact words and grammatical pattern/order of another writer (American Psychological Association, 2020, 8.25, p. 270).

How Do I Write a Block, Direct Quote?

A block, direct quote is:

- 40 words or more
- not enclosed in quotation marks
- started on a new line
- indented 1.27 cm on every line (hit the tab button)
- double spaced
- referenced (surname, date, page number) - with the full stop *before* the reference (American Psychological Association, 2020, 8.27, p. 272)
- See the example, below.

Home buyers should take notice of the following advice:

The term chattels refers to items in a property which can be moved and which are regarded as not being part of the structure, such as curtains, blinds, rugs and mats. The term fixtures relates to items which are a fixed part of the property, such as carpets, light fittings and built-in air conditioners. (Government of WA, 2016, December 1, p. 8)

When Do I Use a Block, Direct Quote?

Occasionally, you need to reproduce and analyse a whole chunk of material (e.g. a poem, a legal contract, or a church's doctrinal statement). In rare situations like these, you would be permitted to use a block quote.

Edit Direct Quotes

There are times you will need to edit a direct quote. For example, the original may have a spelling mistake or you want to emphasise a certain word. When making such changes, you must make it obvious to the reader you have edited the original. To learn how, follow these instructions (American Psychological Association, 2020, p. 275).

Questions	Answers
Do I correct a spelling mistake in a direct quote?	No, copy the mistake but enter [sic] after the error to show that the mistake was not yours.
The Original: When I was in high school in Ghana, the teacher just wrote everything on the board and we just copied it becoss there were not enough books around.	Ali's Quote: Helen describes her experience in this way: "When I was in high school in Ghana, the teacher just wrote everything on the board and we just copied it becoss [sic] there were not enough books around" (personal communication, October 15, 2002).
How do I edit a quote?	Place the extra information in square brackets to show that it is not part of the original quote.
The Original: I first heard about it when I came to Australia. In Ghana plagiarism / copyright infringement is not an issue and nobody cared about it.	Ali's Quote: Helen goes on to say: "I first heard about [plagiarism] when I came to Australia. In Ghana plagiarism / copyright infringement is not an issue and nobody cared about it" (personal communication, October 15, 2002).
How do I emphasise something within a quote?	Put the word/s in italics and then enter [emphasis added] after the italicised word/s.
The Original: Of all the factors, both external and internal, curriculum planners are most likely to consider the students first.	Ali's Quote: Brady and Kennedy argue, "Of all the factors, both external and internal, curriculum planners are most likely to consider the <i>students</i> [emphasis added] first" (2014, p. 138

Questions	Answers
What if I want to miss out a few words?	Add three dots (with a space before and after) where the words have been taken out.
<p>The Original:</p> <p>Of all the factors, both external and internal, curriculum planners are most likely to consider the students first.</p>	<p>Ali's Quote:</p> <p>Brady and Kennedy argue, "Of all the factors ... curriculum planners are most likely to consider the students first" (2014, p. 138).</p>
What happens if part of what I am quoting has double quotation marks?	Enclose your quote in double quotation marks, but change the original double quotation marks into single quotation marks.
<p>The Original:</p> <p>Jesus stopped and called them. "What do you want me to do for you?" he asked.</p>	<p>Ali's Quote:</p> <p>Jesus often asked people to express what they wanted. We can see this from the following example with the two blind men: "Jesus stopped and called them. 'What do you want me to do for you?' he asked" (Matthew 20:32, NIV, 1984).</p>
Where do punctuation marks go?	Full stops and commas go inside single and double quotation marks - unless the reference is the last item.
<p>The Original:</p> <p>Jesus stopped and called them. "What do you want me to do for you?" he asked.</p>	<p>Ali's Quote:</p> <p>We can see from the following example in Matthew 20:32 (NIV, 1984) that Jesus enquired about people's felt needs: "Jesus stopped and called them. 'What do you want me to do for you?' he asked."</p>

Reference Indirect Quotes: Paraphrase (APA)

What Is an In-Text Citation?

An *in-text citation* is a reference inside a particular sentence in your essay (as opposed to a reference at the end - as part of a list).

What Is an Indirect Quote?

An *indirect quote* is when you use the ideas of another person and express them in your own words (American Psychological Association, 2020, 8.23, p. 269).

This kind of quote is also called a *paraphrase*. It is preferred over direct quotes because it encourages you to use your own voice.

How Do I Write an Indirect Quote?

An indirect quote is:

- double spaced - as part of the text
- referenced (surname, date) - with the full stop *after* the reference (American Psychological Association, 2020, 8.23, p. 269).
- See the example, below.

Sociolinguists explore how language is used in everyday situations (Richards & Schmidt, 2013).

How Do I Paraphrase Well?

There are a few skills to writing a good paraphrase.

- Give yourself plenty of time.
- When making notes, jot down bullet points rather than whole sentences.
- Develop these bullet points into your own sentences: change the original sequence of information, use your own grammatical patterns, and synthesise ideas.

- Use a thesaurus to find similar words (synonyms). Do not just press a button on a computer to 'synonymise' someone else's work as that would be plagiarism!
- Add references to show where the ideas came from (surname, date).

What If My Paraphrase Is More Than One Sentence?

In other words, do you need to place the reference at the end of every sentence that is part of your paraphrase? This depends on how clear your writing is.

According to the *Publication Manual of the American Psychological Association* (2020):

- Show, in the **very first sentence**, where your idea comes from (as I have just done).
- "Once the work has been cited, it is not necessary to repeat the citation [reference] as long as the context of the writing makes it clear that the same work continues to be paraphrased" (p. 269).
- Have a look at this example. The yellow highlighted sections tell the reader that the information comes from the same source.

Westland (2017) - along with his research team at the University of Leeds - has been investigating the effects of different coloured light on the body. He found red light really does increase heart rate and blue light seems to have the opposite effect. He goes on to say that, in Japan, after blue lights were placed at the end of railway platforms, the rate of suicide fell dramatically.

Reference Secondary Sources (APA)

Has this ever happened to you? You are reading some material, like it, and decide to use it in your essay. Now, you need to reference the source. However, you suddenly realise the words and/or ideas you want to borrow have also been borrowed! You have two sources to consider.

What Is a Secondary Source?

The material in your hands (or on your screen) is the *secondary source*, and the person they quote from is the *original source*. As much as possible, you should try to find the original source and quote from that, especially if you are a postgraduate student. However, sometimes the original is out of print or unavailable, so you have to quote from a secondary source.

How Do I Reference a Secondary Source?

Have a look at the following example. Law's article is the secondary source. He quotes from Pydynowski (highlighted in yellow), the original source.

Law's Article: The Secondary Source
<p style="text-align: center;">Australia's Wildfires and Climate Change Are Making One Another Worse in a Vicious, Devastating Circle - by Law (January 7, 2020)</p> <p>Southeastern Australia has been “abnormally dry” since September, which means that it would need significant rainfall repeatedly over a period of weeks to become damp enough to cut down the risk of fires, says Dan Pydynowski, a senior meteorologist at AccuWeather.</p> <p>Unfortunately, such prolonged rain does not appear to be imminent in the next few weeks. Although the region experienced some rain early this week, Pydynowski warns that it has “not been impressive” and is not enough to substantially reduce fire risk. Significant rain from Tropical Storm Blake is also not expected to reach the area most affected by the fires.</p> <p>“Everything is so dry right now, it doesn't take much for a fire to spark and blow up and spread,” Pydynowski says.</p>

Ali has taken a direct quote from Pydynowski. See the following example of how to reference a secondary source using APA (American Psychological Association, 2020, p. 258).

In-Text Citation (within your essay)	References (at the end of your essay)
Name the original source (with date, if known) + (as cited in – name of the secondary source)	Name only the secondary source
There are more chances of bushfires because, as Pydynowski states, “everything is so dry right now” (as cited in Law, 2020, para. 4).	Law, T. (2020, January). Australia’s wildfires and climate change are making one another worse in a vicious, devastating cycle. <i>Time</i> . https://time.com/5759964/australian-bushfires-climate-change/

Write a Reference List (APA)

The reference list goes at the end of your essay. The following information comes from the *Publication Manual of the American Psychological Association* (2020, p. 303).

Always start on a new page.

- The title should be in bold letters and centred (see the next page).
- The title should be pluralized (i.e. References) even if you only cite one reference in your paper.
- Every source you use in your paper should appear in your reference list.
- Place references in alphabetical order (according to the surnames of authors).
- References should be double spaced, with no extra line between each source.
- Indent any second and following lines of a reference by 0.5 of an inch (1.27 cm). You can just hit the tab button on your computer to enforce this, the same way you indent a paragraph.
- Reference patterns differ depending on the kind of source. See the APA Reference Guide for patterns regarding common sources. For more patterns and details, go to the APA website: www.apastyle.apa.org

Use the APA Reference Guide

In order to reference a source correctly, you need to know what type it is. The following patterns cover some of the most common types and show how the source should be expressed in your reference list. For help with in-text citations, see the documents on referencing quotes. The information below comes from the *Publication Manual of the American Psychological Association* (APA for short). For more patterns and details, go to the APA website: www.apastyle.apa.org

How To Reference Sources With DOIs and URLs	
What does DOI mean?	DOI stands for “ <i>digital object identifier ...</i> a unique alphanumeric string that identifies content and provides a persistent link to its location on the internet” (APA, 2020, p. 298).
What does URL mean?	URL stands for “ <i>uniform resource locator ...</i> [and] specifies the location of digital information on the internet” (APA, 2020, p. 298).
How do I format DOIs and URLs?	<p>Follow these rules (APA, 2020, pp. 299-300):</p> <ul style="list-style-type: none"> • Start the address with http:// or https:// • Do not add the words “Retrieved from” or “Accessed from” before the hyperlink (see Dictionary entry on page 5 for an exception) • The hyperlink can be in “blue font, underlined or plain text that is not underlined” • “Links should be live [in blue font, underlined] if the work is to be published or read online” • “Do not add a [full stop] after the DOI or URL because it may interfere with link functionality” • “Do not add line breaks manually to the hyperlink; it is acceptable if your word-processing program automatically adds a break or moves the hyperlink to its own line”

Journal article with a DOI (10.1.1, p. 317)	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s. (Year of publication). Name of article. <i>Title of journal in italics, # of journal in italics</i> , page numbers the whole article covers. https://doi + numbers - no full stop
Example	Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. <i>Health Psychology, 24</i> , 225-229. https://doi.org/10.1037/0278-6133.24.2.225

Journal, magazine, or newspaper without a DOI, from most academic research databases or print version (10.1.3, p. 317)	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s (Year of publication). Name of article. <i>Title of journal, magazine, or newspaper in italics</i> , volume # of journal in italics - no space (issue # of journal - not in italics), page numbers the article covers.
Examples	Jurewicz, J. (2015, September 1). Is Western Australia ready for driverless cars? <i>The Sunday Times</i> . https://www.perthnow.com.au/news/wa/is-western-australia-ready-for-driverless-cars-ngfa26c7716c)be8e2f0dbdf411c36f0cd/ Thomas-Tate, S., Daugherty, T. K., & Bartkoski, T. J. (2017). Experimental study of gender effects on language use in college students' email to faculty. <i>College Student Journal, 51</i> (2), 222-226.

Authored book with a DOI (10.2.20, p. 321)	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s. (Year of publication). <i>Title of book in italics</i> (# edition if there is one.). Publisher. https://doi + numbers - no full stop
Example	Brown, L. S. (2018). <i>Feminist therapy</i> (2nd ed.). American Psychological Association. https://doi.org/10.1037/0000092-000

Authored book without a DOI, from most academic research databases or print version (10.2.21, p. 321) (Do not include the database name or URL.)	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s. (Year of publication). <i>Title of book in italics</i> (# edition if there is one.). Publisher.
Example	Wood, J., Zeffane, R., Fromholtz, M., Wiesner, R., Morrison, R., Factor, A., & McKeown, T. (2016). <i>Organisational behaviour: Core concepts and applications</i> (4th ed.). John Wiley & Sons Australia, Ltd.

Authored ebook (e.g., Kindle book) or audiobook without a DOI, with a nondatabase URL (10.2.22, p. 321)	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s. (Year of publication). <i>Title of book in italics</i> (Initial. Surname of narrator, Narr.). [Audiobook]. Publisher. URL
Example	Cain, S. (2012). <i>Quiet: The power of introverts in a world that can't stop talking</i> (K. Mazur, Narr.) [Audiobook]. Random House Audio. http://bit.ly/2GOBpbl

Dictionary, thesaurus, or encyclopedia (10.2.33, p. 324) “When an online reference work is continually updated and the versions are not archived, use ‘n.d.’ as the year of publication and include a retrieval date.”	
Pattern	Name of author [sometimes publisher]. (Year of publication). <i>Title of book in italics</i> (# edition if there is one.). Retrieval date if needed [see comment above], from URL
Example	Merriam-Webster. (n.d.). <i>Merriam-Webster.com dictionary</i> . Retrieved May 5, 2019, from https://www.merriam-webster.com/

Religious work (10.2.35, p. 325)	
Pattern	<i>Title of work in italics</i> (# edition if there is one.). (Year of publication). Publisher. URL if needed (Original work published + year) - no full stop
Examples	<i>King James Bible</i> . (2017). King James Bible Online. https://www.kingjamesbibleonline.org/ (Original work published 1769)

Chapter in an edited book with a DOI (10.3.38, p. 326)	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s. (Year of publication). Name of the chapter. In Initial/s. Surname & Initial/s. Surname of editor/s (Ed. or Eds.), <i>Title of book in italics</i> (# edition if there is one., page numbers the whole chapter covers). Publisher. https://doi.org/ + numbers - no full stop
Example	Balsam, K. F., Martell, C. R., Jones, K. P., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), <i>Culturally responsive cognitive behavior therapy: Practice and supervision</i> (2nd ed., pp. 287-314.) American Psychological Association. https://doi.org/10.1037/0000119-012

Chapter in an edited book without a DOI, from most academic research databases or print version (10.3.39, p. 326)	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s. (Year of publication). Name of the chapter. In Initial/s. Surname & Initial/s. Surname of editor/s (Ed. or Eds.), <i>Title of book in italics</i> (# edition if there is one., page numbers the whole chapter covers). Publisher.
Example	Tibbetts, G. R. (2009). Arab navigation in the archipelago. In T. Hellwig & E. Tagliacozzo (Eds.), <i>The Indonesia reader: History, culture, politics</i> (pp. 48-53). Duke University Press.

Work in an anthology (10.2.46, p. 328)	
Pattern	Surname, Initial/s of writer/poet. (Year of publication). Name of work. In Initial/s. Surname & Initial/s. Surname of editor/s (Ed. or Eds.), <i>Title of book in italics</i> (page numbers the prose/poem covers). Publisher. https://doi + numbers - if needed - no full stop (Original work published + year) - no full stop
Example	Timbery, J. (2009). The boomerang racket. In N. Jose (Ed.), <i>Macquarie pen anthology of Australian literature</i> (pp. 577-578). Allen & Unwin. (Original work published 1968)

Report by a government agency or other organisation (10.2.50, p. 329)	
Pattern	Name of organisation. (Year of publication). <i>Title of report in italics</i> . URL - no full stop
Example	Australian Government Productivity Commission & New Zealand Productivity Commission. (2012). <i>Strengthening trans-Tasman economic relations</i> . https://www.pc.gov.au/inquiries/completed/australia-new-zealand/report/trans-tasman.pdf

Test, scale, or inventory (10.11.82, p. 340)	
Pattern	Name of organisation. (Year of publication). <i>Title of test, scale, or inventory in italics</i> . URL - no full stop
Example	Project Implicit. (n.d.). <i>Gender-Science IAT</i> . https://implicit.harvard.edu/implicit/takeatest.html

TED Talk (10.12.88, pp. 343-344) “When the TED Talk comes from TED’s website, use the name of the speaker as the author. When the TED Talk is on YouTube, list the owner of the YouTube account as the author to aid in retrieval.”	
Pattern	Surname, Initial. of speaker. (Year, month of publication). <i>Title of talk in italics</i> [Video]. Name of site. URL - no full stop
Example	Giertz, S. (2018, April). <i>Why you should make useless things</i> [Video]. TED Conferences. https://www.ted.com/talks/simone_giertz_why_you_should_make_useless_things

YouTube video or other streaming video (10.12.90, p. 344) “The person or group who uploaded the video is credited as the author for retrievability, even if they did not create the work. Note the contributions of others who appear in the video in the text narrative if desired.”	
Pattern	Surname, Initial. of person who uploaded the video. (Year, month + day of publication). <i>Title of video in italics</i> [Video]. Name of site. URL - no full stop
Example	Fogarty, M. [Grammar Girl]. (2016, September 30). <i>How to diagram a sentence (absolute basics)</i> [Video]. YouTube. https://youtu.be/deiEY5Yq1ql

Clip art, stock image, infographic, map, or photograph (10.14.98-101, pp. 346-347) “For an untitled photograph, include a description in square brackets in place of a title.”	
Pattern	Surname, Initial/s., & Surname, Initial/s of author/s. (Year of publication). <i>Title of work in italics</i> [Clip art, Infographic, Map, or Photograph]. Name of publisher/organisation if different from author. URL - no full stop
Example	Parsons, Z. (2014). <i>These 9 maps reveal the differences in regional American dialects: What is your “general” term for the headwear of a baseball player?</i> [Map]. https://i.somethingawful.com/u/elpintogrande/14_june/dialect_maps/02_hat.jpg

PowerPoint slides or lecture notes (10.14.102, p. 347) “If the slides come from a classroom website, learning management system (e.g. Canvas, Blackboard), or company intranet and you are writing for an audience with access to that resource, provide the name of the site and its URL”	
Pattern	Surname, Initial/s of author. (Year, month + day of publication). <i>Title of slides/lecture in italics</i> [PowerPoint slides or Lecture notes]. Name of organisation/department if different from author. URL - no full stop
Example	Dench, A. M. (2019, February 6). <i>Morphology: The words of language</i> [PowerPoint slides]. LN101: Seminar 2, Sheridan College Canvas Online. http://canvas.sheridan.edu.au/courses/179

Webpage on a website with an individual author (10.16.112, p. 351)	
Pattern	Surname, Initial/s of author. (Year, month + day of publication). <i>Name of article in italics</i> . Name of organisation if different from author. URL - no full stop
Example	Martin Lillie, C. M. (2016, December 29). <i>Be kind to yourself: How self-compassion can improve your resiliency</i> . Mayo Clinic. https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/self-compassion-can-improve-your-resiliency/art-20267193

Personal communications: (8.9, p. 260) “ emails, text messages, online chats ... , telephone conversations, live speeches, unrecorded classroom lectures, memos, letters, ... ”	
Pattern	Information from the sources listed under personal communications “cannot be recovered by readers,” so include an in-text citation but not a reference list entry.
Example (in-text citation)	According to Wong, the latest APA style manual is now available (2019, December 15, personal communication).

Quotations from research participants (8.36, p. 278)	
Pattern	<p>“Because quotations from research participants are part of your original research, do not include them in the reference list or treat them as personal communications.”</p> <p>Instead, treat them as either short or block (more than 40 words) direct quotes. “You may need to assign participants a pseudonym” to protect their identity.</p>
Example (in-text citation)	<p>One participant, a 20-year-old student at Sheridan Institute of Higher Education, said the Academic Writing module was “the most helpful class he’d taken in years!”</p>

Understand Capitalisation: APA References

Each style guide/referencing system has rules about which words get capital letters. Do not just copy the title exactly as it appears on the cover of a work or in someone else's writing as these authors may be following a different referencing.

Title Case Versus Sentence Case

The APA style manual outlines two kinds of capitalisation: *title case* and *sentence case* (2020, p. 167). Refer to the following tables for information on which words you should capitalise when writing APA references.

Title Case (APA, 2020,p. 167)	Sentence Case (APA, 2020, p. 168)
<p>Capitalise:</p> <ul style="list-style-type: none"> - almost every word - “the first word of a subtitle” - “the first word after a colon” <p>Do not capitalise:</p> <ul style="list-style-type: none"> - “short conjunctions (e.g. and, as, but, for ...)” - “articles (i.e. a, an, the)” - unless they are the first word or after a colon - “short prepositions (e.g. at, of, to, ...)” - unless four letters or more (e.g. with, under, between ...) 	<p>Capitalise:</p> <ul style="list-style-type: none"> - “the first word of a title” - “the first word of a subtitle” - “the first word after a colon” - “nouns followed by numerals or letters” - “proper nouns”

When Do I Use Title Case in APA References?

Using Title Case (APA, 2020,p. 167)	
Within Your Essay Text	Within Your Reference List
<p>Use when you mention:</p> <ul style="list-style-type: none"> - “titles of articles, books, reports, and other works” <p>For example:</p> <p>This is particularly prevalent in Grant’s (2017) <i>Talking to My Country</i>.</p>	<p>Use when you list:</p> <ul style="list-style-type: none"> - “titles of periodicals” (i.e. journals, newspapers, and magazines) <p>For example:</p> <p>Docan-Morgan, T., Manusov, V., & Harvey, J. (2013). When a small thing means so much: Nonverbal cues as turning points in relationships. <i>Interpersona</i>, 7(1), 110-124.</p>

When Do I Use Sentence Case in APA References?

Using Sentence Case (APA, 2020,p. 168)
Within Your Reference List
Use when you list: - “titles of articles, books, reports, webpages, and other works” For example: Grant, S. (2017). <i>Talking to my country</i> . HarperCollins.

Set Up Paragraphs (APA)

Follow these guidelines to set up paragraphs using APA style (2020, p. 45):

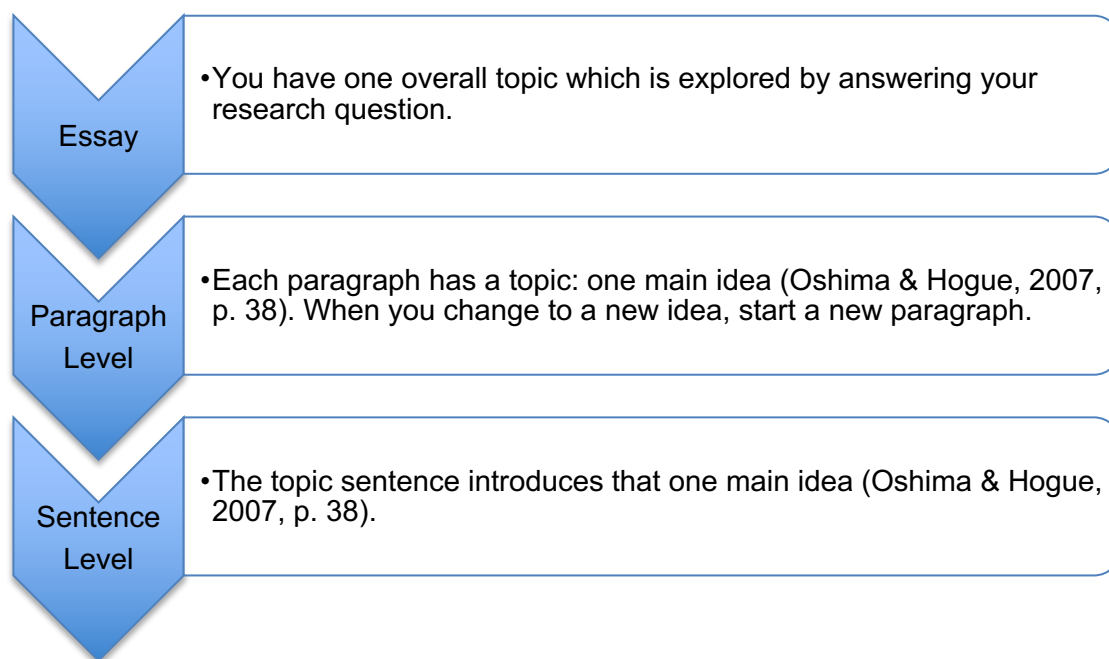
- Indent the first line of each paragraph by 1.27 cm. (Hit the tab button on your computer to do this automatically).
- Do not justify the text. In other words, the second and consecutive lines of each paragraph should be against the left margin and words towards the right margin should be uneven.
- “Do not manually divide words at the end of a line” or break them with hyphens.
- Do not leave a blank space/line between paragraphs. It is easy to see where a new paragraph begins because of the indentation of the first line.
- Your text should be double-spaced.
- Have a look at this example (Dench, 2020, p. 6):

The comparing and contrasting of linguistic features across languages (Jimenez et al., 1996; Illman & Pietilä, 2018) is part of bi-/multilingual practice and falls under the umbrella of *translanguaging* (Corcoll López & Gonzáles-Davies, 2016). Although translanguaging has been introduced recently in the tertiary sector (Mazak & Carroll, 2016), no information was found with regards to faculty up-skilling, thus indicating a possible research gap.

The term translanguaging, from the Welsh *trawsieithu* (Garcia & Wei, 2013, p. 20), was originally used by Cen Williams (1996) to describe how his students mixed Welsh and English within the classroom (Anderson, 2018). Currently, it denotes much more than a specific language practice (Wei, 2018); it is now considered a practical theory of language (Vogel & Garcia, 2017; Wei, 2018).

Maintain Coherence: The Topic and Supporting Sentences

Coherent writing presents ideas in a clear, relevant, and organised way (Richards & Schmidt, 2013). A good writer uses a number of different techniques to do this well including



The Topic Sentence

Most often, the topic sentence is the first sentence in a paragraph (Oshima & Hogue, 2007, p. 40), but it does not have to be. In an inverted paragraph, for example, it will be the closing sentence. The topic sentence is made up of two parts: the *subject* and the *controlling idea* (Oshima & Hogue, 2007, p. 39). Sometimes, there will be a modifying phrase (e.g. over the years, throughout history) before the subject (Pinker, 2014, p. 153).

Topic Sentence		
[Over the years,] different cultures have [had] different ways of deciding <i>who</i> names the baby (adapted from Lebauer, 1998, p. 74).		
Modifying Phrase	Subject	Controlling Idea (Verb/s + complement)
[Over the years,]	different cultures	have [had] different ways of deciding <i>who</i> names the baby.

The topic sentence signals what the whole paragraph will be about. Coherence is quickly lost if the paragraph moves away from what the topic sentence promises. For the above example, can you guess the content of the supporting sentences?

The Supporting Sentences

These develop the main idea. The direction they take depends on the purpose of the paragraph. For instance, they could be explaining a method, showing cause and effect, or illustrating a point (Fernando et al., 1973, pp. 250-265). Have a look at these supporting sentences; they expand on the preceding topic sentence by telling us who names the baby in two different cultures. We expected nothing less!

Supporting Sentences (Lebauer, 1998, p. 74)
In some cultures there is one special person who chooses the name – perhaps the mother or father, sometimes an uncle. In some cultures the parents decide together. In some places, however, the baby has a ‘say’ in the matter. For example, in some parts of Africa someone reads a list of names while the mother holds the baby. As soon as the baby sneezes the person stops reading and the child gets the last name that was read. In parts of Malaysia the parents follow the same practice, but instead of waiting for the baby to sneeze they wait for it to smile.

The Concluding Sentence

In a short paragraph, the concluding sentence just leads into the following paragraph. When the paragraph is long, however, this sentence restates the main idea/topic sentence using slightly different words (Oshima & Hogue, 2007, p. 38).

What concluding sentence would you write for the paragraph above?

Maintain Coherence: Tense and Aspect

The English language has:

Two Tenses *	Two Aspects	Two Voices
<ul style="list-style-type: none"> present past 	<ul style="list-style-type: none"> continuous perfect 	<ul style="list-style-type: none"> active passive
<ul style="list-style-type: none"> Future activities are often expressed using <i>will</i> and <i>shall</i> – which are modals – so the future is not generally considered to be a tense (McArthur, 1998, p. 606) 		

The following table is an overview of how tense and aspect combine to give us twelve ways of expressing time. Coherence is maintained by being consistent with tense and aspect. If you are writing about something in the past, for example, most of your verbs will be in the past tense.

The English Language: Twelve Ways to Express Time			
(based on Azar, 1989, pp. 6-7; Yule, 1988)			
	Tense/Aspect	Comments	Examples
1	Simple present	<ul style="list-style-type: none"> a habit or routine (with frequency adverbs - e.g. always, sometimes, never) a statement of fact 	Jack always leaves his shoes under the table. Perth is the capital of Western Australia.
2	Simple past	<ul style="list-style-type: none"> a specific time an action - stopped 	Last week, we watched a new movie.
3	Simple future	<ul style="list-style-type: none"> an action - will happen 	She will be six next month.
4	Present continuous	<ul style="list-style-type: none"> one event a process - now 	Currently, nine students are studying at Stacey College.
5	Past continuous	<ul style="list-style-type: none"> one event a process - stopped 	She was trying to phone you, last night.
6	Future continuous	<ul style="list-style-type: none"> one event a process - will start 	They will be staying in Perth for two weeks.

7	Present perfect	<ul style="list-style-type: none"> • one event • an action - started in the past / a sense of it continuing/unfinished • an unspecified time • often with for/since 	<p>We have been to Fremantle many times before.</p> <p>He has loved rockets since he was a little boy.</p>
8	Past perfect	<ul style="list-style-type: none"> • two events • with simple past • often with already/before) 	I had already seen the film before they asked me to go.
9	Future perfect	<ul style="list-style-type: none"> • two events • with simple present • often with by/before 	They will have completed the stadium before the football season starts .
10	Present perfect continuous	<ul style="list-style-type: none"> • one event • a process - now • to answer <i>how long?</i> • often with for/since 	<p>I have been walking for 20 minutes.</p> <p>He has been writing to her since they met in 1999.</p>
11	Past perfect continuous	<ul style="list-style-type: none"> • two events • a process - stopped • to answer <i>how long?</i> • with simple past • often with before/when 	I had already been walking for 20 minutes before it started to rain.
12	Future perfect continuous	<ul style="list-style-type: none"> • two events • a process - will start • to answer <i>how long?</i> • with simple present • often with by/before 	He will have been writing for six months before he submits his thesis.

How Do I Use These in an Essay?

To Introduce Information	
Use the simple present	<ul style="list-style-type: none"> • This paper explores how Filipinos merge Tagalog and English by analysing seven samples of Taglish. (Active voice)
Use the simple future	<ul style="list-style-type: none"> • The analysis will focus on the linguistic units being merged and where the merging occurs, and why it is possible for such merging to take place. (Active voice)

To Summarise or Conclude	
Use the simple past	<ul style="list-style-type: none"> This paper examined variations in hyphen usage found in seven different samples of Taglish. (Active voice)
Use the present perfect	<ul style="list-style-type: none"> This paper has briefly discussed the characteristics of traditional, structural, and functional grammar. (Active voice)

To Report on Current Facts, Issues, and Beliefs	
Use the simple present	<ul style="list-style-type: none"> The process whereby languages are merged is often referred to as <i>code-switching</i>, <i>code-mixing</i>, or <i>borrowing</i>. (Passive voice) I think the new bus lanes are working well although others argue they cause undue frustration.
Use the present progressive (for a process)	<ul style="list-style-type: none"> The Academic English course that they are taking (Active voice) is being treated (Passive voice) as an isolated prerequisite for other courses.

To Report on Past Events at a Specific Time	
Use the simple past	<ul style="list-style-type: none"> The current researcher interviewed twenty-three people last April 16, 2004. (Active voice) Twenty-three people were interviewed. (Passive voice)
Use the past progressive (with the simple past) - where the second action interrupts the first	<ul style="list-style-type: none"> While she was doing her research, two participants became nervous and pulled out. (Active voice)
Use the past progressive - for two simultaneous actions	<ul style="list-style-type: none"> While the interview was taking place, the electricity kept coming and going. (Active voice)

To Report on Past Events at an Unspecified Time	
Use the present perfect	<ul style="list-style-type: none"> In the past, researchers have tried to account for why certain types of merges can and cannot take place successfully. (Active voice) The whole of the tape transcription has been written as a series of phrases, to reflect the pausing and re-grouping characteristics of spoken language. (Passive voice)

To Make Predictions About the Future	
Use the future perfect	<ul style="list-style-type: none"> By the year 2025, most <i>ger</i> stoves will have been replaced. (Passive voice) The Mongolian government will have replaced them with 'greener' models. (Active voice)

To Make Recommendations or Suggestions	
Use the simple future	<ul style="list-style-type: none"> The teacher will also benefit if this methodology is adopted. (Active voice)
Use modals :	
can (for ability)	<ul style="list-style-type: none"> This can be achieved by integrating the two departments. (Passive voice)
might/may be/could (for possibility)	<ul style="list-style-type: none"> In this way a number of sources could be mined: television, movies, and books, as well as direct contact with people. (Passive voice)
should/ought to (for advice)	<ul style="list-style-type: none"> Additional gestures ought to be added to the Working Bank, and the current researcher feels that this should be done in the Philippines where exposure to Filipino culture is the highest. (Passive)
must/have to (for necessity)	<ul style="list-style-type: none"> Teachers must find a more compassionate stance, and academic writing needs to be understood as a process. (Active voice)

Maintain Coherence: Parallelism

Parallelism (often referred to as *parallel construction*) is the repetition of “words, phrases, clauses, or structures” in a piece of writing (Richards & Schmidt, 2013, p. 419). As a stylistic technique it creates balance and rhythm.

Parallelism in Paragraphs

Many famous orators have used parallelism in their speeches. For example, Martin Luther King Jr. continually repeated the phrase *I have a dream* in his iconic speech bearing this title (1968). He used repetition to great effect to persuade his audience. You are less likely to repeat the same phrase throughout your essay, but you should use parallelism at sentence level.

Parallelism in Sentences

Consider the following examples:

With Parallelism
<ul style="list-style-type: none"> Sheridan offers courses in Business, Education, Humanities, and Science. <p>The pattern: a series of nouns (Business, Education, Humanities, Science).</p>
Without Parallelism
<ul style="list-style-type: none"> Sheridan offers courses in Business, Education, and they also have Humanities and Science. <p>No pattern: two nouns (Business, Education) + a verb (have) + two nouns (Humanities, Science).</p>

With Parallelism
<ul style="list-style-type: none"> They are revising old units and writing new ones. <p>The pattern: a phrase of verb (revising) + adjective (old) + noun (units) and another phrase of verb (writing) + adjective (new) + noun (ones)</p>
<ul style="list-style-type: none"> They are revising old units and new ones are being written, too. <p>No pattern: a phrase of verb (revising) + adjective (old) + noun (units) and a phrase of adjective (new) + noun (ones) + verb phrase (are being written).</p>

Parallelism in PowerPoint Slides

When writing bullet points and short phrases, make sure the first word of each point follows the same grammatical pattern.

With Parallelism	Without Parallelism
<ul style="list-style-type: none"> - each bullet point starts with a verb 	<ul style="list-style-type: none"> - each bullet point starts with a different part of speech
<p>An effective manager:</p> <ul style="list-style-type: none"> • Communicates clearly • Leads by example • Deals with conflict quickly 	<p>An effective manager:</p> <ul style="list-style-type: none"> • Communicates clearly • Leading by example is important • Quickly handles conflict

Parallelism in Headings

It is also important to ensure headings in your paper follow the same pattern. In the example below, the highlighted words need to be changed to maintain parallelism. For more information on formatting headings, see the document on Write Headings (APA).

With Parallelism	Without Parallelism
<p style="text-align: center;">Background</p> <p>Rationale and Ethical Issues</p> <p>Objectives of the Study</p> <p style="text-align: center;">Literature Review</p> <p style="text-align: center;">Methodology</p> <p>Interviews</p> <p>Surveys</p>	<p style="text-align: center;">Background</p> <p>Rationale and Ethical Issues</p> <p>Here Are Some Objectives</p> <p style="text-align: center;">The Literature Review</p> <p style="text-align: center;">Methodology</p> <p>Interviewing People</p> <p>Surveys</p>

Maintain Coherence: Transition Signals

Transitions signals are words and phrases that show the reader the relationship between one thought and another. They convey the logic of the writer's argument and, in this way, are connected with a specific purpose (see the chart below). Your writing should be clear enough for the reader to draw a map of each paragraph. For information on the function of sentence starters, coordinators, and subordinators, see the document called Join Sentences.

Chart of Transition Signals			
(from Oshima & Hogue, 1999, Appendix)			
Purpose	Sentence Starters	Coordinators	Subordinators
To add an idea	Also, Besides, Furthermore, In addition, Moreover, ..., too.	and nor	
To give an alternative	Otherwise,	or	if unless
To show a cause or reason	Due to the fact that ...,	for	as because since
To show chronological order	First, First of all, Second, Then, Next, Now then, Soon, After that, Meanwhile, Gradually, Finally,		after as as soon as before since until when while
To compare things	Also, Likewise, Similarly, ..., too.	and both ... and not only ... but also	as just as

Purpose	Sentence Starters	Coordinators	Subordinators
To contrast / oppose things	Despite this, However, In contrast, Instead, In / By comparison, Nevertheless, Nonetheless, On the other hand, On the contrary, Still,	but yet (unexpected)	although even if even though though whereas while
To show an effect or result	Accordingly, As a result, As a consequence, Consequently, Hence, Thus, Therefore,	so	
To emphasise	In fact,		
To give an example	For example, For instance,		
To explain, restate	Indeed, That is (to say),		
To show order of importance	Above all, First and foremost, Most importantly, More significantly,		
To conclude	Finally, In brief, In conclusion, In short, In summary, Indeed,		

Miscellaneous Subordinators

as if, as long as, as soon as, as though, how, in case, once, so that, than, that, what, whatever, when, whenever, where, wherever, whether, who, whoever, whom, whomever, why

Identify Sentences and Fragments

In order to use punctuation correctly, you need to be able to recognise what constitutes a sentence.

What Is a Sentence?

A sentence is an independent (IND) clause. According to Oshima and Hogue (2007, p. 11) it:

- is “a complete thought”
- must contain at least “one subject and one verb”
- may contain extra information called the complement (or predicate)

What Is a Subject?

The subject is the doer of the action (Oshima & Hogue, 2007). It can be just one word (Examples 1 and 3, below) or many words (Examples 2 and 4).

A Sentence: An Independent Clause			
Example	Subject	Verb/Verb Phrase	Complement
1.	Jack	studies	Spanish on Wednesdays.
2.	She	sobbed.	
3.	Those students	were living	in East Perth.
4.	Today	is	sunny.
5.	All of the children in Miss Bird’s class	love	singing.

What Is a Verb?

A verb is the word or phrase in the sentence that “tells the action” (as for Examples 1, 2, 3, and 5) or “condition” (Example 2) (Oshima & Hogue, 2007, p. 11).

What Is a Complement or Predicate?

This is what comes after the verb. It is what you want to say about the subject and it is optional. In other words, a sentence is still complete without a complement as long as it has at least one subject and one verb (Example 2, above) (Oshima &

Hogue, 2007, p. 11).

What Is a Fragment?

A fragment:

- is not a sentence
- lacks either a subject or a verb (or both) (Oshima & Hogue, 2007, p. 14) -

Example 6

- may be a dependent (DEP) clause - Example 7

Example	A Fragment
6.	under the bridge
7.	When it rains, ...
8.	Those students, <u>who were living in East Perth until their building was demolished.</u>

What Is a Dependent Clause?

A dependent clause is part of a sentence. It is sometimes formed by using a subordinator (see the Chart of Transition Signals in the preceding pages). Have a look at Example 7, above. Even though this dependent clause contains a subject (i.e. it) and a verb (i.e. rains), it is not a sentence. It would be a sentence without the subordinator (i.e. when), but - with the subordinator - it is simply a fragment waiting for more information.

What Is an Appositive?

An appositive is “extra information” about the subject, and this information must be enclosed within a comma pair (Oshima & Hogue, 2007, p. 130). See the underlined section of Example 8, above. You will often use appositives when writing definitions (see Example 10, on the following page).

Even though an appositive may contain a subject (e.g. their building) and a verb (e.g. were living, was demolished), it is not a sentence. The main verb is missing. If I remove the underlined appositive in Example 8, I am left with only a main subject (i.e.

those students). To turn this fragment into a sentence, I need to add a main verb.

See the corrected version, Example 9, below.

A Sentence: An Independent Clause				
Example	Subject	Appositive	Verb/ Verb Phrase	Complement
9	Those students,	<u>who were living in East Perth until their building was demolished,</u>	have found	a new place to live.
10	Taglish,	a mixture of Tagalog and English,	is	commonly spoken in Manila.

Write and Join Clauses

There are basically four types of sentences in English: “simple, compound, complex, and compound/complex” (Towson University, 2016). The following information needs to be read in conjunction with two previous documents: Chart of Transition Signals and Identify Sentences and Fragments. The sentence patterns come from: College Writing Centre (2004), Oshima and Hogue (2007), and Towson University (2016).

The Simple Sentence

The simple sentence is one independent (IND) clause. It may consist of just the subject, verb, and complement (Example 1, below) but will often include a sentence starter as a transition signal (Examples 2 & 3, below). In terms of punctuation: sentence starters before the subject are followed by a comma; sentence starters moved between the subject and verb are enclosed in a comma pair. The second pattern is done for stylistic variation (Oshima & Hogue, 2007).

1. Her students usually drink tea.
2. **However**, the students in my class like drinking coffee.
3. The students in Darren’s class, **on the other hand**, only drink water.

The Compound Sentence

The compound sentence is made up of two independent (IND) clauses. These can be joined in a variety of ways (Oshima & Hogue, 2007). See the table, below, for a list of common coordinators.

- a. IND clause + comma + **coordinator** + IND clause – Example 4, below

Common Coordinators: The FANBOYS	
F - for A - and N - neither, nor	B - but O - or Y - yet S - so

- b. IND clause + semicolon + IND clause – Example 5, below
- c. IND clause + semicolon + **sentence starter** + comma + IND clause –

Example 6, below

- 4. Her brother lives in France, **but** my three brothers all live in Australia.
- 5. I was born in England; Sylvia was born in China.
- 6. John is working at Chicken Treat; **in addition**, he has a job delivering papers.

Extra Tips

- The first word after a semicolon takes a small letter (not a capital one).
- A comma by itself is never strong enough to join two sentences. Such an error is called a *comma splice*, and your computer will underline it as such.
- If a sentence is short (i.e. you can say it in one breath), you do not need to place a comma before the coordinator
- Do not place a comma whenever you see the word *and*. In these examples, we are talking about joining two sentences. If you are joining two nouns (e.g. apples and oranges) or two verbs (e.g. hopping and hollering), there is no comma.

The Complex Sentence

This sentence pattern is a combination of one independent (IND) clause and one or more dependent (DEP) clauses. Remember, a dependent clause can be introduced with a subordinator (in blue). If the DEP clause come first, it is followed by a comma (see Examples 7 & 9, below). However, if the DEP clause follows the IND one, there is no comma (Oshima & Hogue, 2007) – Examples 8 and 9.

- 7. **Even though** the students in my class like drinking coffee, we do not have any good coffee on campus.
- 8. We do not have any good coffee on campus **even though** the students in my class like drinking it.

9. **Although** her brother lives in France, he is relatively safe **if** he stays away from large crowds.

The Compound/Complex Sentence

This type of sentence is a combination of three or more clauses: at least two independent (IND) and one or more dependent (DEP). The punctuation rules for the above examples apply.

10. Sheridan staff taught from home for a number of weeks, **and** some institutions offered on-line education for a whole semester **because** of the COVID-19 restrictions.

Punctuate (APA)

The APA style guide uses something called the *Oxford* comma: a comma placed before the *and* in a list of more than two items (APA, 2020, p. 155):

- | |
|---|
| <p>1. He is tall, dark, and handsome.</p> |
|---|

Punctuating Lists

When all the elements in a sentence are equal – like a set of adjectives (Example 1, above) or nouns or verbs - only commas are needed as separators. If, however, one of the elements has been modified (by using commas), the existing commas need to be bumped up to another level: semicolons. Have a look at these examples:

- | |
|--|
| <p>2. He is tall, <u>but not taller than my Dad</u>; dark; and handsome.</p> <p>3. Their wildlife park boasts the following animals: seven kangaroos; two cockatoos; one crocodile; two wombats, <u>both a male and a female</u>; three emus; two wedge-tailed eagles, <u>that were saved during a bushfire</u>; and a wild camel.</p> |
|--|

In Example 2, *tall* has been modified with the underlined phrase *but not taller than my Dad*. The modified section is not equal in weight to the adjectives in the sentence. It is a subset of the adjective and separated from the adjective by a comma. Because the comma is taking a role with the subset, a stronger punctuation mark (;) needs to be used to separate the equal elements. Example 3 shows the same principle in a lengthier sentence

Other Punctuation Marks

For information on how to use other punctuation marks, see the following chart.

APA Punctuation Rules (American Psychological Association, 2020, pp. 154-157, 162-166 & 170)	
Add one space after: <ul style="list-style-type: none"> - a number - before measurement - a full stop - commas, colons, & semicolons - full stops in initials - full stops in a reference citation 	3 cm, 12 m It is hot. Do you want an iced coffee? It is hot, so we should go swimming. A. M. Dench Yule, G. (2004). <i>Explaining English grammar</i> . Oxford University Press.
NO space after: <ul style="list-style-type: none"> - full stops in abbreviations (e.g., i.e., a.m.) 	
Full stop: <ul style="list-style-type: none"> - at the end of a sentence - with initials of names - in abbreviations - in reference abbreviations 	It is hot. A. M. Dench e.g. p. 67; Vol. 1; 2nd ed.
NO full stop: <ul style="list-style-type: none"> - in abbreviations of state names (WA, QLD) - in capitalised acronyms (APA, NASA) - after a web address (https://sleep.org) 	
Comma: <ul style="list-style-type: none"> - between three or more items - around a nonrestrictive clause - between two IND clauses joined by a coordinator (FANBOY) - between a date and a year - in a reference citation - in numbers > 999 	We saw Jack, Mary, and Lisa. My brother, who lives in Derby, is tall. It is hot, so we should go swimming. They married on April 10, 1985. (Smith, 2015, p. 83) 4,032
NO comma: <ul style="list-style-type: none"> - between a month and a year (They married in April 1985.) - before a restrictive clause (The brother who lives in Derby is tall.) - between a compound predicate / more information about one subject (Ali lives in Perth and teaches English.) 	
Semicolon: <ul style="list-style-type: none"> - between two IND clauses not joined by a FANBOY - between items in a series that already contains commas 	He comes; she goes. The winners were Jack, 23, from Perth; Mark, 59, from Sydney; and Sarah, 22, from Melbourne.
Colon: <ul style="list-style-type: none"> - between an IND clause and a phrase/clause that illustrates, extends, or amplifies that - in ratios and proportions 	She has two houses: one in Belmont and one in Leederville. The proportion was 1:8.

<p>Dash:</p> <ul style="list-style-type: none"> - to indicate a sudden interruption (Don't overuse it.) 	<p>Two ladies--one from American and one from Brazil--gave their talks.</p>
<p>Hyphen:</p> <ul style="list-style-type: none"> - between words in a compound adjective, before the noun 	<p>She has a part-time job, but he works full time.</p>
<p>Capitalisation:</p> <ul style="list-style-type: none"> - for the first word in a sentence - for the pronoun <i>I</i> - for proper nouns - for nouns showing a specific place in a series 	<p>It is Friday. I love Fridays! Is Curtin University a good university? in Table 5, on Day 2, in Chapter 4</p>
<p>NO capitalisation:</p> <ul style="list-style-type: none"> - after the first word in titles of books and articles in the reference list - unless it is a proper noun (<i>College English for today.</i>) 	
<p>Italics:</p> <ul style="list-style-type: none"> - for a new term (1st mention) - for a linguistic example - for book titles in reference list 	<p>The term <i>code switching</i> refers to ... the letter <i>a</i> <i>College English for today.</i></p>
<p>NO italics:</p> <ul style="list-style-type: none"> - to emphasis a word; change the word order instead 	
<p>Apostrophe:</p> <ul style="list-style-type: none"> - in contractions (informal) - to show possession 	<p>It's spring at last! Freud's theory; the Freuds' theory James's car; the Jameses' car</p>

Use Articles

Not every language in the world has an equivalent to the articles (*a, an, the*) found in English. To use articles correctly, you must recognise which words in the sentence are nouns and whether or not these nouns are:

1. singular or plural
2. count or noncount
3. general or specific

What Is a Noun?

In simplistic terms, a noun “refers to a thing [cricket], a person [Ajinkya Rahane], an animal [lion], a place [Melbourne Cricket Ground], a quality [determination], an idea [captaincy], or an action [winning]” (Mirriam-Webster, 2020, para. 2). Yes, some words that end in *-ing* can be nouns. Such nouns are called *gerunds* (Mirriam-Webster, 2020). It may be easier to identify a gerund by putting the words “the act of” in front of it.

Word Type	Example
Noun (gerund)	[The act of] Winning a game of test cricket against India is hard work.
Verb phrase	Currently, India is winning most matches against Australia.

Singular Versus Plural

Singular is referring to only one (e.g. pitch); plural to more than one (e.g. pitches). Plural nouns that are general do not take either *a* or *an* before them (as in *pitches*, below). Remember there will often be one or more adjectives between the article and the noun (*cricket* is an adjective in the examples, below, because it is describing the kind of pitch/pitches).

Word Type	Example
Singular noun	A cricket pitch with less moisture helps batters score more runs.
Plural noun	Cricket pitches with more grass can help spin bowlers get wickets.

Count Versus Noncount

Count nouns answer a ‘How many?’ question. They do not always end in -s when in plural form (as for *sheep* and *strata*, below). Noncount (or mass) nouns answer a ‘How much?’ question. Some nouns can be count or noncount depending on the context (as for *hair*, below). To find out whether a noun is count (C) or noncount (NC), look in a good ESL dictionary such as *Collins Cobuild Advanced Learner’s Dictionary*.

Count noun	How many apples do we have?	one apple, two apples
	How many sheep do we have?	one sheep, two sheep
	How many strata do we have?	one stratum, many strata
	How many hairs are in your soup?	one hair, two hairs
Noncount (mass) noun	How much milk do we have?	some milk, a lot of milk
	How much hair do you have?	some hair, not much hair

General Versus Specific

If English is not your first language, it is tempting to copy the article-noun patterns you see in other people’s writing. There is a problem with this strategy, however. A noun can be general or specific (and, consequently, need a different article) depending on where it appears in a block of writing. Where you place it and where another writer has placed it will probably differ.

Usually, a noun is general “the first time” it is mentioned (Pinker, 2014, p. 154). Any of your introductory sentences, then, may have a few indefinite articles (*a*, *an*) in them. You may talk about *a* method, *a* strategy, *a* business plan, or *a* research problem. The next time you refer back to this item it becomes specific and you will use *the* (or *this*) in front of the noun.

General noun – first mention	This research project, <i>a</i> single case study involving Participatory Action Research (PAR), is <i>an</i> intervention measure .
Specific noun – already mentioned	<i>The</i> intervention embraces translanguaging.

There are at least two other ways a noun can become specific apart from it being old information (or something already introduced). The noun could be the only one in its category (it refers to something unique) or it could be attached to a qualifying phrase (that sets it apart as distinctive) (Azar, 1989, p. 193; Yule, 2004, pp. 27 & 37). Have a look at the following examples. **Moon** is unique because our planet has only one of them. **Building** – in this sentence - is unique because only one can be the tallest.

Specific noun – refers to something unique	<i>The moon is bright. The tallest building in Perth.</i>
Specific noun – qualifying phrase	<i>The house over there. The skinny, decaf, coffees <u>that she makes</u> are amazing!</i>

Putting It All Together

The following tables based on material from Azar (1989) and Yule (2004) combine all of these concepts. The zero affix (∅) means no article is needed.

	singular count noun	singular noncount noun	plural count noun	plural noncount noun
GENERAL a / an	She has a business here.	∅ weather ∅ Business is booming!	∅ cats	∅ furniture
SPECIFIC the	The business is running well. (already mentioned)	the weather today	the cats she feeds	the furniture in this shop

	1-word proper noun	>1-word proper noun	1-unit countries	>1-unit countries	objects/ places	unique (only 1)
GENERAL a / an	∅ John	∅ Ali Dench	∅ Japan	-	There's a bank over there.	-
SPECIFIC the	the John in my class	the Ali Dench at Sheridan	the Japan of the 1940s	the UK the USA the Philippines	She went to the bank. (already mentioned)	the hardest the worst the sun

Check Subject-Verb Agreement

In English, the subject of the sentence and its verb must agree. In other words, if the subject is singular (Rule 1, below), the verb must take the singular form. If the subject is plural (Rule 3, below), the verb must take the plural form. The verb pattern for both singular and plurals subjects is the same in the simple past tense and future. Have a look at the chart below (adapted from Fernando et al., 1998, pp. 201-204) for a set of guidelines on Subject-Verb agreement.

S-V Agreement Rules (Fernando et al., 1998, pp. 201-204).	Examples (with verb/verb phrase in bold)
1. Singular pronouns (e.g. each, anyone, everybody, someone, somebody, nobody, either, neither, every ...) and other singular subjects take a singular form of the verb.	Each child is eligible. No one wants to pay taxes.
2. Compound subjects modified by <i>each</i> and <i>every</i> take a singular form of the verb.	Every nurse and doctor carries a great responsibility. Each boy and girl receives a new school bag.
3. Plural pronouns (e.g. all, both, several, few, many, ...) and other plural subjects take a plural form of the verb.	All angles need to be considered.
4. Words joined to a subject by <i>with</i> , <i>as well as</i> , <i>together with</i> , <i>in addition to</i> , and <i>including</i> do not affect the verb (i.e. the verb must still agree with the subject).	The cupboard with all its fixtures sells for \$300. The computer and table - including the mouse - are brand new.
5. A collective noun takes either a singular or plural verb, depending on whether the group is thought of as one unit or as several individuals.	Our team is the best. The Hawks are playing tomorrow.
6. Nouns plural in form but singular in meaning take a singular form of the verb.	Politics is boring at times. The measles is still spreading .
7. If two subjects are joined by <i>or</i> , <i>either ... or</i> , or <i>neither ... nor</i> the verb agrees with <u>the closest subject</u> .	Either the President or <u>the senators</u> are making the decision. Neither the workers nor <u>the boss</u> likes this venue.

Check Number-Noun Agreement

In some languages, when you talk about more than one item, you do not have to make the noun plural. Just the number (e.g. three) or determiner (e.g. some, many) is enough to indicate plurality. Consider the following examples from Tagalog, the trade language of the Philippines. Notice that the noun (*anak* = child) is in the same form for a singular number (one child) and a plural number (three child). In Tagalog, plurality is indicated by the word *mga*; there is no agreement between the number and the noun.

We have one child.

<i>Merón</i>	<i>kaming</i>	<i>isang</i>		<i>anak.</i>
Have	we + joiner (<i>ng</i>)	one + joiner (<i>ng</i>)		child.

We have three children.

<i>Merón</i>	<i>kaming</i>	<i>tatlong</i>	<i>mga</i>	<i>anak.</i>
Have	we + joiner (<i>ng</i>)	three + joiner (<i>ng</i>)	(plural)	child.

If English is not your first language, take a few minutes to think about how your mother tongue language expresses plurality. Do you have number-noun agreement? If not, you will need to make an adjustment when using English. In English, if you indicate plurality of number (more than one), the noun must also be pluralised. Have a look at these two sentences:

1. I have some friends in America.
2. We worked together in two different countries.

Plurality is expressed in the first sentence by the determiner *some*. This means the noun *friends* must also be plural. In Sentence 2, plurality is indicated by the number *two*. As a consequence, the noun must reflect more than one (i.e. countries).

Think About Voice: Active and Passive

The English language has two voices: active and passive. You should use the active voice most of the time (American Psychological Association, 2020, p. 118) for these reasons:

- it uses less words
- it is more direct
- it is easier to write and comprehend

The Active Voice Pattern

Subject	Verb	Object
We	interviewed	fifty participants.

The Passive Voice Pattern

Subject (Old Object)	Verb	Old Subject (Optional <i>By</i> Phrase)
Fifty participants	were interviewed	(by us).

When Should I Use the Passive Voice?

There are at least four situations when you should use the passive voice (Grellier & Goerke, 2010, p. 149):

1. when the subject of the sentence is unknown

Fires **were started** in the southern area. Police are investigating if it is the work of arsonists.

2. when the subject of the sentence has already been mentioned previously

These arsonists will be fined when caught.

3. when you want to focus on a process (i.e. the action is more important than the actor or subject of the sentence)

More fires **are being investigated**.

- when you want to “hide responsibility or blame” for an action by not naming the subject of the sentence

More action **is needed** to address the problem.

How Do I Change From Active to Passive?

The passive voice pattern (American Psychological Association, 2020, p. 118) is made up of:

- the verb *to be* (e.g. is, was, were, will be ...)
- the past participle of the main verb

For regular verbs (e.g. walk), the past participle is the same as the past tense form of the verb (e.g. walked); for irregular verbs (e.g. eat) the past participle is a completely different form (e.g. eaten). See the following pages for a chart of common irregular verbs and their past participles.

	Infinitive	Simple Past	Past Participle
Regular Verb	to walk	walked	walked
Irregular Verb	to eat	ate	eaten

To change from active to passive voice, then, follow these steps:

The Active Voice Pattern

Subject	Verb	Object
We	interviewed	fifty participants.

- Move the object (e.g. fifty participants) to the subject position.

The Passive Voice Pattern

Subject (Old Object)	Verb	Old Subject (Optional <i>By</i> Phrase)
Fifty participants	were interviewed	(by us).

- Consider sentence tense (e.g. interviewed = past tense).

3. Choose a form of the verb *to be* that agrees with the subject and tense (e.g. were – agrees with fifty participants and past tense).
4. Add the past participle of the main verb (e.g. interviewed).
5. Add the optional *by phrase* if needed.

Common Irregular Verbs

You can easily google a list of these. The following ones come from Obee (n.d., inside cover).

Infinitive	Past Participle	Infinitive	Past Participle
be	been	get	got / gotten
beat	beaten	give	given
become	become	go	gone
begin	begun	grow	grown
bend	bent	hang	hung
bet	bet	have	had
bite	bitten	hear	heard
blow	blown	hide	hidden
break	broken	hit	hit
bring	brought	hold	held
build	built	hurt	hurt
burst	burst	keep	kept
buy	bought	know	known
catch	caught	lay	laid
choose	chosen	lead	led
come	come	leave	left
cost	cost	lend	lent
cut	cut	let	let
deal	dealt	lie	lain
dig	dug	light	lit
do	done	lose	lost
draw	drawn	make	made
drink	drunk	mean	meant
drive	driven	meet	met
eat	eaten	pay	paid
fall	fallen	put	put
feed	fed	read	read
feel	felt	ride	ridden
fight	fought	ring	rung
find	found	rise	risen
fly	flown	run	run
forbid	forbidden	say	said
forget	forgotten	see	seen
forgive	forgiven	seek	spoken
freeze	frozen	sell	sold

Infinitive	Past Participle	Infinitive	Past Participle
send	sent	steal	stolen
set	set	stick	stuck
sew	sewn	sting	stung
shake	shaken	stink	stunk
shine	shone	strike	struck
shoot	shot	swear	sworn
show	shown	sweep	swept
shrink	shrunk	swim	swum
shut	shut	swing	swung
sing	sung	take	taken
sink	sunk	teach	taught
sit	sat	tear	torn
sleep	slept	tell	told
speak	spoken	think	thought
spend	spent	throw	thrown
split	split	understand	understood
spread	spread	wake	woken
spring	sprung	win	won
stand	stood	write	written

Active and Passive Voice Patterns Across Tense and Aspect

Here are some sentence examples to get you started (adapted from English Club, 1997-2018).

Tense and Aspect	Active Voice Pattern	Passive Voice Pattern
Simple present	How does one pronounce his name?	How is his name pronounced ?
Present continuous	The doctor is attending to him.	He is being attended to.
Present perfect	Larry has served dinner.	Dinner has been served .
Present perfect continuous	The police have been watching that house for weeks.	That house has been being watched for weeks.
Simple past	They didn't fix my phone yesterday.	My phone wasn't fixed yesterday.
Past continuous	They were stitching him up when I called.	He was being stitched up when I called.
Past perfect	I wondered why they hadn't invited me.	I wondered why I hadn't been invited .

Tense and Aspect	Active Voice Pattern	Passive Voice Pattern
Past perfect continuous	She wasn't sure how long they had been watching the film.	-
Simple future	They will wake him at dawn.	He will be woken at dawn.
Future continuous	They will be teaching him when you get there.	He will be being taught when you get there.
Future perfect	They will have repaired your car by 7pm.	Your car will have been repaired by 7pm.
Future perfect continuous	They will have been treating her for exactly three months tomorrow.	-

Sound More Academic

Academic writing is formal and objective, creating distance between the writer and the reader. You can achieve an academic style by employing the following:

1. Write the subject of the sentence in the third person (unless you are specifically asked to give personal reflections – using the first person).

First Person	Second Person	Third Person
I, We	You	He, She, It, The industry, Most researchers, ...

2. Use academic language. Check out the resources supplied by The University of Manchester (2020) where you can find hundreds of phrase structures. You can use these phrases (see below for some examples) without fear of plagiarising because you will add your own specific details.

This paper	<p>argues that ...</p> <p>analyses the impact of ...</p> <p>traces the development of ...</p> <p>explores the ways in which ...</p> <p>considers the implications of ...</p> <p>examines the relationship between ...</p>
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3. Use and explain technical terms. If you use many terms, add a glossary at the end of your paper (Morley-Warner, 2010). Longer terms can be abbreviated. However, the first time you use a longer term or the name of an organisation, write the term/name out in full with its respective abbreviation in brackets, immediately after. The next time/s you mention the term/name, just use the abbreviation (American Psychological Association, 2020, p.173).

First mention	The Commonwealth Bank of Australia (CBA)
Second mention	The head of the CBA

4. Use a tentative tone, to leave room for discussion, debate, and further research. In other words, do not make sweeping generalisations. You can do this by adding the following types of words (Morley-Warner, 2010).

Word Type	Example	Sentence
Modal	may, might, should	We might need to include bushfire education as part of the national curriculum.
Verb	seems, appears	It seems as if we are losing the battle.
Adverb	possibly, probably	There are possibly better ways of dealing with climate change.

5. Use evidence to support your arguments (Morley-Warner, 2010). Include in-text citations in the body of your essay (e.g. Smith, 2019, p. 8) and a reference list at the end.
6. Do not use slang or idiomatic expressions.

Incorrect	Correct
kids stuff things They were all in the same boat.	children issues elements, components They all experienced the same conditions.

7. Do not use contractions; write everything in full.

Contractions	In Full
can't won't they're	cannot (one word) will not they are

8. Do not use bias or emotive language (Morley-Warner, 2010).

Emotive Language	Academic Language
Those who deny the effects of climate change are stupid!	It is difficult to understand why some people still continue to deny the effects of climate change.

Describe Data Sets

A data set is information presented through a graph, chart, table, or figure. Your particular discipline (e.g. Business, Science) may have a specific way of writing up data, so you should check the following guidelines with your faculty members. The rules coming from the APA style guide are most suitable for HASS students.

Give the Data Set a Number

Express data set numbers in numerals not words (even though the general APA rule is to express numbers less than 10 in words) (American Psychological Association, 2020, 7.9, p. 200). For example,

Bar Graph 2

Give the Data Set a Title

For APA style (2020, 7.9, p. 199), the title should be in italics on the line after the data set number; all words in the title should be capitalised unless they are:

- conjunctions (e.g. for, and, but, or, yet, so ...)
- articles (i.e. a, an, the) - unless the first word or after a colon
- prepositions less than four letters (e.g. of, as, in ...)

For example:

Bar Graph 2

Percentage of Population Aged 65 and Over

Direct the Reader to the Data Set

You need to clearly direct the reader to the data set, especially if it is on a different page (Williams, 2013, p. 194). For example, say:

- The **following** table ...
- The bar graph **below** ...
- The chart on **page 6** ...
- Figure **8** shows ...

Refer to the Data Set in the Text

When referring to a specific data set by number, give the word *table*, *chart*, *figure*, *graph* a capital letter. However, if you are referring to a data set in general (not by number), just use lower case letters. For example:

Specific: Although **Table 4** has been reproduced in several journals, it ...
General: The table has been reproduced in several journals.

Use the Present Tense

You will discuss the findings of research that has already been completed, but your readers are encountering the information *right now*. Therefore, introduce the data set in the present tense (Williams, 2013, p. 194). For example:

Table 4 **illustrates** ...
 Figure 2.1 **shows** ...

Point Out the Most Important Trends

It is your job to add value to the data by articulating what the most important trends are (Williams, 2013, p. 194). See the section, below, titled: Use the Language of Change.

Interpret the Significance of the Data

Do not make the reader do all of the work. You must explain why the data is significant in relation to your argument (Williams, 2013, p. 194).

Use the Language of Change

To describe data, you often need to talk about change. There are four aspects to this change (O'Connell, 2010, pp. 20-21; Cullen, 2008, p. 119; Black & Sharp, 2006, pp. 30-31; Sorrenson, 2012, p. 154):

1. Direction: Is the change up, down, level, or fluctuating?
2. Degree: Is the change small, moderate, or large?
3. Speed: Is the change slow, gradual, or fast?
4. Time: When did the change take place?

Use the expressions in the following charts (a combination of O'Connell, 2010, pp. 20-21; Cullen, 2008, p. 119; Black & Sharp, 2006, pp. 30-31; Sorrenson, 2012, p. 154) to both develop your vocabulary and add variety (different grammatical patterns) to your writing style.

Direction of Change	Verbs	Nouns
Up	To boom To climb To reach a high of ... To go up To expand To grow To improve To increase To peak at / To reach a peak To recover To rise To soar To strengthen	A boom A climb A high An upward trend An expansion A growth An improvement An increase A peak A recovery A rise
Down	To collapse To contract To decline To decrease To deteriorate To dip To drop To fall To go down To lower / To reach a low To nosedive To plummet To plunge To reduce To slump	A collapse A contraction A decline A decrease A deterioration A dip A drop A fall A downward trend A low of ... A nose dive A plummet A plunge A reduction A slump
Level	To be static To be fixed To level out To maintain (the same level) To plateau To remain stable To remain steady To stay at ... To stay constant To stay the same	A levelling out A plateau No change
Fluctuating	To fluctuate	A fluctuation

Degree of Change	
Adjective (before noun) e.g. a slight increase	Adverb (after verb) increased slightly
considerable dramatic enormous huge marked minimal moderate sharp significant slight small steep substantial unchanged	considerably dramatically enormously hugely markedly minimally moderately sharply significantly slightly - steeply substantially -

Speed of Change	
Adjective (before noun) e.g. a rapid increase	Adverb (after verb) increased rapidly
gradual quick rapid slow steady sudden swift wild	gradually quickly rapidly slowly steadily suddenly swiftly wildly

Time Expressions:

in (a year)	in 2004 / in the year 2000 / in April
since (a point in time)	since July / since the beginning of August / since 2004
for (a period of time)	for several months / for ten years / for the period 2000 to 2007
between (two points in time)	between May and December / between 2000 and 2004

Be Mindful of Tense and Aspect

As mentioned previously, introduce data in the present tense (e.g. Table 2 **illustrates** ...). Usually, trends will be described using the simple past (e.g. The highest score **was achieved** in 2011) or the present perfect (e.g. Since 2012, prices **have increased** dramatically.) Occasionally, you will need to use the future (e.g. It is predicted that the population **will increase** by four million by the year 2035.)

Explore Word Forms

By exploring the different forms a word takes, you can develop your vocabulary and add a level of variety to your writing. A good dictionary will give you these word forms with sentence examples. Take the noun *organisation*, for example. It can be expressed in the following different ways:

Noun	organisation	I work for a wonderful organisation .
Verb	to organise	She organised an excellent conference.
Adjective (describes a noun)	organised, organisational	Organised crime is prolific in some areas. It was an organisational nightmare!
Adverb (describes a verb)	organisationally	Their department is organisationally challenged.

You can just google *word formation exercises* to find free resources. Here is one to get you started:

- ESL Lounge Student. (2001-2020). *C1 Advanced – word formation*. Esl lounge.com. <https://www.esl-lounge.com/student/advanced-word-formation.php>

Check Spelling

Check spelling as part of your routine editing process so as not to lose unnecessary marks.

British Versus American Spelling

As you are studying in Australia, you should aim to use British spelling. This is different from the American spelling found in some reading material, so you will need to convert it. The default setting on your computer may also be locked into the American system causing some words to be underlined, suggesting they are misspelt. The following examples, taken directly from a University of New England website (2021, Spelling rules) outline some of the differences between the two systems.

British Spelling	American Spelling
-re (e.g. theatre, centre, ...)	-er (e.g. theater, center, ...)
-our (e.g. colour, honour, ...)	-or (e.g. color, honor, ...)
-ise (e.g. organise, recognise, ...)	-ize (e.g. organize, recognize, ...)
c = noun (e.g. basketball practice) s = verb (e.g. to practise basketball)	c = noun + verb (e.g. basketball practice + to practice basketball)

Only use American spelling when you:

- quote directly from a source that uses American spelling (although you can edit the word, replacing it with the British version in square brackets)
- include a source in the reference list that uses American spelling

Common Spelling Rules

Learning how to spell in English can be frustrating because, over time, we have borrowed words from other languages. There are some basic rules but many exceptions. To find a list of common rules, head to this resource:

- University of New England. (2021). *Resources. Fact sheets. Writing correctly. Spelling rules*. Teaching and learning support (TALS). https://www.une.au/__data/assets/pdf_file/0017/10673/WC_Spelling-rules.pdf

Format the Document (APA)

These American Psychological Association guidelines are standard for those studying undergraduate Humanities and Social Sciences (HASS). If you need to write business or science reports, check the following specifications with your lecturer. Some rules apply across all disciplines; others do not. The point is: you cannot just present work in a way that seems right to you. Academic conventions exist and should be followed.

For more details, check the APA style website - <https://apastyle.apa.org>

Topic	APA style	References (APA, 2020)
Paper Size	- Use A4 paper size.	
Margins	- The margins on all four sides of your paper should be 1.0 inch (2.54 cm) - the default setting on your computer.	2.22, p. 45
	- If your paper (thesis/dissertation) needs to be bound, make the left margin "1.5 inches" (3.81 cm).	2.22, p. 45
Font Size and Type	Choose either: <ul style="list-style-type: none"> - 10-point Lucida - 11-point Calibri, Arial, or Georgia - 12-point Times New Roman 	2.19, p. 44
Cover Sheet	- Fill in the sections on the Sheridan College Cover Sheet (or title page) as this is APA compliant.	2.3, p. 30
	- This cover sheet is page number 1.	2.18, p. 44
Page Numbers	- Page numbers go in the top right-hand corner.	2.18, p. 44
	- The page after the cover sheet is page number 2 and so on.	2.18, p. 44
Essay Title	- Your title is written "on the first line of the first page" and takes the format of a Level 1 heading.	2.11, p. 39; 2.27, p. 47
	- It does not need to be on every page (in the header) - unless your paper is being published.	2.8, p. 37

Topic	APA style	References (APA, 2020)
Order of Pages / Sections	<ul style="list-style-type: none"> - Check your unit outline (and rubrics) to see which of the following sections you need: - Title page (is page 1) - Abstract (starts on a new page) - Essay text (starts on a new page) - References (starts on a new page) - Footnotes (at bottom of page or on a new page) - Tables (in essay body or on a new page) - Figures (in essay body or on a new page) - Appendix / Appendices (each start on a new page) 	<p>2.17, p. 43 2.17, p. 43 2.17, p. 43 2.17, p. 43 2.17, p. 43 2.17, p. 43 2.17, p. 43 2.17, p. 43</p>
Spacing	<p>Confirm these APA guidelines with individual lecturers as they will be the ones to mark your paper:</p> <ul style="list-style-type: none"> - “Double-space the entire paper.” - Table elements may be either double, 1.5, or single spacing (whatever looks good for the space you have!) - Footnotes (if any) should be single-spaced. - Do not add “blank lines before or after headings, even if a heading falls at the end of a page.” - Do not add blank lines between paragraphs. - Add a space after every punctuation mark, including for initials (e.g. A. M. Dench), but not after full stops in abbreviations (e.g., U.S., a.m.). 	<p>2.21, p. 45 2.21, p. 45 2.21, p. 45 2.21, p. 45 2.21, p. 45 6.1, 154</p>
Paragraphs	<ul style="list-style-type: none"> - Do not justify the text (which puts equal spaces between the words) - “Align the text to the left and leave the right margin uneven” - Indent each paragraph by 0.5 of an inch (1.27 cm) - the default position on your computer - Hit the <i>tab</i> button on your keyboard to enforce this indentation (see the paragraphs on page 3 of this handout) - Do not miss a line between paragraphs 	<p>2.23, p. 45 2.23, p. 45 2.24, p. 45 2.24, p. 45 2.21, p. 45</p>
Headings	<ul style="list-style-type: none"> - See the section titled Write Headings (APA). 	2.27, p. 47

Write Headings (APA)

To acquire a list of major headings and to know what order they should go in, see the previous material titled: Format the Document (APA) – Order of Pages / Sections.

The Introduction

For HASS students following the APA rules, the introduction of your paper will be included but not given a heading (American Psychological Association, 2020, 2.27, p. 47). Non-HASS students would normally make the introduction a heading as part of a report (Turner et al., 2011, p. 180).

Spacing

As mentioned previously, you should not add blank lines between your headings and the body of the text; everything is just double-spaced (American Psychological Association, 2020, 2.21, p. 45).

Capitalisation

In terms of the APA style guide, headings are expressed in title case which means you should give a capital letter to:

- almost every word
- “the first word of a subtitle”
- “the first word after a colon” (APA, 2020, 6.17, p.167)

The following words are not capitalized unless they are the first word in a heading:

- “short conjunctions (e.g. and, but, for ...)”
- “articles (i.e. a, an, the)” - unless they are after a colon
- “short prepositions (e.g. at, of, to, ...)” - unless four letters or more (e.g. with, under, between ...) APA, 2020, 6.17, p.167)

Levels

Each level of heading (from main to sub) has a different style. See the following five APA patterns (American Psychological Association, 2020, 2.27, pp. 47-48).

How To Write a Level 1 Heading

This heading is an example of a Level 1 heading. Note how the text follows onto the very next line under the heading; do not miss a line between any heading and the body of your essay. Level 1 headings should be in the centre of the page. They are written in bold type and title case (see the previous section titled Capitalisation). Remember the title of your paper is treated as a Level 1 heading and is written on the first page of your essay whereas your introduction is included but does not get a heading.

How To Write a Level 2 Heading

This heading is an example of a Level 2 heading. As for a Level 1 heading, the text starts on the next line as an indented paragraph. Do not show levels of headings using numbers (e.g. 3.2, 3.3) or letters (e.g. A, B, C). (Business reports are styled differently and can include numbers.) Level 2 headings should be against the left-hand margin. They are written in bold type and title case (see the previous page on Capitalisation).

How To Write a Level 3 Heading

This level of heading is a subheading, so it is possible to write your whole paper without needing one of these. Follow the same format as for a Level 2 heading except write the Level 3 heading in italics (letters on a slant).

How To Write a Level 4 Heading. This heading is different from a Level 2 heading in two ways: the heading is indented (as for a paragraph) and there is a full stop after the heading. There is a difference with the text, too. Start writing your first sentence on the same line as the heading.

How To Write a Level 5 Heading. This level of heading is similar to a Level 4 heading except it is in italics. The text starts on the same line as the heading.

Sample Structure

This is how Chapter 3 of my unpublished master's thesis would look in APA style (Dench, 2003, pp. 21-37):

- **Level 1 heading**
- **Level 2 heading**
- *Level 3 heading*

Methodology
Stage One: Eliciting and Compiling a Working Bank of Filipino Gestures
<i>The Informants</i>
<i>The Instruments</i>
<i>Presenting the Data</i>
Stage Two: Selecting and Videotaping a Limited Number of Gestures
Stage Three: Discovering the meaning of the Selected Gestures
<i>The Informants</i>
<i>The Instruments</i>
<i>Presenting the Data</i>
Method of Analysis
Limitations of the Research

Write Numbers (APA)

The general APA rule (American Psychological Association, 2020, p. 178) for expressing numbers is:

- 10 and above - use numerals (e.g. 14, 28, 2,000)
- below 10 - use words (e.g. zero, one, five, nine)

However, there are some **exceptions** to this general rule, as seen in the following information. For more guidelines, go to this link: www.apastyle.apa.org

6.32 Numbers Expressed in Numerals (2020, p. 178)	
<ul style="list-style-type: none"> • numbers 10 and above 	12 cm wide the remaining 10% a 25-year-old student 10th-grade students the 15th trial 105 stimulus words
<ul style="list-style-type: none"> • numbers in the abstract of a paper or graphical display within a paper 	
<ul style="list-style-type: none"> • numbers before a unit of measurement 	5 mg of syrup a 5-mg dose with 10.54 cm of
<ul style="list-style-type: none"> • numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles. 	multiplied by 5 3 times as many ... 0.33 of the ... more than 5% of the sample a ratio of 16:1 the 5th percentile
<ul style="list-style-type: none"> • numbers that represent time, dates, ages, scores and points on a scale, and exact sums of money <p>Exception: an approximation</p>	1 hr 34 min at 12:30 a.m. 2-year-olds about three months ago
<ul style="list-style-type: none"> • numbers that denote a specific place in a numbered series, parts of books and tables, and each number in a list of four or more numbers 	Grade 8 (but the eighth grade) Table 3 row 5

6.33 Numbers Expressed in Words (2020, p. 179)	
<ul style="list-style-type: none"> any number that begins a sentence, title, or text heading 	Forty-eight percent of the ... Twelve students improved ...
<ul style="list-style-type: none"> common fractions 	one fifth of the class a two-thirds majority
<ul style="list-style-type: none"> universally accepted usage 	The Twelve Apostles Five Pillars of Islam
6.34 Combining Numerals and Words to Express Numbers (2020, p. 179)	
<ul style="list-style-type: none"> for back-to-back numerical modifiers 	2 two-way interactions ten 7-point scales
6.35 Ordinal Numbers (2020, p. 179)	
<ul style="list-style-type: none"> Treat ordinal numbers like cardinal numbers 	second-order factors the fourth graders the first item of the 75th trial the first and third groups
6.36 Decimal Fractions (2020, p. 180)	
<ul style="list-style-type: none"> Use a zero before the decimal point with numbers that are less than one when the statistic can exceed 1 	0.23 cm Cohen's $d = 0.70$ 0.48 s
6.37 Roman Numerals (2020, p. 180)	
<ul style="list-style-type: none"> If Roman numerals (e.g. Step VI) are part of an established terminology, do not change them to Arabic numerals; but use Arabic numerals (e.g. Step 6) for routine seriation 	
6.38 Commas in Numbers (2020, p. 180)	
<ul style="list-style-type: none"> Use commas between groups of three digits in most figures of 1,000 or more <p>Exceptions:</p> <ul style="list-style-type: none"> page numbers binary digits serial numbers degrees of temperature acoustic frequency designations 	1,000 pages page 1029 00110010 290466960 3071 °F 2000 Hz
6.39 Plurals of Numbers (2020, p. 181)	
<ul style="list-style-type: none"> To form the plurals of numbers, whether expressed as figures or as words, add <i>s</i> or <i>es</i> alone, without an apostrophe 	fours and sixes 1950s 10s and 20s

Use the Editing Checklist

Make sure you hand in the final copy of your assignment, not just the first draft.

Use this checklist to self-edit. When editing another person's work, you might like to use the suggested symbols (mostly from Hogue, 2008, pp. 177-179).

PELA: Know the Purpose

- Answer every part of the question.
- Check the rubric to see where marks will be allocated.


PELA: Build an Argument

- Make your position clear.
- Make a claim in your introduction.
- Define terminology.
- Present a logical argument.
- Support your reasons with evidence.
- Find your own voice.

PELA: Add References

IQ	• Reference any borrowed ideas (indirect quote - APA).
DQ	• Reference any borrowed words (direct quote – APA).
List	• Ensure all in-text citation authors appear in your reference list.

PELA: Control Structure

	• Indent 1.27 cm for each new paragraph.	
TS	• Write topic sentences for each paragraph.	This essay focuses on
SS	• Include supporting sentences.	
VT	• Be consistent with tense and aspect.	They tested the model and wrote up the results. (past tense)
//	• Maintain parallelism	She not only won the race, but also broke a world record.
T. Sig	• Use transition signals.	However, / Another reason ... / Therefore,
Frag	• Avoid fragments.	Because he can. (x - DEP clause) Under the bridge. (x - phrase)
RO	• Avoid run-on sentences.	We work here she works in the city. (x - should be two sentences)
CS	• Avoid the comma splice.	We work here, she works in the city. (x - need a comma + a conjunction)
SS,	• Use a comma after a sentence starter.	As a result , we will move the library.

, conj	<ul style="list-style-type: none"> Use a comma before a conjunction. 	We work here, but she works in the city.
DEP,	<ul style="list-style-type: none"> Use a comma after a DEP clause when it comes before an IND clause. 	If I could , I would work in the city.
Hyph	<ul style="list-style-type: none"> Use a hyphen between a compound adjective before a noun. 	She has a part-time job, but he works full time.
,	<ul style="list-style-type: none"> Use commas between 3 or more items (APA). 	We added soil, pellets, and water.
,	<ul style="list-style-type: none"> Use a comma after introductory elements. 	In April 2016 , Gerry started studying English with us.
,	<ul style="list-style-type: none"> Use commas around appositives. 	Gerry, who was born in China , is a chef.
,	<ul style="list-style-type: none"> Use a comma between a date and year. 	They got married on April 10, 1985 .
,	<ul style="list-style-type: none"> Use commas in a reference citation. 	(Smith, 2015, p. 83)
,	<ul style="list-style-type: none"> Use a comma in numbers > 999 (APA). 	4,032
;	<ul style="list-style-type: none"> Use a semicolon between closely related sentences. 	I bought the chips; they bought the salsa.
;	<ul style="list-style-type: none"> Use semicolons to separate a list already containing commas. 	The recipients were: Mark, age 23; Jack, age 27; and Jane, age 58.
:	<ul style="list-style-type: none"> Use a colon between an IND clause and a phrase/clause that illustrates, extends, or amplifies. 	She has two houses: one in Belmont and one in Leederville.
:	<ul style="list-style-type: none"> Use a colon in ratios and proportions. 	The proportion was 1:8.
:	<ul style="list-style-type: none"> Use a colon before a subtitle. 	<i>LEAP advanced: Reading and writing.</i>
's	<ul style="list-style-type: none"> Use an apostrophe to show possession. 	The consumer's feedback is essential. (1 consumer) The consumers' feedback is essential. (more than 1 consumer)
Cap	<ul style="list-style-type: none"> Use a capital letter to start a sentence. 	It makes it more complicated for them.
Cap	<ul style="list-style-type: none"> Use capitals for names of people, places, companies ... 	Baye and Prince (2014) have defined ...
Cap	<ul style="list-style-type: none"> Use capitals for proper nouns. 	Is Curtin University a good university?
Cap	<ul style="list-style-type: none"> Use capitals for certain words in APA headings. 	Effective Communication for Managers of Small Businesses
////	<ul style="list-style-type: none"> Use italics for a new term (1st mention) (APA) 	The term <i>code switching</i> refers to ...

////	<ul style="list-style-type: none"> Use italics for a linguistic example. 	In Tagalog, the letter <i>a</i> can appear three times consecutively in a word.
////	<ul style="list-style-type: none"> Use italics for titles of books, journals, newspapers, magazines, and web articles in the reference list 	<i>College English for today.</i>

PELA: Be Grammatically Accurate

Art	<ul style="list-style-type: none"> Use <i>a /an</i> before general, single, count nouns. 	A language with a complex grammar is usually less complex phonetically.
Art	<ul style="list-style-type: none"> Use <i>the</i> before specific nouns. 	The Japan of the 1940s was ... (specific)
Art	<ul style="list-style-type: none"> No article before plural, count nouns (unless specific) 	Dogs are supposed to be man's best friend. The dogs over there are so noisy.
Art	<ul style="list-style-type: none"> No article before noncount nouns (unless specific) 	Corn on the cob is best with butter. The corn my Mum cooks is the best!
S-V Agree	<ul style="list-style-type: none"> Ensure agreement of subject and verb. 	Everybody (singular) hopes ... ; One of the companies uses ...
sing / pl	<ul style="list-style-type: none"> Ensure nouns agree with number. 	a company / many companies
A Voice	<ul style="list-style-type: none"> Use mostly active voice. 	We interviewed 10 people.
P Voice	<ul style="list-style-type: none"> Use passive voice to focus on the process. 	Ten people were interviewed .

PELA: Build Lexical Range and Accuracy

SL	<ul style="list-style-type: none"> Avoid slang. 	The kids being interviewed were overexcited. (x - slang)
Full	<ul style="list-style-type: none"> Write contractions in full. 	Businesses won't be able to compete in this environment. (x - contraction)
Bias/Emot	<ul style="list-style-type: none"> Avoid bias and emotive language. 	This new policy is absolutely dreadful!
Tent	<ul style="list-style-type: none"> Use a tentative tone. 	This will possibly affect ... They might need to rethink their strategy.
Vocab	<ul style="list-style-type: none"> Repeat key words in a variety of ways. 	toxic, poisonous, lethal, deadly
Form	<ul style="list-style-type: none"> Use the correct form of the word. 	Is he a qualify electrician? (x) Is he a qualified electrician? (✓)
WW	<ul style="list-style-type: none"> Use the correct word. 	What she sees on TV affects her behaviour. (verb) Violent cartoons have an effect on the way she plays. (noun)
Λ	<ul style="list-style-type: none"> Add the missing word. 	They Λ going to Canada tomorrow. (<i>are</i> is missing)

X	<ul style="list-style-type: none"> Delete the extra word. 	It was an old , ancient practice. (don't need both <i>old</i> and <i>ancient</i>)
∞	<ul style="list-style-type: none"> Change the order of the words. 	They always are hiring new staff. (x) / They are always hiring new staff. (✓)
SP	<ul style="list-style-type: none"> Use the correct spelling. 	(Brit.) organise , analyse , centre , colour , driver's licence , traveller (USA) organize , analyze , center , color , driver's license , traveler

Format

APA	<ul style="list-style-type: none"> Use APA formatting. 	
APA	<ul style="list-style-type: none"> Express headings in APA format. 	
APA	<ul style="list-style-type: none"> Express numbers in APA format. 	We interviewed 10 people. / Only five companies complied.

Submit

<ul style="list-style-type: none"> Attach a Sheridan cover sheet.
--

Use the APA Essay Template

Go to the Canvas page to find an electronic essay template in APA format. You can download it, save the master copy, and then simply type over the words to create your own document

Attach a Sheridan Cover Sheet

The APA essay template comes with a built-in Sheridan cover sheet. Remember to tick the appropriate boxes to show you are compliant with Sheridan expectations and policies.

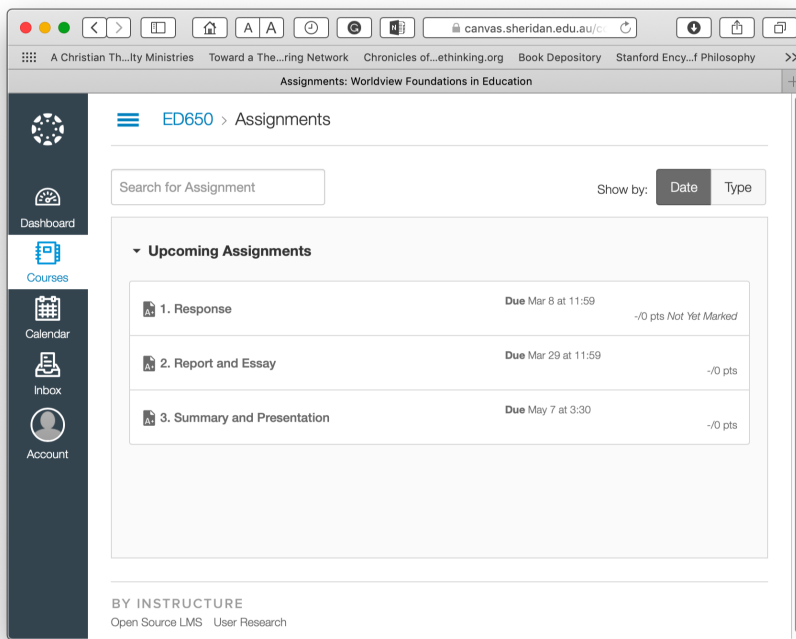
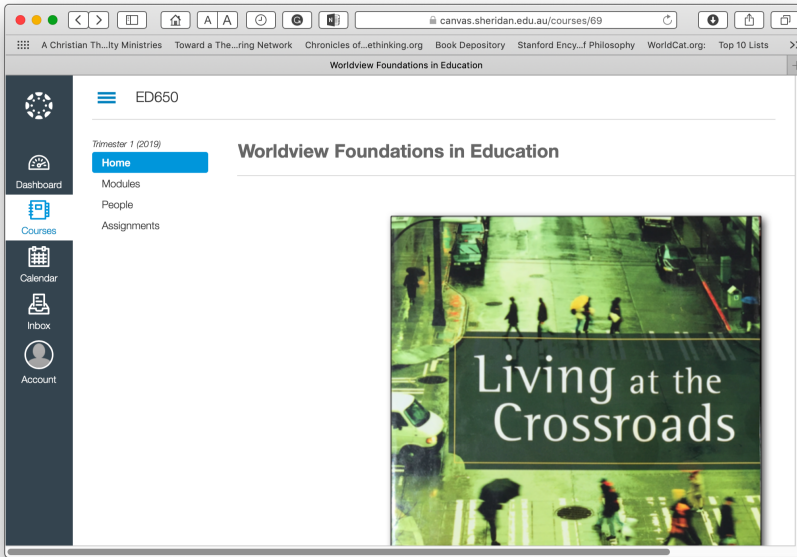
Submit Via Canvas

These instructions (and images) come from faculty members within the Master of Education Course.

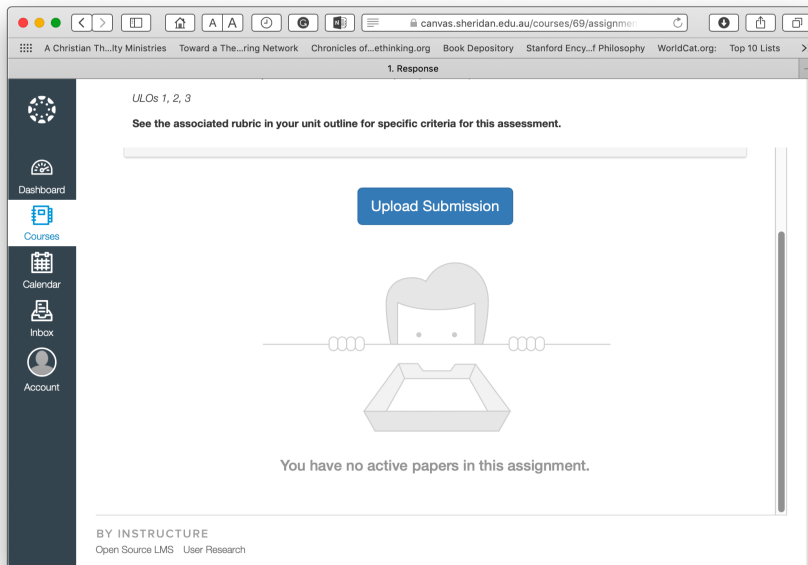
1. Before you submit, label your assignment with four essential details:
 - a. Course code
 - b. Assignment number
 - c. Your student ID number
 - d. Your name

For example: **ED620 Assignment 1 256352 Joe Bloggs**

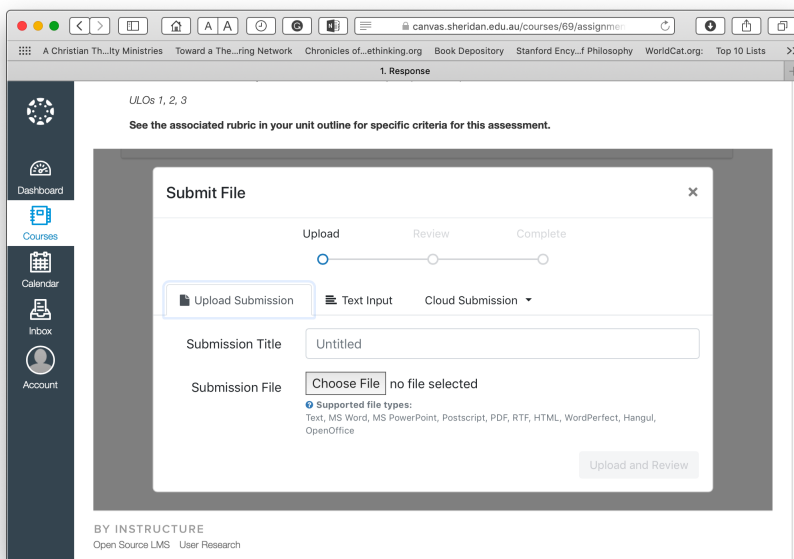
2. Log into Canvas and click on assignments within the correct unit.
3. Click on the assignment you are submitting.



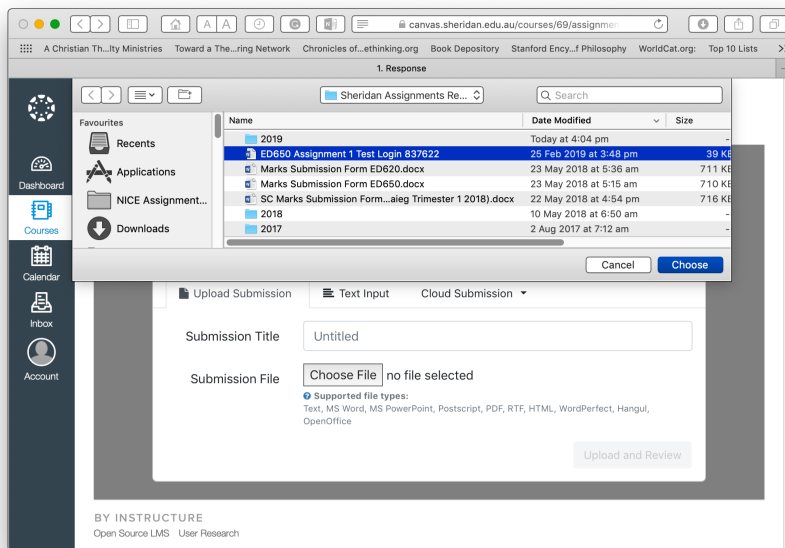
4. Click on the button 'Upload Submission.'



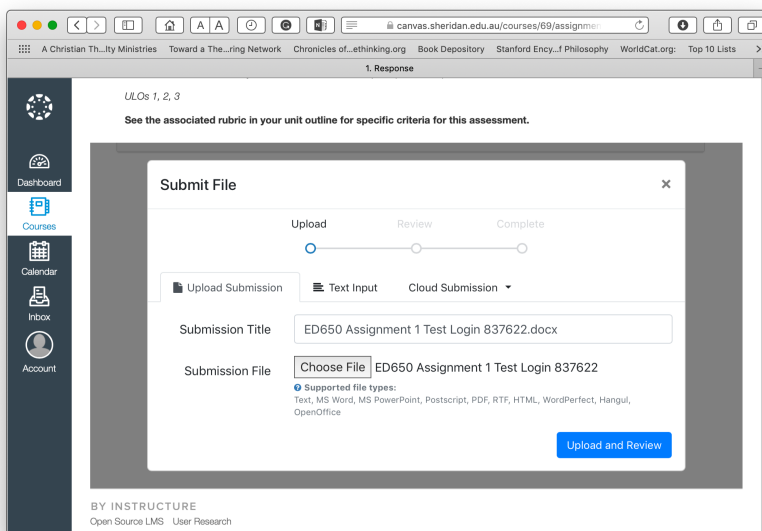
5. Click on the button 'Choose File.'



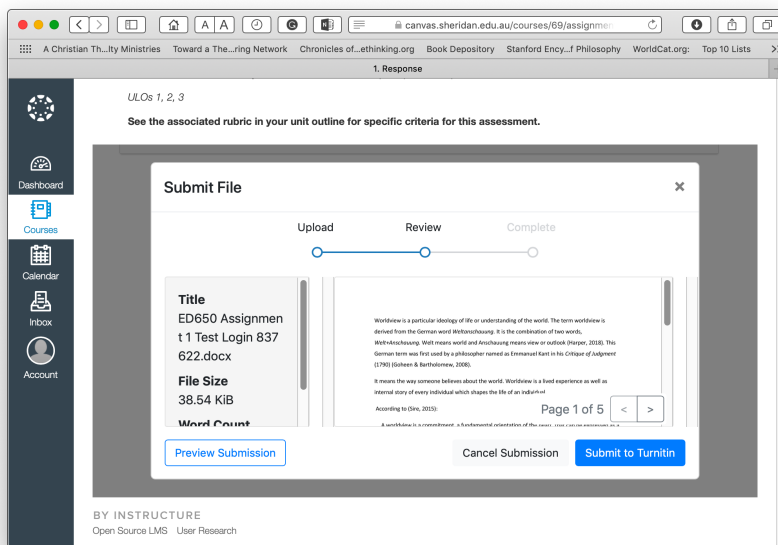
6. Locate the correctly titled assignment file you want to upload. Select the file and click 'Choose.'



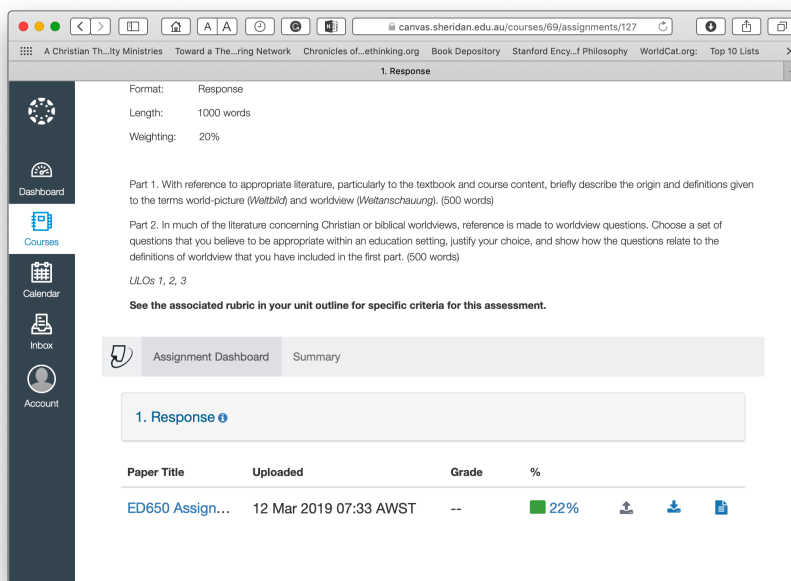
7. Click 'Upload and Review.'



8. Click 'Submit to Turnitin.'



A 'similarity score' will be provided. (This is to help you check for possible plagiarism.)



9. Well done. Your submission has uploaded successfully.

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