Preparation of Thesis and Dissertation

&

APA BASICS

All citations to

Revision/update: March 17, 2017

Contact:
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Ohio University
College of Health Sciences and Professions
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The source document for this pamphlet is:


A related source is:


Thesis and Dissertation Office (TAD)

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
- 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
Main resource: Thesis and Dissertation Service (TAD):
- Website: [http://www.ohio.edu/etd](http://www.ohio.edu/etd)
- Email: 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)

<table>
<thead>
<tr>
<th>Your Action Items</th>
<th>Clarification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form a committee.</td>
<td>Use form #1. Thesis or dissertation committee formation. (signatures required)</td>
</tr>
<tr>
<td>Meet with Dr. Horner to discuss process and timeline.</td>
<td>Email to set up an appointment: <a href="mailto:hornerj@ohio.edu">hornerj@ohio.edu</a></td>
</tr>
<tr>
<td>Make arrangements with committee for the oral defense of proposal.</td>
<td>(There is not a college form for this.)</td>
</tr>
<tr>
<td>Obtain proposal approval.</td>
<td>Use form #2. Thesis or dissertation proposal approval. (signatures required)</td>
</tr>
<tr>
<td>Obtain IRB protocol approval.</td>
<td>Do early! Follow your IRB approval precisely.</td>
</tr>
<tr>
<td>Collect / analyze data.</td>
<td>Record and analyze data very carefully.</td>
</tr>
<tr>
<td>Write thesis.</td>
<td>Use TAD’s CHSP template. Contact TAD if you have template-related questions.</td>
</tr>
<tr>
<td>Make arrangements with your committee members (date, time, place) for the oral defense of thesis or dissertation.</td>
<td>Use form #3. Arrangements for oral defense of thesis or dissertation. (signatures optional)</td>
</tr>
</tbody>
</table>
- After the defense, make any changes as instructed by your advisor. Obtain your thesis / dissertation advisor’s final approval.

- Per your advisor’s final approval, send committee-approved thesis or dissertation to Dr. Horner. Email to: hornerj@ohio.edu. (If it is a very large document, use OU’s Filelocker or Box.)

- Deliver signed oral defense form (with grade) to Dr. Horner. Use form #4. Oral defense of thesis/dissertation. Be sure to use TAD’s official version. (signatures and grade required)

- Make editing corrections per Dr. Horner’s feedback. Review/collaborative edits take 3-4 drafts; about 14 days, possibly less.

- After Dr. Horner approves your thesis or dissertation; you will send it to TAD. 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.

!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)

<table>
<thead>
<tr>
<th>Academic Program</th>
<th>Title</th>
<th>Author(s)</th>
<th>Year</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Master’s thesis).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Epidemiology of acute and overuse inflammatory conditions in youth football and high school football</td>
<td>Morris, K.</td>
<td>2016</td>
<td><a href="http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1470147757">http://rave.ohiolink.edu/etdc/view?acc_num=ohiou1470147757</a></td>
</tr>
<tr>
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<td>(Master’s thesis).*</td>
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<td>(Master’s thesis).</td>
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<td></td>
<td>(Master’s thesis).</td>
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</tr>
</tbody>
</table>

*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.
# Table of Contents

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1 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).
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)

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

Note.
- Statistical abbreviations (APA, pp. 119-123).
- Foreign phrase (no italics, p. 106): a priori, ad hoc, ad lib, per se, via, vis-à-vis
Capitalization (APA, pp. 101-104)

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]
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.²

*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.

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

² 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)

<table>
<thead>
<tr>
<th>Do not hyphenate prefix or suffix</th>
<th>Hyphenate</th>
</tr>
</thead>
<tbody>
<tr>
<td>able retrievable mini minisession</td>
<td>pro-Freudian base has cap</td>
</tr>
<tr>
<td>after aftereffect multi multiphase</td>
<td>post-1970 base is a number</td>
</tr>
<tr>
<td>anti antisocial non nonsignificant</td>
<td>base is an</td>
</tr>
<tr>
<td>bi bilingual over overaggressive</td>
<td>pre-UCS abbreviation</td>
</tr>
<tr>
<td>extra extracurricular post posttest</td>
<td>self-report all “self” words</td>
</tr>
<tr>
<td>inter interstimulus pre pretest; preexperimental</td>
<td>self-paced all “self” words</td>
</tr>
<tr>
<td>intra intrastimulus pro prowar</td>
<td>self-esteem all “self” words</td>
</tr>
<tr>
<td>meta metacognitive re reetrial; reevaluate</td>
<td></td>
</tr>
<tr>
<td>inter interstimulus sub subtest</td>
<td></td>
</tr>
<tr>
<td>intra intrastimulos super superordinate</td>
<td>meta-analysis same vowel</td>
</tr>
<tr>
<td>mid midterm un Unbiased</td>
<td>co-occur adjacent</td>
</tr>
</tbody>
</table>

### More do-not-hyphenate rules

- Compound with adverb (-ly) widely used text
- Compound with a comparative or superlative less informed interviewers higher scoring students
- 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

### Compound modifiers

- Role-playing technique
- Low-frequency words
- Short-term memory
- Ad-lib feeding

### Compound with a number

- Two-way analysis of variance
- Six-trial problem
- 12th-grade student
- 16-s interval
- 12-year-old boy
- Two-thirds majority

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- 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)

<table>
<thead>
<tr>
<th>Name</th>
<th>Appearance</th>
<th>Where to find it</th>
<th>When to use it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyphen</td>
<td>-</td>
<td>On the keyboard</td>
<td>Most of the time, e.g.,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Special terms (e.g., trial-by-trial; vis-à-vis)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Compound adjectives (the long-term effect \textit{but not} the effect was long term; a \textbf{4-min} mile \textit{but not} the mile took 4 min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Between numbers (e.g., pp. 103-112).</td>
</tr>
<tr>
<td>“En-dash”</td>
<td>–</td>
<td>Symbol; Special Characters</td>
<td>Most theses \textit{do not use the en-dash}, but it may be used between numbers (e.g., pp. 103–112).</td>
</tr>
<tr>
<td>“Em-dash”</td>
<td>—</td>
<td>Symbol; Special Characters</td>
<td>To set off a phrase, e.g.,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The studies—published and unpublished—are summarized in this report.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In the title of an article, report, or journal, e.g., \textit{Food intake survey—Annual report 2013}</td>
</tr>
</tbody>
</table>

\textit{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\textsuperscript{3} 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).

\footnote{Note that this is typed 12th, not 12th.}
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).
Spacing (APA, pp. 87-88, 97, 115, 118-123, 229)

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).
- Before and after mathematical symbols such as,” e.g., \( 2 + 2 = 4; p < .05; 20 \pm 3.33 \).
- 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., \( 50 \, ^\circ\text{F}; 30 \, ^\circ\text{C}, \) but \( 45^\circ \) angle.
- Note the spacing between number and abbreviation: \( 3.0 \, \text{mg/dl} \) (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 published—are included.
- After internal periods in abbreviations, e.g., a.m., i.e., U.S. (APA, p. 88).
Technical Writing Hints (APA, pp. 65 ff.)

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.
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}
Textual Citations (APA pp. 174 ff.; Table 6.1. p. 177)

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

- “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, 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)
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.*


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


**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).

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

<table>
<thead>
<tr>
<th># of authors</th>
<th>In the text</th>
<th>In the reference list</th>
</tr>
</thead>
<tbody>
<tr>
<td>For 1 or 2 authors</td>
<td>All occasions (first and subsequent): Cite both authors.</td>
<td>Cite both authors.</td>
</tr>
<tr>
<td>For 3, 4, or 5 authors</td>
<td>First time: cite all five surnames and year. Subsequent occasions: cite the first surname followed by et al. and year.</td>
<td>Cite all authors.</td>
</tr>
<tr>
<td>For 6 or 7 authors</td>
<td>All occasions (first and subsequent): Cite the surname of the first author followed by et al. and year.</td>
<td>Name up to and including the 7th author, e.g., Walker, W., James, N., Smith, T. S., Brewer, N., Frasier, J., Jones, J. T., &amp; Brown, P. (2010). The rotation of the sun. <em>Science, 19</em>(3), 210-211.</td>
</tr>
<tr>
<td>For 8 or more authors</td>
<td>All occasions (first and subsequent): Cite the surname of the first author followed by et al. and year.</td>
<td>Name the first 6, insert three ellipses (note the spacing), and add the last author’s name (see ex. 2, APA, p. 198): Gilbert, D. G., McClennon, 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. <em>Nicotine and Tobacco Research, 6</em>, 249-267. <a href="https://doi.org/10.1080/1462220-0410001676305">https://doi.org/10.1080/1462220-0410001676305</a></td>
</tr>
<tr>
<td>Secondary sources (APA, p. 178)</td>
<td>Example 1: Allport’s diary (as cited in Nicholson, 2003)</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 alphanumerical 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


Book


Book chapter


Dictionary entry


Dissertation or thesis, unpublished


Dissertation or thesis, published

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


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


**Government report**


**Governmental report, authored**


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


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


**Journal article**


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


**Journal article, 6 authors**


**Journal article, 8 or more authors**


**Journal article with doi**

Journal article with foreign title

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


Organization report, on the web


Organization report, authored, on the web


Presentations: Platform or Poster


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.

Software


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

injury and concussion (concussion) are precursors to later-onset brain disorders,


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

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

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

**Copyright permission** (APA, pp. 38 173-174, 267):

- **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**:  

**Attribution and copyright permission in a table note**:  

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5 Table note from sample table in APA 6th edition, p. 142.
**Attribution for an item with free license to reproduce (copyright permission not required):**


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**Sample Figure**

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

7 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.

8 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

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

Table 1

**Research Questions and Hypotheses**

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does physical activity level significantly differ between individuals living with HIV and those living with AIDS in rural, Appalachia?</td>
<td>Physical activity level will significantly differ between individuals with HIV and AIDS.</td>
</tr>
<tr>
<td>Does food security status significantly differ between individuals living with HIV compared to those living with AIDS in rural, Appalachia?</td>
<td>Food security status will significantly differ between individuals with HIV compared to those with AIDS.</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Household food security category</th>
<th>Level of food security</th>
<th>Frequency (n)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food secure</td>
<td>High food security</td>
<td>28</td>
<td>34.1</td>
</tr>
<tr>
<td></td>
<td>Marginal food security</td>
<td>10</td>
<td>12.2</td>
</tr>
<tr>
<td>Food insecure</td>
<td>Low food security</td>
<td>12</td>
<td>14.6</td>
</tr>
<tr>
<td></td>
<td>Very low food security</td>
<td>32</td>
<td>39.1</td>
</tr>
</tbody>
</table>

---

9 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)*

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Placebo</th>
<th>Dermatomal area</th>
<th>Painful area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height*</td>
<td>65.50 ± 2.59</td>
<td>64.67 ± 2.16</td>
<td>64.33 ± 3.20</td>
</tr>
<tr>
<td>Weight*</td>
<td>159.50 ± 30.29</td>
<td>146.50 ± 55.99</td>
<td>138.17 ± 14.91</td>
</tr>
</tbody>
</table>

*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)*

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Placebo</th>
<th>Dermatomal area</th>
<th>Painful area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height*</td>
<td>65.50</td>
<td>64.67</td>
<td>64.33</td>
</tr>
<tr>
<td>Weight*</td>
<td>159.50</td>
<td>146.50</td>
<td>138.17</td>
</tr>
</tbody>
</table>

*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 andAMA 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.