



**OHIO**  
UNIVERSITY

College of Health Sciences and Professions  
Research and Graduate Studies

## **Preparation of Thesis and Dissertation**

**&**

## ***APA BASICS***

**All citations to  
APA Publication Manual, 6th ed. (2010)**

**Revision/update: March 17, 2017**

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## APA Style

The source document for this pamphlet is:

- American Psychological Association (APA). (2010). *Publication manual* (6th ed.). Washington, DC: Author.

A related source is:

- American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington, DC: Author.

## Thesis and Dissertation Office (TAD)

Thesis and Dissertation Office (TAD): <http://www.ohio.edu/graduate/etd>

TAD provides many resources, e.g.:

- *Deadlines for each semester;*
- *TAD submission form;*
- *Template document for each College;*
- *Oral defense forms for each College;*
- *Training videotapes and documents;*
- *Delay of publication form;*
- *Document submission instructions.*

## College Review: Purpose and Timeline

**Purpose.** The purpose of the associate dean's review is to help you polish your thesis so that it:

- Conforms to APA style;
- Is grammatical and readable;
- Has a consistent, aesthetic appearance;
- Is acceptable to your thesis or dissertation committee.
- Is acceptable, in final form, to the college dean's office, and to the Thesis and Dissertation (TAD) office.

**Timeline for the dean's office review.**

- At least one semester in advance, establish 1:1 planning meeting with associate dean Dr. Jennifer Horner, [hornerj@ohio.edu](mailto:hornerj@ohio.edu)
- After your oral defense, and after your committee has approved your thesis or dissertation, the college-level review-and-correction process takes a **minimum of 7 days**, and sometimes **significantly longer**.
- Manuscripts are reviewed in the order in which they are received.
- Please email your thesis or dissertation to the associate dean (by email) **at least 14 days before** the TAD deadline. Email: [hornerj@ohio.edu](mailto:hornerj@ohio.edu)

## Information and Instructions

**Main resource:** Thesis and Dissertation Service (TAD):

- Website: <http://www.ohio.edu/etd>
- Email: [etd@ohio.edu](mailto:etd@ohio.edu)

**Important actions—Do these now:**

- **Submit** “Tad Submission Form” (TAD’s registration form) to let TAD know who you are, when you intend to submit your thesis, etc.
- **Locate** current TAD deadlines.
- **Access** most recent CHSP thesis template.
- **Review** TAD’s workshop information and online educational material.
- **See other items**, e.g., complete the “Delay of Publication” form if you want to delay uploading of your thesis or dissertation to OhioLink or Proquest. This *does not delay your graduation*. Discuss with Dr. Horner and your advisor.

**Forms:** These are the college thesis/dissertation forms you will need; I will email them to you. After obtaining signatures, deliver *original documents* to Dr. Horner’s office (Grover W380).

1. Thesis or dissertation committee formation. (signatures required)
2. Thesis or dissertation proposal approval. (signatures required)
3. Arrangements for oral defense of thesis or dissertation. (signatures optional)
4. Oral defense of thesis/dissertation -- use TAD’s official version. (signatures *and grade* required)

Your Action Items	Clarification
<ul style="list-style-type: none"> <li>• Form a committee. . . . .</li> </ul>	<p><b>Use form # 1. Thesis or dissertation committee formation.</b> (signatures required)</p>
<ul style="list-style-type: none"> <li>• Meet with Dr. Horner to discuss process and timeline. . . . .</li> </ul>	<p>Email to set up an appointment: <a href="mailto:hornerj@ohio.edu">hornerj@ohio.edu</a></p>
<ul style="list-style-type: none"> <li>• Make arrangements with committee for the oral defense of proposal. . . . .</li> </ul>	<p>(There is not a college form for this.)</p>
<ul style="list-style-type: none"> <li>• Obtain proposal approval. . . . .</li> </ul>	<p><b>Use form #2. Thesis or dissertation proposal approval.</b> (signatures required)</p>
<ul style="list-style-type: none"> <li>• Obtain IRB protocol approval. . . . .</li> </ul>	<p>Do early! Follow your IRB approval <i>precisely</i>.</p>
<ul style="list-style-type: none"> <li>• Collect / analyze data. . . . .</li> </ul>	<p>Record and analyze data very carefully.</p>
<ul style="list-style-type: none"> <li>• Write thesis. . . . .</li> </ul>	<p>Use TAD’s CHSP template. Contact TAD if you have template-related questions.</p>
<ul style="list-style-type: none"> <li>• Make arrangements with your committee members (date, time, place) for the oral defense of thesis or dissertation. . . . .</li> </ul>	<p><b>Use form #3. Arrangements for oral defense of thesis or dissertation.</b> (signatures optional)</p>

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• After the defense, make any changes as instructed by your advisor. . . . .</li> </ul>                               | <p>Obtain your thesis / dissertation advisor's final approval.</p>  |
| <ul style="list-style-type: none"> <li>• Per your advisor's final approval, send committee-approved thesis or dissertation to Dr. Horner. . . . .</li> </ul> | <p>Email to: <a href="mailto:hornerj@ohio.edu">hornerj@ohio.edu</a>. (If it is a very large document, use OU's Filelocker or Box.)</p>  |
| <ul style="list-style-type: none"> <li>• Deliver signed oral defense form (with grade) to Dr. Horner. . . . .</li> </ul>                                     | <p><b>Use form #4. Oral defense of thesis/dissertation.</b> Be sure to use TAD's official version. (signatures <i>and</i> grade required)</p>   |
| <ul style="list-style-type: none"> <li>• Make editing corrections per Dr. Horner's feedback. . . . .</li> </ul>  | <p>Review/collaborative edits take 3-4 drafts; about 14 days, possibly less.</p>  |
| <ul style="list-style-type: none"> <li>• After Dr. Horner approves your thesis or dissertation; you will send it to TAD. . . . .</li> </ul>                  | <p>Dr. Horner will sign, scan and send your oral defense form to TAD. From this point forward, you must follow TAD's instructions to obtain Graduate College acceptance of your thesis or dissertation.</p> |
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**!Remember!**

- **To enroll** for at least one credit thesis (6950) or dissertation (8950) credit in any semester in which you use faculty time and/or other university resources—namely a) the term that you defend, b) the term that you use Dean's Office or TAD resources.
- **To apply** for graduation for the term you plan to graduate.
- **Originality is the key to avoiding plagiarism** (plagiarism is copying the words or ideas of others without attribution):
  - **Be original – do not copy:** Everything *you write* should be original – in your own words – unless you are quoting and citing another author.
  - **Plagiarism tutorial** (University of Indiana, Bloomington): <https://www.indiana.edu/~academy/firstPrinciples/choice.html>
  - **Plagiarism information:** <http://www.ohio.edu/graduate/etd/Copyright-Plagiarism-and-Publishing-Information.cfm>.
  - **Originality check:** Turnitin software is available to all faculty and students as part of Blackboard. *Do not use* non-licensed software or web-based free services because these are often malware or fronts for paper mills where documents are harvested for resale.
- **Obtain copyright permission (required):**
  - **Obtain copyright permission** if you have reproduced someone else's work, e.g., if you have reproduced a table or figure, photographs, test forms, etc.
  - **Check publisher's website;** look for "permissions" or "copyright" link. Provide details. Get permission for use. Save the email.
  - **Place citation and "reprinted with permission"** in figure legend or table note.

## CHSP Thesis Examples (OhioLink)

- Athletic Training  
(C. Starkey) Anderson, A. S. (2014). *Development and validation of an athletic training knowledge assessment tool* (Master's thesis). Retrieved from: [http://rave.ohiolink.edu/etdc/view?acc\\_num=ohiou1373373703](http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1373373703)
- Morris, K. (2016). *Epidemiology of acute and overuse inflammatory conditions in youth football and high school football* (Master's thesis).<sup>\*</sup> Retrieved from [http://rave.ohiolink.edu/etdc/view?acc\\_num=ohiou1470147757](http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1470147757)
- Child and Family  
Studies  
(J. Chabot) Wagner, Rebecca (2016). *The integration of Child Life in the medical diagnosis camp setting* (Master's thesis). Retrieved from [http://rave.ohiolink.edu/etdc/view?acc\\_num=ohiou1470313013](http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1470313013)
- Exercise  
Physiology—  
Research (S. R.  
Rana).<sup>\*</sup> Kaya, R. D. (2013). *Muscle strength, motor units, and aging* (Master's thesis). Retrieved from: [http://rave.ohiolink.edu/etdc/view?acc\\_num=ohiou1365769270](http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1365769270)
- Azar, J. (2016). Effect of unstable versus stable free weights on surface EMG of the shoulder musculature in males (Master's thesis). Retrieved from [http://rave.ohiolink.edu/etdc/view?acc\\_num=ohiou1478797600526658](http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1478797600526658)
- Food and Nutrition  
Sciences (R.  
Brannan). Wang, G. (2013). *Effect of frozen storage on antioxidant capacity, polyphenol oxidase activity, and phenolic and flavonoid content and color of pawpaw pulp* (Master's thesis). Retrieved from: [http://rave.ohiolink.edu/etdc/view?acc\\_num=ohiou1373373703](http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1373373703)
- Speech-Language  
Science Park, T. (2015). *Effects of oropharyngeal strengthening exercise (OSE) on tongue strength, submental muscle activity, and quality of life in healthy elderly population* (Doctoral dissertation). Retrieved from [http://rave.ohiolink.edu/etdc/view?acc\\_num=ohiou1427303150](http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1427303150)

<sup>\*</sup>Starred items contain publication-ready manuscripts embedded (typically chapter 3). All CHSP theses and dissertations use APA format except Athletic Training, which uses the AMA Style Manual.

# APA BASICS (2017)<sup>1</sup>

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<sup>1</sup> APA BASICS for the 6th edition created for CHSP by Dr. J. Horner. Acknowledgment: Appreciation to Javad Anjum for his careful review and suggestions (March 2017).

## Abbreviations (APA, pp. 88, 106-111, 180)

- The abbreviations **e.g.**, (“for example”) and **i.e.**, (“that is”) are always followed by a comma (APA, p. 108).
- Use periods (APA, p. 88, 108) with:
  - Reference abbreviations: **Vol. 1, 2nd ed., p. 6, (Ed.)** (APA, p. 88)
  - Latin abbreviations: **a.m., cf., i.e., e.g., vs., etc.** (APA, p. 88, 108).
  - U.S. (when used as an adjective, e.g., U.S. Navy) but spell out when used as a noun (the United States).
- Do not use periods (APA, pp. 88, 187). With:
  - **state names**, e.g., **NY, CA, FL, DC**;
  - **measurement units**, e.g., **cm, hr, min, lb, s**
  - Exception: abbreviation for inch is **in.** (with a period).
- Abbreviating long titles, e.g., Centers for Disease Control and Prevention (**CDC**), National Institutes of Health (**NIH**): Use an abbreviation *only if it will be used frequently throughout the document*, otherwise spell out the name/title. If you use an abbreviation once, it must be used consistently thereafter. In APA Manual, see overuse (p. 106) and underuse (p. 107).
- Units of time
  - With or without numeric values, *do not abbreviate* **day, week, month, year**.
  - *When accompanied by numeric values, abbreviate* **hour, centimeter, minute, second, foot: hr, cm, min, s, ft** (APA pp. 108-110).
  - Do not make units of measure plural: 3 cm, *not* 3 cms (APA, p. 115). Examples of correct use: **12 cm, 2 min, 3 s, 3 hr** (APA, p. 108).
  - Plurals of other abbreviations and statistical symbols, **add s** (do not use an apostrophe; do not italicize the s): **IQs, Eds., vols., Ms, ps, ns** (APA, p. 110).
- Plural of page (p.) is pages (pp.) (APA pp. 110-111).

## Abbreviations, Statistical (APA, Table 4.5, pp. 119-123)

<i>(Many are italicized)</i>		
Cohen’s sample effect size— <i>d</i>	Number in sample— <i>n</i>	Probability— <i>p</i>
Confidence interval—CI	Sample mean— <i>M</i>	Standard deviation— <i>SD</i>
Degrees of freedom— <i>df</i>	Mean square error— <i>MSE</i>	Standard error— <i>SE</i>
F distribution— <i>F</i>	Median— <i>Mdn</i>	Student’s <i>t</i> distribution— <i>t</i>
Frequency— <i>f</i>	Odds ratio— <i>OR</i>	
Generalized linear model—GLM	Pearson correlation	
Analysis of variance—ANOVA	coefficient— <i>r</i>	

*Note.*

- Scientific abbreviations (APA, pp. 108-110).
- Statistical abbreviations (APA, pp. 119-123).
- Foreign phrase (no italics, p. 106): **a priori, ad hoc, ad lib, per se, via, vis-à-vis**

**Capitalize:**

- all **important words**,
- all verbs (including linking verbs); nouns, adjectives; adverbs; and pronouns;
- all **proper nouns** ,
- both words in a **hyphenated compound word** appearing in a title or heading, e.g., **Hearing-Impaired Children**,
- all words that are **four letters or more** in length (see APA, p. 101)
- e.g., thesis entitled: **Slowly Digesting Starch Attenuates Oxidative Stress in a First Meal but Has No Effect on a Standardized Second Meal** (M. Knutson, 2012).

**Capitalize** the first word after a colon, a dash, or a period appearing in a title.

- Memory in hearing-impaired children: Implications for vocabulary development.
- Memory in hearing-impaired children—Implications for vocabulary development.
- Memory in hearing-impaired children. Implications for vocabulary development.

**Do not capitalize** coordinating conjunctions [**and, but, for, nor, or, so, yet**], prepositions [**on, in, for**], and articles [**an, a, the**].

*Note the differences in capitalization in the following examples:*

**Title of thesis** (heading cap):

**Memory in Hearing-Impaired Children: Implications for Vocabulary Development**

**Tables**

In list of tables:

**Table 1: Memory in Hearing-Impaired Children** [“heading cap”]

Actual table title (above the table):

**Table 1**

***Memory in Hearing-Impaired Children*** [heading cap; italics; no period]

**Figures**

In list of figures:

**Figure 1: Memory in hearing-impaired children.** [“sentence cap”]

Figure legend (below figure):

**Figure 1. Memory in hearing-impaired children.** [sentence cap followed by a period]



**Heading Styles in APA 6th Edition (APA, p. 62)**

**Major Heading is Centered, Boldface, Upper/Lowercase**

**Second Level Heading is Flush Left, Boldface, Upper/Lowercase**

**Third level is indented, boldface, lowercase paragraph heading ending with a period.** Text follows the period.<sup>2</sup>

***Fourth level heading is indented, boldface, italicized, lower case paragraph heading ending with a period.*** Text follows the period.

***Fifth level heading is indented, italicized, lowercase paragraph heading ending with a period.*** Text follows the period.

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Major headings in a thesis or dissertation:

**Abstract**

**Acknowledgments**

**Table of Contents**

**List of Tables**

**List of Figures**

**Chapter 1: Introduction**

**References**

**Appendix A: Title of Appendix A**

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<sup>2</sup> If you are using a Glossary, the word *glossary* is typically a second-level heading, and the alphabetized *glossary entries* are third-level headings.

**Hyphenation Rules (APA, pp. 97-100)**

<b>Do not hyphenate prefix or suffix</b>				<b>Hyphenate</b>	
<b>able</b>	retrievable	<b>mini</b>	minisession	pro-Freudian	base has cap
<b>after</b>	aftereffect	<b>multi</b>	multi-phase	post-1970	base is a number
<b>anti</b>	antisocial	<b>non</b>	nonsignificant		base is an abbreviation
<b>bi</b>	bilingual	<b>over</b>	overaggressive	pre-UCS	all "self" words
<b>extra</b>	extracurricular	<b>post</b>	posttest	self-report	all "self" words
<b>inter</b>	interstimulus	<b>pre</b>	pretest; preexperimental	self-paced	all "self" words
<b>intra</b>	intra-stimulus	<b>pro</b>	pro-war	self-esteem	
<b>meta</b>	metacognitive	<b>re</b>	retrial; reevaluate	meta-analysis	same vowel adjacent
<b>inter</b>	interstimulus	<b>sub</b>	subtest	co-occur	
<b>intra</b>	intra-stimulus	<b>super</b>	superordinate	re-evaluate	
<b>mid</b>	midterm	<b>un</b>	Unbiased	anti-intellectual	
<b>More do-not-hyphenate rules</b>				<b>Compound modifiers</b>	
compound with adverb (-ly)	widely used text			<ul style="list-style-type: none"> <li>• role-playing technique</li> <li>• low-frequency words</li> <li>• short-term memory</li> <li>• ad-lib feeding</li> </ul>	
compound with a comparative or superlative	less informed interviewers higher scoring students			<p style="text-align: center;"><b>Compound with a number</b></p> <ul style="list-style-type: none"> <li>• Two-way analysis of variance</li> <li>• Six-trial problem</li> <li>• 12th-grade student</li> <li>• 16-s interval</li> <li>• 12-year-old boy</li> <li>• Two-thirds majority</li> </ul>	
chemical terms	sodium chloride solution				
foreign phrase used as adjectives or adverbs	a posteriori test post hoc comparisons the mice were fed ad lib				
modifier with a letter or numeral as the second element	group B participants type II error trial 1 performance				
common fractions used as nouns	one third of the participants				

- APA recommends Merriam-Webster's Collegiate Dictionary (2005).
- Examples APA (pp. 98-100).
- If an author's first name is hyphenated, "retain the hyphen and include a period after each initial" (APA, p. 184), e.g., Jeng, **F.-C.** (2010).

## Hyphens and Dashes (APA, p. 97)

Name	Appearance	Where to find it	When to use it
<b>Hyphen</b>	-	On the keyboard	<p>Most of the time, e.g.,</p> <ul style="list-style-type: none"> <li>• Special terms (e.g., trial-by-trial; vis-à-vis)</li> <li>• Compound adjectives (the <b>long-term</b> effect <i>but not</i> the effect was long term; a <b>4-min</b> mile <i>but not</i> the mile took 4 min)</li> <li>• Between numbers (e.g., pp. 103-112).</li> </ul>
<b>“En-dash”</b>	–	Symbol; Special Characters	<p>Most theses <i>do not use the en-dash</i>, but it may be used between numbers (e.g., pp. 103–112).</p>
<b>“Em-dash”</b>	—	<p>Symbol; Special Characters</p> <p>--or--</p> <p>Type 2 hyphens + subsequent word + space (hitting the space bar will convert the 2 hyphens into a dash)</p>	<p>To set off a phrase, e.g.,</p> <ul style="list-style-type: none"> <li>• The studies—published and unpublished—are summarized in this report.</li> <li>• In the title of an article, report, or journal, e.g., <i>Food intake survey—Annual report 2013</i></li> </ul>

*Note.* No space before or after a hyphen or dash (see APA p. 97).

## Numbers (APA, pp. 111 ff.)

**General rule.** Numerical values **below 10** should be expressed as **words** (e.g., three, seven); **above 10**, as **numerals** (e.g., 15, 93, \$1,699; see APA, p. 111, 112 [Section 4.32]).

Examples:

- There were **10** practice trials in Condition I.
- There were **three** examination books.

**Exceptions.** Use numerals to represent measures of **time, dates, ages, sample, subsample, or population size; specific numbers of subjects, scores and points on a scale, exact sums of money** (APA, p. 111-112).

Examples:

- in about **3 years**
- **2 weeks** ago; a **2-week** period
- **1 hr 34 min**
- at **12:30 a.m.**
- **2 years old**; the **5-year-old** child; several **10-year-olds**
- in the **12th<sup>3</sup> grade**; **12th-grade** students
- **30 participants**; participants in Condition I (**n = 9**) and Condition II (**n = 12**)

**If the numeral starts the sentence, spell it out:**

- **Nine** boys and 8 girls were in the study.
- **Twenty** men were in the study and 21 women.

**To avoid mixing words and numbers, consider this approach:**

- Study participants were boys (**n = 9**) and girls (**n = 8**).
- Study participants included men (**n = 20**) and women (**n = 21**).

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<sup>3</sup> Note that this is typed **12th**, not **12<sup>th</sup>**.

**Use a comma:**

Use a comma in a series of **three or more** items (APA, p. 88):

- The flag was red and blue. {no comma}
- The flag was red, white, and blue. {comma between three or more}

Ordinarily, use a comma **before conjunctions** such as “and,” “but,” “or,” “because” (but not with *compound predicates*, see immediately below).

Use a comma to separate **two independent** clauses, each with its own verb (APA, p. 89):

- Cedar shavings covered the floor. Shredded paper lined the nests.
- Cedar shavings covered the floor, **and** shredded paper lined the nests.

**Do not use a comma:**

**Do not** use a comma between two parts of a **compound predicate** (APA, p. 89):

- The results contradicted Smith’s hypothesis. The results indicated that the effect was nonsignificant.
- **The results** *contradicted* Smith’s hypothesis and *indicated* that the effect was nonsignificant. {The verbs share the same subject “the results”; therefore, **no comma** before “and.”}

**“Which” versus “That”:**

**Use a comma before which:** The comma before which signals that the subsequent clause is nonessential or nonrestrictive (APA, p. 88):

- Switch A controlled the recording device. Switch A was on a panel.
- Switch A, **which** was on the panel, controlled the recording device. {comma before “which”}

**Do not use a comma before that:** The absence of a comma before that signals that the subsequent clause is essential, i.e., it “limits or defines the material it modifies” (APA, p. 89):

- The switch stops the recording device. The switch also controls the light.
- The switch **that** stops the recording device also controls the light. {no comma before “that”}

### Use a semicolon (APA, pp. 89-90):

Use a semicolon to separate **two independent clauses** that are not joined by a conjunction (and, but, because):

- The participants in the first study were paid; those in the second were unpaid.
- The participants in the first study were given money; those in the second, gifts; those in the third, nothing.

Use a semicolon to separate elements in a series **that already contains commas**:

- The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue.

Use a semicolon to separate **citations**:

- The results among the studies were consistent (Jones et al., 1991; Smith et al., 1986; Walker et al., 2008).

### Use a colon (APA, p. 90):

To separate a grammatically complete clause followed by a “final phrase or clause that illustrates, extends, or amplifies,” e.g.,

- The outcome was clear: Informed participants performed more accurately than uninformed participants.

Capitalize the first letter of the second part **only if it is a complete sentence (APA, p. 101)**:

- The investigators of these two major studies agreed on the outcome: **The** results were replicable.

Do not capitalize after the colon if the material is merely a list.

- The experimental condition had three parts: instructions, evaluative feedback, and a signal light (green for “correct”; red for “incorrect”).

### Quotation marks (APA, p. 91):

- Single quotation marks are only used when they are **nested** within a phrase or sentence that has double quotation marks.
- Double or single marks are placed **outside** periods and commas (p. 92).

**Parentheses** (APA, p. 93); brackets (pp. 94-95); nesting (p. 94).

**Seriation of separate paragraphs uses Arabic numerals.** The text is **indented and blocked**. Using the paragraph menu, indent from standard left margin (0.5) and use the “hanging indent” function, usually 0.25 or 0.5.

1. Individuals who . . .
2. Nondepressed persons exposed to . . . [and more text, and more text, and more text, and more text and more text].
3. Depressed persons exposed to . . . [and more text].
4. Depressed and nondepressed participants in the no-noise groups [and more text, and more text, and more text].

**Seriation within a paragraph.**

Use lowercase letters. Seriation within a paragraph looks like **(a)** this, **(b)** this, and **(c)** this.

**Comma separators:**

- We tested three groups: (a) low scorers, (b) moderate scorers, and (c) high scorers.

**Semi-colon separators:**

- We tested three groups: (a) low scorers, who scored fewer than 20 points; (b) moderate scorers, who scored between 20 and 50 points; and, (c) high scorers, who scored more than 50 points.

**Bulleted lists** (new rule; see APA, p. 64).

**Double space.** APA requires the thesis or dissertation to be double-spaced (APA, p. 229).

**Exceptions:**

- **Footnotes:** May be single-spaced.
- **Table notes, figure legends:** May be single-spaced. If you do this once, do so consistently for all tables and figures.
- **Blocks:** Because long, double-spaced tables are difficult to read, it is permissible to “block” subsections within a table using single line spacing, with double-space between blocks. If you choose this style, be consistent across all tables (short and long ones) in your thesis/dissertation.
- **Appendices:** As explained in the CHSP template, appendices, may be in “any style font and text size” to allow you to import consent forms, survey documents, test forms, and other supplemental materials. Remember to maintain a 1.5 inch margin on the left; at least 1.0 on the right.

**Insert one space only:**

- After commas, colons, and semicolons.
- After punctuation at the ends of sentences.
- After periods that separate parts of a reference citation.
- After the periods in the initials of personal names, e.g., **J. L. T. Brown.**
- Between all points in a 3-point ellipsis indicating words missing (e.g., **The man . . . went to the store**).
- Between sentences, use a 4-point ellipsis and note the spacing (e.g., **The man took a plane. . . . The woman drove**).
- Between initials in the reference list, e.g., **Brown, J. P. (2008)**.
- Before and after mathematical symbols such as, e.g., **2 + 2 = 4; p < .05; 20 ± 3.33.**
- Before and after a hyphen if it *represents a minus sign*, e.g., “the calculation was **a – b**,” but no space if the hyphen *represents a negative value*, e.g., The value was **-5.25** cm;
- When reporting temperature, put a space between the number and the degree symbol, e.g., **50 °F; 30 °C**, but **45° angle**.
- Note the spacing between number and abbreviation: **3.0 mg/dl** (see units of measurement, APA, p. 109.)

**Do not space:**

- **After \$** (e.g., **\$2,575**).
- **Before %** (e.g., **18%**). *Only use % symbol with a number (e.g., 5%; otherwise use “percentage”).*
  - **5%** of the sample
  - the **5th** percentile
  - the **percentage** of rats
  - Exception: in table headings and figure legends, use % symbol to conserve space (APA, p. 118)
- Do not space **before or after** hyphens and dashes (APA, p. 97):
  - Hyphen, e.g., trial-by-trial analysis;
  - Dash (double hyphen), e.g., Studies—both published and unpublished—are included.
- After internal periods in abbreviations, e.g., **a.m., i.e., U.S.** (APA, p. 88).



Technical writing is concise and highly readable. To accomplish this goal:

1. Avoid excess words.
2. Use an active voice, e.g.,
  - Active (direct): The investigator **instructed** the participant to read the passage slowly.
  - Avoid passive (indirect): The participant **was instructed by** the investigator to read the passage slowly.
3. Use past tense, especially in the literature review and results, e.g.,
  - “The investigator **gave** the instructions in oral and written form”;
  - “Participants **responded** with a high level of accuracy”;
  - “Smith et al. (2001) **reviewed** the obesity literature and **observed** that. . . .”
4. Avoid starting sentences with “**It, this, that, those.**” Substantive nouns enhance readability.  
  
Eliminate ambiguity by including a referent, e.g., This **test** was . . . ; These **participants** were able . . .
5. Avoid starting sentences with phrases such as “However,” “Therefore,” “Nevertheless.” These may be used, but should not be overused.
6. Use “parallel grammatical structure” throughout sentences.  
  
Cedar shavings covered the floor. Paper was shredded and available to line the nests.
  - **Correct:** Cedar shavings **covered** the floor, and shredded paper **lined** the nests.
  - **Incorrect:** Cedar shavings **covered** the floor, and paper **was shredded** and available to line the nests.
7. Long sentences create grammatical challenges. If you use long sentences, be sure they are grammatically correct.

*Note.* See also in APA, 6th edition:

- “Economy of Expression,” pp. 67-68;
- “Precision and Clarity,” pp. 68-69;
- “Grammar and Usage,” pp. 77-84;
- “Parallel Construction,” pp. 84-86.

## Tense (pp. 65-66, 78) and Pluralization (pp. 110-111, 114-115)

**Agreement:** In a sentence, nouns and verbs should agree, i.e., if the subject is plural, the verb should be pluralized.

**Rule of thumb:** Use plural and past tense whenever possible, e.g., The investigators **reported** . . . ; Smith and colleagues **found** . . .

Example 1:

- **Incorrect:** The director decreased their workload by assigning new and different tasks and responsibilities to their subordinates. {The director is singular; their workload and their subordinates are plural.}
- **Correct/disfavored:** The director decreased his workload by assigning new and different tasks and responsibilities to his subordinates. {Using “his” or “her” is disfavored; better to use plural throughout.}
- **Much better [plural throughout]:**
  - *If the intent is to decrease directors’ workloads:* Directors **decreased their** workloads **by** assigning new and different tasks **and** responsibilities **to their** subordinates.
  - *If the intent is to decrease subordinates’ workloads:* Directors **decreased their** subordinates’ workloads **by** assigning **them** new and different tasks.

Example 2:

- **Incorrect:** If the director does not trust **the** subordinates, energy will be wasted. {The word ‘the’ indicates ‘a specific one’; generally, do not use “the” with a plural noun.}
- **Correct:** If directors do not trust subordinates, energy will be wasted.
- **Correct:** The investigators reported uniform results for the three studies. {“The” works here because you are referring to a *specific* group of investigators.}

Example 3:

- **Incorrect:** The investigators determined that if all of the conditions were met, **the** student’s time would be effectively used and the goals of **the** athletic training educators would be met.
- **Correct:** The investigators determined that if all of the conditions were met, **students’** time would be used effectively, and athletic training **educators’** goals would be met.
- **Better yet:** The investigators determined that **when** all conditions were met, students **used** their time effectively, and athletic training educators **met** their goals. {proper pluralization; active voice}

**Short quotations.** For quotations, cite the author, year and page. Here are permissible forms:

- Smith (2000) observed, “The sun rises in the east” (p. 99).
- “The sun rises in the east” (Smith, 2000, p. 99).
- Smith (2000) observed that the sun rises in the east.

**Long quotations.** A different rule applies when quoting a lengthy excerpt. In this case, block and indent the whole quotation, and place the page citation after the period, e.g.,

Smith (2000) observed:

The method of measuring the heat of the sun involved ... text, text, text, text, text, text, text, text, text, text, text, text, text, text, text. (p. 99) **{page # follows the period at the end of an offset quotation}**

**One work by one author.** Here are permissible forms:

- Walker (2000) compared reaction times . . .
- In a recent study of reactions times . . . (Walker, 2000).
- Walker (2000) stated, “reaction times were faster than expected” (p. 99).

**One work by two authors.** Here are permissible forms:

- Smith and Brown (1999) reported that the rate of weight gain was higher than expected.
- The report explained that the rate of weight gain was higher than expected (Smith & Brown, 1999).
- Smith and Brown (1999) reported, “the weight gain was greater than expected” (p. 303).

**One work by three, four, or five authors.** Cite all authors the first time, thereafter, use et al.:

First time cited:

- Smith, James, Brewer, **and** Brown (2000) observed that . . . [or]
- The differences were statistically significant (Smith, James, **&** Brown, 2000).

Second and subsequent times, use et al. For example:

- Smith **et al.** (2000) observed that the differences between Conditions I and II were statistically significant . . . [or]
- The differences between Conditions I and II were statistically significant (Smith **et al.**, 2000).

(For information about “six or more” authors, see below.)

**Note regarding parenthetical citations:**

- If there are **two authors**, use an ampersand (&) but no comma: (Smith & Jones, 2000).
- If there are **more than 2 authors**, use a comma between **all names**: (Smith, Jones, & Brewer, 2000).

## Citation strings

- In the manuscript, when more than one citation appears in a parenthetical phrase, be sure they are in **the same order as they appear in the reference list** (not in order by year),
- e.g.,  
(Brown, 2009; Cutright & Applegate, 2013; Cutright & Smith, 2010; Peters et al., 1959; Zuse, 1962).

### Textual Citations *With the Same Year That Shorten to the Same Form* (APA, pp. 175-176)

This rule applies to references with the *same year of publication* that, when shortened, have the same form.

#### Three or more authors with the same year:

The first in-text citation includes all authors:

- (Bradley, Ramirez, & Soo, 1994)
- (Bradley, Soo, Ramirez, & Brown, 1994)

**Problem:** For the examples above, the normal short form would be: **(Bradley et al., 1994)**.

**Solution:** To avoid confusion between these two citations: “cite the surnames of the first authors *and as many of the subsequent authors as necessary* to distinguish the two references, *followed by a comma and et al.*” *Note.* This is the **only time** a comma appears before et al.

For second and subsequent in-text citation, use this format:

- (Bradley, Ramirez, et al., 1994)
- (Bradley, Soo, et al., 1994)

#### Six or more authors with the same year:

The same basic rule applies when an article has six or more authors.

“If two references with the same year shorten to the same form....cite the surnames of the first authors and as many of the subsequent authors as necessary to distinguish the two references followed by a comma and et al.” (APA, p. 175)

## Reference List (APA pp. 174 ff., 183-198; Examples pp. 198 ff.)

See APA's index starting on p. 193. The numbers in the index refer to the numerically ordered examples that follow.

**Alphabetize.** In the reference list, alphabetize, letter by letter. (In the text, citations in a string should be in the same order that they appear in the reference list.)

The general rule is: (a) Alphabetize and *ignore the year of publication*.

- Apple, **J.** (2008).
- Apple, **Z.** (2001).
- Berry, **T. R.** (1999).
- Berry, **W. M.** (2006).
- Brown, J. R. (2004).
- Browning, A. R., & Jones, T. W. (2001).
- Deri, S., Larry, B., & Merry, D. (2003).
- Smith, J. B. (2007).

**Year of publication.** If references have **exactly the same author**, then place the earlier publication first, e.g.,

- Smith, J. B. (2007).
- Smith, J. B. (2009).
- Smith, J. B., & Jones, T. B. (2003).

**Same author and year.** If references have both the *same author(s) and the same year*, use "a" and "b," and be sure to use them in the text as well, e.g. (Jones & Walker, 2001a, 2001b).

- Jones, M. R., & Walker, L. T. (2001**a**).
- Jones, M. R., & Walker, L. T. (2001**b**).

**Reference List vs Text Citation (APA, p. 175)**

<b># of authors</b>	<b>In the text</b>	<b>In the reference list</b>
For 1 or 2 authors	<i>All occasions (first and subsequent):</i> Cite both authors.	Cite both authors.
For 3, 4, or 5 authors	<i>First time:</i> cite all five surnames and year.  <i>Subsequent occasions:</i> cite the first surname followed by et al. and year.	Cite all authors.
For 6 or 7 authors	<i>All occasions (first and subsequent):</i> Cite the surname of the first author followed by et al. and year.	Name <i>up to and including the 7th</i> author, e.g., Walker, W., James, N., Smith, T. S., Brewer, N., Frasier, J., Jones, J. T., & Brown, P. (2010). The rotation of the sun. <i>Science</i> , 19(3), 210-211.
For 8 or more authors	<i>All occasions (first and subsequent):</i> Cite the surname of the first author followed by et al. and year.	Name <i>the first 6, insert three ellipses (note the spacing), and add the last author's name</i> (see ex. 2, APA, p. 198):  Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., . . . Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. <i>Nicotine and Tobacco Research</i> , 6, 249-267. <a href="https://doi.org/10.1080/1462220-0410001676305">https://doi.org/10.1080/1462220-0410001676305</a>
Secondary sources (APA, p. 178)	Example 1: Allport's diary (as cited in Nicholson, 2003)  Example 2: The CDC's 2007 U.S. Physical Activity Statistics report (as cited in Litman (2010, p. 13) stated . . .	List the secondary source (Nicholson) in the reference list. Cite the primary source (Allport) only in the text. Only use this format when the original is out of print, unavailable or not available in English.  Litman, T. (2010, June 14). <i>Evaluating public transportation health benefits</i> . Victoria, British Columbia, CAN: Victoria Transport Policy Institute. Retrieved from the American Public Transportation Association website: <a href="http://www.apta.com/resources/reportsandpublications/Documents/APTA_Health_Benefits_Litman.pdf">http://www.apta.com/resources/reportsandpublications/Documents/APTA_Health_Benefits_Litman.pdf</a>

**Are references to electronic content very different from paper content such as paper books and journals?**

- No. The APA Publication Manual (6th ed.) states, “In general, we recommend that you include the same elements, in the same order, as you would for a reference to a fixed-media source and add as much electronic retrieval information as needed for others to locate the sources you cited” (p. 187; underlining added).

**What is a URL?**

- Uniform resource locator (the internet “address”). See pp. 187-188 for explanation.

**What is a doi?**

- Digital object identifier (doi); “a unique alphanumeric string assigned by a registration agency to provide a persistent link to its location on the Internet” (p. 189).
- “When a **doi** is used no further retrieval information is needed to identify or locate the content” (p. 191).

**What doi formats are acceptable?**

- <http://dx.doi.org/10.xxx> etc.
- <https://doi.org/10.xxx> etc.

**What is correct doi spacing?**

- In APA, there is no space after the colon, and no period after the number, e.g.,

<https://doi.org/10.1007/s00421-006-0255-0>

**When do I use a doi?**

- Use the **doi** when an article has been retrieved from the Internet.

**When do I use “Retrieved from”?**

- Use “Retrieved from” whenever you have accessed/retrieved from an electronic source such as a library database or the Internet and the source *does not have a doi* (see example 3, p. 199).

**When do I use “Retrieved Month, XX, Year, from . . .”?**

- Use “Retrieved from” **with a date** when you have accessed content from an electronic source and the content is **likely to change**; this is true of many governmental websites; this is true of articles of some e-journals, particularly those that provide “advance of print” copies.

- Use “Retrieved from” **without a date** when you have accessed content from an electronic source when the content is **not likely to change**, e.g., an archived newspaper article; a full-text **pdf** of a journal article (a replica of the paper copy), etc.

**When do I use “Available from” rather than “Retrieved from”?**

- When the URL leads *directly to the cited material*, use “Retrieved from.” In contrast, when a URL *leads to information* about how to retrieve the cited material, use “Available from”
- See examples: #40, APA, p. 208; #49, p. 209.

**May I reference a chapter or a book if it is available online?**

- Yes.
- See examples, APA, pp. 203-204.

**Is there a special format for a thesis or dissertation reference that is available on a database service?**

- Yes.
- See examples #40 to #44, APA, p. 208.

**Do I need to update my electronic sources before filing with Thesis and Dissertation Services?**

- Yes. APA (6th ed.) repeatedly advises: “Update your references close to the publication date of your work and refer to the final version of a work, if possible” (p. 200).



### Apparatus

Eyelink II [Apparatus and Software]. (2002). Mississauga, Ontario, Canada: SR Research.

### Book

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, NJ: Lawrence Erlbaum Associates.

### Book chapter

Lenz, E., & Pugh, L. (2003). The theory of unpleasant symptoms. In M. J. Smith & P. Liehr (Eds.), *Middle range theory for nursing* (pp. 69-90). New York, NY: Springer.

Rampling, M. W. (1993). Clotting factors and rheology: Mechanisms of damage and intervention. In N. Poulter, P. Sever, & S. Thom (Eds.), *Cardiovascular disease: Risk factors and intervention* (pp. 201-213). Oxford, UK: Radcliffe Medical Press.

### Dictionary entry

Impairment. (n.d.). In Mosby's online medical dictionary. Retrieved February 12, 2012, from <http://medical-dictionary.thefreedictionary.com/impairments>

### Dissertation or thesis, unpublished

Herrmann, S. (2011). *Application of methods in physical activity measurement* (Unpublished doctoral dissertation). Arizona State University, Tucson, AR. Retrieved from [http://repository.asu.edu/attachments/56375/content/Herrmann\\_asu\\_0010E\\_10344.pdf](http://repository.asu.edu/attachments/56375/content/Herrmann_asu_0010E_10344.pdf)

### Dissertation or thesis, published

Smith, J. S. (1978). *Antioxidant properties of pawpaw fruit* (Doctoral dissertation). Retrieved from *Dissertation Abstracts International*, 67, 19333.

### **Dissertation or thesis, from a commercial database**

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728).

### **Dissertation or thesis, from an institutional database**

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Retrieved from <http://www.ohiolink.edu/etd/>

### **Government report**

U.S. Department of Agriculture, Economic Research Service. (2012, August 15). *Food security in the U.S.: History & background*. Retrieved April 6, 2013, from <http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/history-background.aspx#.UV2tXErAGPs>

### **Governmental report, authored**

Ostchega, Y., Yoon, S., Hughes, J., & Louis, T. (2008, January). *Hypertension awareness, treatment, and control—Continued disparities in adults: United States, 2005-2006* (Data Brief No. 3). Hyattsville, MD: Centers for Disease Control and Prevention, National Center for Health Statistics.

### **Government report, authored, on the web**

Bickel, G., Nord, M., Price, C., Hamilton, W., & Cook, J. (2000). *Guide to measuring household food security*. Retrieved from U.S. Department of Agriculture website: <http://www.fns.usda.gov/fsec/files/fsguide.pdf>

### **Governmental report, authored, part of a series, available on the web**

Pleis, J., Lucas, J., & Ward, B. (2009). Summary health statistics for U.S. adults: National health interview survey, 2008. *Vital and Health Statistics* (Series 10, No. 242). Hyattsville, MD: U.S. Department of Health and Human Services, Centers for Disease Control and

Prevention, National Health Statistics, Division of Health Interview Statistics. Available from <http://www.cdc.gov/nchs/products/series/series10.htm>

### **Journal article**

Hashimoto, T., Hussien, R., & Brooks, G. A. (2006). Colocalization of MCT1, CD147, and LDH in mitochondrial inner membrane of L6 muscle cells: Evidence of a mitochondrial lactate oxidation complex. *American Journal of Physiology—Endocrinology and Metabolism*, *290*(6), E1237-E1244.

### **Journal article, online only with no volume or page # (typically “Epub ahead of print”)**

Stefanetti, R. J., Lamon, S., Wallace, M., Vendelbo, M. H., Russell, A. P., & Vissing, K. (2014, August 8; Epub ahead of print). Regulation of ubiquitin proteasome pathway molecular markers in response to endurance and resistance exercise and training. *Pflugers Archiv: European Journal of Physiology*. <https://doi.org/10.1007/s00424-014-1587-y>

### **Journal article, 6 authors**

Hu, Y., Block, G., Norkus, E. P., Morrow, J. D., Dietrich, M., & Hudes, M. (2006). Relations of glycemic index and glycemic load with plasma oxidative stress markers. *American Journal of Clinical Nutrition*, *84*(1), 70-76.

### **Journal article, 8 or more authors**

Inoguchi, T., Li, P., Umeda, F., Yu, H. Y., Kakimoto, M., Imamura, M., . . . Nawata, H. (2000). High glucose level and free fatty acid stimulate reactive oxygen species production through protein kinase C-dependent activation of NAD(P)H oxidase in cultured vascular cells. *Diabetes*, *49*(11), 1939-1945.

### **Journal article with doi**

Crouter, S. E., Antczak, A., Hudak, J. R., Della Valle, D. M., & Haas, J. D. (2006). Accuracy and reliability of the ParvoMedics TrueOne 2400 and MedGraphics VO2000 metabolic systems. *European Journal of Applied Physiology*, *98*(2), 139-151.

<https://doi.org/10.1007/s00421-006-0255-0>

### Journal article with foreign title

**English translation in brackets is in regular font; see APA, p. 205, Ex. 28.**

Hopker, J. G., Coleman, D. A., & Wiles, J. D. (2007). Differences in efficiency between trained and recreational cyclists. *Physiologie Appliquée, Nutrition Et Metabolisme* [Applied Physiology, Nutrition, and Metabolism], 32(6), 1036-1042.

### Organization report, on the web

World Health Organization. (2003, May 13-15). *Nutrient requirements for people living with HIV/AIDS* [Technical report]. Retrieved from <http://whqlibdoc.who.int/publications/2003/9241591196.pdf>

### Organization report, authored, on the web

Solis, M. (2013). *Gearing up for camp: A primer for parents of children with disabilities*. Retrieved March 17, 2017, from the National Center on Health, Physical Activity, and Disability website: <http://www.nchpad.org/discover/letters/gearingup.html>

### Presentations: Platform or Poster

Smith, J. (2001, November 10). *Jumping exercises and metabolism*. Paper presented at the annual meeting of the Exercise Physiology Society, San Diego, CA.

Smith, J. (2002, March 30). *Jumping exercises and metabolism*. Poster session presented at the Third Annual Conference on Human Systems, Seattle, WA.

### Reports, numbered.

**Place name and number of report in (parentheses), e.g., Economic Research Report No. 141; Data Brief No. 3; Issue Brief No. 4.**

Coleman-Jensen, A., Nord, M., Andrews, M., & Carlson, S. (2012, September). *Household food insecurity in the United States in 2011* (Economic Research Report No. 141). Retrieved from the U.S. Department of Agriculture, Economic Research Service website: <http://www.ers.usda.gov/media/884525/err141.pdf>

## Software

Comprehensive Meta-Analysis (Version 2) [Computer software]. Englewood, NJ: Biostat.

## Special types of documents.

**Place type of document in [brackets], e.g., Fact sheet; Technical report; Review; Letter to the editor; Press release; White paper, etc.**

Centers for Disease Control and Prevention. (2013, March 25). *Condom effectiveness:*

*Condoms and STDs* [Fact sheet]. Retrieved March 17, 2017, from  
<https://www.cdc.gov/condomeffectiveness/latex.html>

Kiraly, M., & Kiraly, S. J. (2007). Traumatic brain injury and delayed sequelae: Traumatic brain injury and concussion (concussion) are precursors to later-onset brain disorders, including early-onset dementia [Review]. *Scientific World Journal*, 12(7), 1768-1776.

World Health Organization. (2003, May 13-15). *Nutrient requirements for people living with HIV/AIDS* [Technical report]. Retrieved from  
<http://whqlibdoc.who.int/publications/2003/9241591196.pdf>

## Website (APA, p. 205-206; pp. 214-215):

- **See many more examples in: American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.). Washington, DC: Author.**

Kessy, S. S. A., & Urio, F. M. (2006). *The contribution of microfinance institutions to poverty reduction in Tanzania* (Research Report No. 06.3). Retrieved from Research on Poverty Alleviation website:  
[http://www.repoa.or.tz/documents\\_storage/Publications/Reports/06.3\\_Kessy\\_and\\_Urio.pdf](http://www.repoa.or.tz/documents_storage/Publications/Reports/06.3_Kessy_and_Urio.pdf)

U.S. Department of Agriculture. (2016, October 11). *Food security in the United States: Key statistics & graphics*. Retrieved March 17, 2017, from the U.S. Department of Agriculture, Economic Research Service website: <http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics.aspx>

Liu, S. (2005, May). *Defending against business crises with the help of intelligent agent based early warning solutions*. Paper presented at the Seventh International Conference on Enterprise Information Systems, Miami, FL. Abstract retrieved from [http://www.iceis.org/iceis2005/abstracts\\_2005.htm](http://www.iceis.org/iceis2005/abstracts_2005.htm)

## References (Attribution and Copyright Permission) in Legends and Notes

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- **Responsibility** is yours for acquiring copyright permission for published (journal or web-based) tables, figures, illustrations, and/or any commercially available product (such as an examination form or survey). (See “Permission” in APA’s Index, p. 267.)
- **Locate the publisher** (usually the copyright holder) on the internet.
- **Contents of your email request:**
  - Completing master’s degree in X major
  - Topic or title of master’s thesis
  - Full citation of the book or article—authors, title, year, edition, volume, and page #s are all important pieces of information
  - Exact title of item you want to use
  - Exact page location in the original of the item you want to use
  - Request permission
  - Provide return email
  - Your name
  - Your academic program
  - Ohio University

**Attribution and copyright permission in a figure legend<sup>4</sup>:**

*Figure X.* Participant flow chart following Consolidated Standards of Reporting Trials guidelines. ANCOVA = analysis of covariance. Adapted from “Evaluating a Brief Prevention Program for Improving Marital Conflict in Community Families,” by E. M. Cummings, W. B. Faircloth, P. M. Mitchel, J. S. Cummings, and A. C. Schermerhorn, 2008, *Journal of Family Psychology*, 22, p. 196. Copyright 2008 by the American Psychological Association. Reprinted with permission.

**Attribution and copyright permission in a table note<sup>5</sup>:**

*Note.* The variation in *sample size* is due to the variation in the number of women who told a particular source about the abortion. Adapted from “Mixed Messages: Implications of Social Conflict and Social Support Within Close Relationships for Adjustment to a Stressful Life Event,” by B. Major, J. M. Zubek, M. L. Cooper, C. Cozzarelli, and C. Richards, 1997, *Journal of Personality and Social Psychology*, 76, p. 1355. Copyright 1997 by the American Psychological Association. Reprinted with permission.

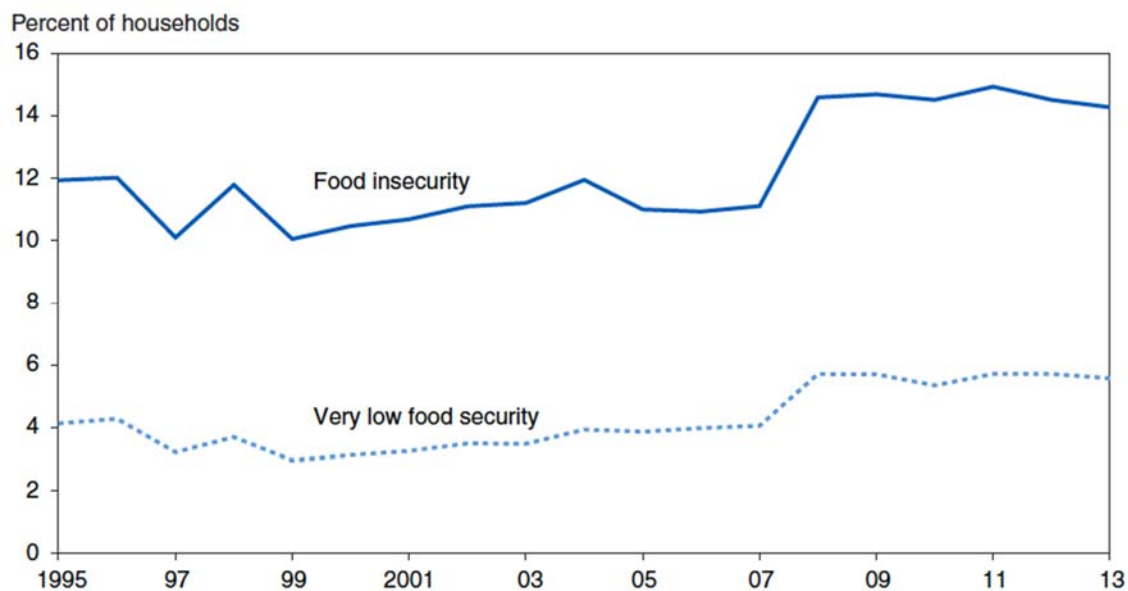
<sup>4</sup> Legend from sample figure in APA 6th edition, p. 154.

<sup>5</sup> Table note from sample table in APA 6th edition, p. 142.

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*Figure 2.* Systems theory model. Adapted from “The Ecology of Human Development: Experiments by Nature and Design,” by U. Bronfenbrenner, 1979. Image created by Hchokr (2012, November 20). Reprinted with permission under the terms of the GNU Free Documentation License, Version 1.2 or any later version published by the Free Software Foundation. Retrieved May 5, 2015, from [https://en.wikipedia.org/wiki/File:Bronfenbrenner%27s\\_Ecological\\_Theory\\_of\\_Development.jpg](https://en.wikipedia.org/wiki/File:Bronfenbrenner%27s_Ecological_Theory_of_Development.jpg)

**Sample Figure<sup>7</sup>**



*Figure 1.* Trends in the prevalence of food insecurity and very low food security in U.S. households, 1995-2013. From “Household Food Security in the United States in 2013” (Report ERR-173), by A. Coleman-Jensen, C. Gregory, and A. Singh, 2014 (September), p. 12. Retrieved July 30, 2015, from U.S. Department of Agriculture, Economic Research Service website: <http://www.ers.usda.gov/media/1565415/err173.pdf><sup>8</sup>

<sup>6</sup> This example from Child and Families Studies thesis by Tana Reynolds, Summer 2015, entitled “The Presence and Impact of Loss in Stepfamilies.”

<sup>7</sup> This sample figure is reproduced from “The Relationship of Food Insecurity to Health Parameters in Adult Women with Polycystic Ovary Syndrome (PCOS)” (Master’s thesis) by A. Hamilton, 2014, p. 25, Ohio University, Athens, OH. Copyright A. Hamilton 2014. Reprinted with permission for educational purposes.

<sup>8</sup> This figure is a document published by a federal government agency and, therefore, it is not copyrighted. **If the figure (or illustration or table) you are using in your thesis was produced by a private individual, a state agency, a corporation, or a publisher—including websites, assume that materials are copyrighted. When in doubt, contact the author or publisher to request permission to reproduce.** See attribution examples on pp. 30-31 of APA BASICS.

**Sample Tables: How They Should Appear in the Thesis<sup>9</sup>**

**Textual table:** May block single-spaced textual material (with double space between blocks).

Table 1

*Research Questions and Hypotheses*

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Does physical activity level significantly differ between individuals living with HIV and those living with AIDS in rural, Appalachia?	Physical activity level will significantly differ between individuals with HIV and AIDS.
Does food security status significantly differ between individuals living with HIV compared to those living with AIDS in rural, Appalachia?	Food security status will significantly differ between individuals with HIV compared to those with AIDS.

---

**Data table:** (a) headings are centered over columns; (b) text columns are flush left; (c) data columns are centered; if data has decimal point, align the decimal point vertically; (d) short tables should be double-spaced (as shown); long tables may single space blocks of data, with double space between blocks. See APA Manual for more examples.

Table 2

*Household Food Security Status of Individuals Living With HIV/AIDS in Rural Appalachia*

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Household food security category	Level of food security	Frequency (n)	Percentage (%)
Food secure	High food security	28	34.1
	Marginal food security	10	12.2
Food insecure	Low food security	12	14.6
	Very low food security	32	39.1

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<sup>9</sup> Sample tables adapted from “Food Security and Physical Activity in Individuals Living With HIV/AIDS in Rural Appalachia” (Master’s thesis), by J. Schreibman, 2013. Ohio University, Athens, OH. Reprinted with permission.



Table 3

*Participant Demographics (Means and Standard Deviations)*

Demographics	Placebo	Dermatomal area	Painful area
Height*	65.50 ± 2.59	64.67 ± 2.16	64.33 ± 3.20
Weight*	159.50 ± 30.29	146.50 ± 55.99	138.17 ± 14.91

\*Approximations by participants.

*Note.* A simpler column of data may simply be *centered*, such that the *decimal point is vertically aligned*, then place your cursor in front of the shorter number (e.g., 65.50) and hit the space bar twice to nudge it rightward so that the decimal points in the column are vertically aligned, e.g.,

Table 4

*Participant Demographics (Mean Values)*

Demographics	Placebo	Dermatomal area	Painful area
Height*	65.50	64.67	64.33
Weight*	159.50	146.50	138.17

\*Approximations by participants.

*Note.* Tables excerpted or modified from actual theses for educational purposes only.

## Checklist for Thesis or Dissertation

- **Abbreviations** consistent and conform to capitalization, punctuation, and pluralization rules.
- **Commas** used between series of three or more (**red, white, and blue**).
- **Copyright permission** for all borrowed figures, tables, test forms, photographs, etc.
- **Double spaced** text everywhere, including the table of contents, list of tables, list of figures – except figure legends and table notes. (Using paragraph menu, line spacing **double**, and spacing **before** and **after** must be **zero**.)
- **Headings** for both APA and AMA styles.
  - Major headings centered, boldface, upper/lowercase (“heading cap”).
  - Second level heading flush left, boldface, upper/lowercase (“heading cap”).
  - Third level heading indented, bold, lowercase paragraph lead-in *ending in a period and followed immediately by text*.
  - Heading cap (all major words capped) for table names.
  - Sentence cap (only the first word capped) for figure names.
- **Hyphens** with compound modifiers, e.g., the solution was short term, but: it was a short-term solution. **No hyphens** with common prefixes such as anti, inter, multi, non, post, etc.
- **Margins** 1.5 on left; 1.0 on right (includes all pages—text, tables, figures, appendices).
- **Numerals** used for **time, dates, ages, sample, subsample or population size, specific numbers of subjects, scores and points on a scale** (otherwise values <10 as words; above 10 as numerals, e.g., three books; 10 books).
- **Permission for copyright** in writing from publisher and “Reprinted with permission” appears in the legend or note in the proper format.
- **Seriation** of paragraphs uses blocked numbers **1., 2., 3...**; seriation within paragraphs uses letters **(a), (b), (c)**. . . . (block using the hanging indent function).
- **Space** after punctuation; between initials; before and after math symbols.
- **Space** between points of ellipses to show **words . . . omitted (3 points)** unless at **end of sentence. . . . (4 points)**.
- **Reference list** alphabetical. String citations in the text, alphabetical.
- **Reference list** entries per style of **APA or AMA** (examples in APA and AMA BASICS).
- **Retrieval dates** updated/current; you have checked that all of the URLs work.
- **Table titles** are above the table; **figure legends** appear below the figure.
- **Textual citations** that appear in reference list appear in the text, and vice versa.
- **Thesis or dissertation** *spell- and grammar-checked* before submission to committee.

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