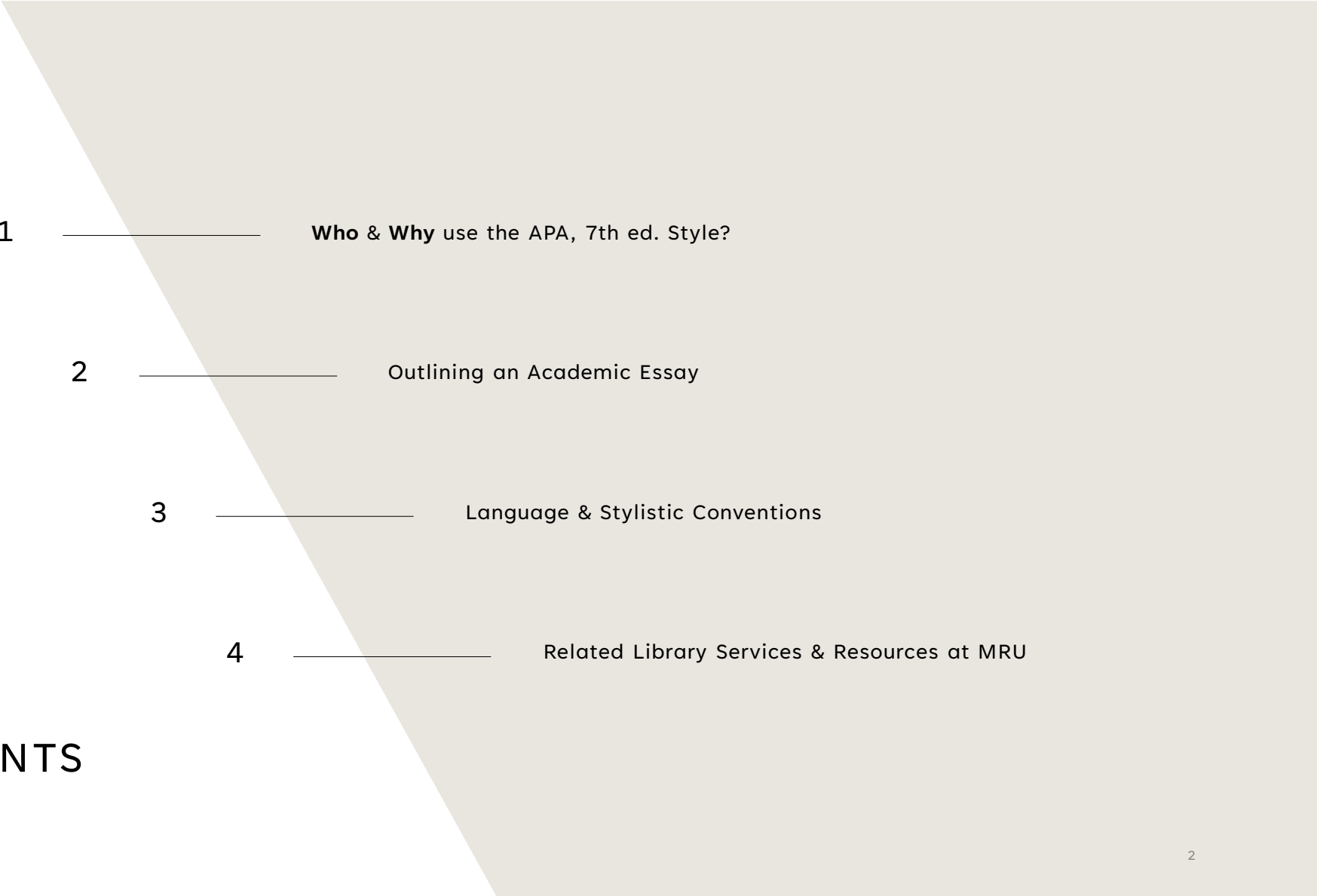


APA, 7TH EDITION PART 2



MRU Library



1	_____	Who & Why use the APA, 7th ed. Style?
2	_____	Outlining an Academic Essay
3	_____	Language & Stylistic Conventions
4	_____	Related Library Services & Resources at MRU

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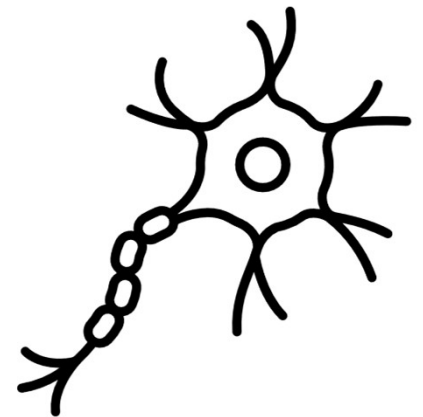
WHO USES THE APA, 7TH EDITION CITATION STYLE?

APA Style was first developed by the American Psychological Association in 1952 for the **advancement of science**. The guidelines **improve clarity** of scientific communication and provide standards for **precise and accurate language** in science writing. It is used by:

- **Medical and Public Health Professionals**
- **Scientific Journals**
- **Textbooks**
- **Academia and Research**

APA Style is commonly used in professional and academic spaces for citing sources within the fields of **behavioral** and **social sciences**, including:

- **Medicine and Health Sciences**
- **Psychology and Criminal Science**
- **Sociology and Anthropology**
- **Education and Business**



WHY USE APA, 7TH ED. STYLE?

AVOID PLAGIARISM, STANDARDIZED CITATIONS

A standardized format to help readers easily find the information necessary to evaluate your research and keep the focus on your scientific analysis.

- **Simple format**
- **Better organization**
- **Improved flow**

Citations place your work in the larger professional context of your field. They acknowledge the work of others and make clear your contributions to the field. Plagiarism is a serious offense and leads to serious consequences for both your academic and professional reputation.

- **Easy to read citations**
- **Clear professional context**
- **Emphasize your own work**



CLARITY OF STYLE, OBJECTIVE LANGUAGE

The APA provides standards for scientific writing that is straightforward and objective. The guidelines provide a format which efficiently presents your ideas with maximum clarity and minimum distraction.

- **Direct and simple language**
- **Clear and consistent presentation**
- **Focus on ideas, no distractions**

Since 1974, the APA has published guidelines for objective language along with the updated editions. These standards have moved the field forward and keep the health sciences at the cutting edge of professional research.

- **Cutting edge, professional standards**
- **Reduce bias and ambiguity**
- **Improve accuracy and precision**



HOW TO WRITE AN ACADEMIC ESSAY

- 1) Choose your topic.
- 2) Brainstorm ideas. Take notes!
- 3) Organize your ideas. Outline your essay.
- 4) Follow your outline. Write your essay.
- 5) Edit your essay. A first draft is never a final draft!

**The Library offers APA assistance! Visit us on the
9th floor.**



THE OUTLINE

This is your battle plan!

Transform your ideas into supporting argumentation for your thesis statement using an outline.

- **Break down your essay structure by section**
- **Identify how each paragraph supports your main thesis**
- **The most intense step of the writing process**

A good outline makes writing easy. You should only be writing up your essay from your outline, not producing your essay from scratch.

TIP Paragraphs should NOT be longer than half a page!
If you have a paragraph that is too long, think about ways to re-organize your outline. Each paragraph should only develop ONE idea. Don't be afraid to move things around.

SAMPLE OUTLINE

I. INTRODUCTION

A. **HOOK:** Educational attainment rates are decreasing in the United States while healthcare costs are increasing.

B. BACKGROUND

C. **MAIN THESIS:** Because of their income deficit and general susceptibility to depression, students who drop out of high school before graduation maintain a higher risk for physical and mental health problems later in life.

II. **BODY PARAGRAPH 1:** Conditions of employment affect workers' physical and mental health.

III. **BODY PARAGRAPH 2:** Physical health and mental health correlate directly with one another.

A. Mental health problems and physical health problems are highly correlated.

a. *Original Idea*

b. *Medical Professional's Quote*

c. *Health Statistics*

B. Stress manifests itself in physical form.

IV. **BODY PARAGRAPH 3:** People with more financial worries have more stress and worse physical health.

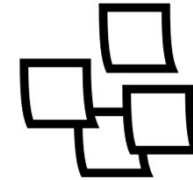
V. CONCLUSION

A. **RESTATEMENT OF MAIN THESIS**

B. **TAKE AWAY**



OUTLINING YOUR ESSAY



RESEARCHING	GROUPING	ORDERING	OUTLINING	WRITING
<p>Read widely on your topic.</p> <p>How have other writers approached your topic? How is your perspective different?</p> <p>Take notes!</p>	<p>Organize your notes by theme.</p> <p>Which ideas belong together? What general ideas tie your observations together?</p> <p>Decide on your three themes.</p>	<p>Order your three thematic groups.</p> <p>What order best supports your main thesis argument? What makes the most sense?</p> <p>Experiment with your options!</p>	<p>Put together your final outline.</p> <p>Review your outline. Identify sections that need more support or need to be moved.</p> <p>Finalize your main thesis argument.</p>	<p>Write your essay using your outline.</p> <p>A good outline means you can just focus on writing, not on developing ideas from scratch.</p> <p>Congrats on your first draft. Don't forget to edit! :)</p>



THE LEVELS OF APA STYLE

- 1) Organization and Structure
- 2) Language and Style
- 3) Grammar and Punctuation

2. LANGUAGE & STYLISTIC CONVENTIONS



POINT OF VIEW & ACTIVE VOICE

Use **first person point of view** when discussing your methods or referring to yourself and co-authors. Do NOT use second person point of view.

- **USE** "I studied..." "We observed..."
NOT "When you see a problem..."

Use **active voice** to keep focus on the research, avoid passive voice. The subject performing the action should always be clearly identified.

- **USE** "We interpreted the results..."
NOT "The results show..."
- **USE** "The participants responded..."
NOT "It was shown in our survey results that..."

CLEAR & CONCISE LANGUAGE

Be specific! **Use direct language.** Do NOT use long, complex, wordy sentences. Say what you mean clearly.

- **USE** "The test group used soil with 30% fertilizer. The control group used soil without fertilizer."
NOT "Some groups had fertilizer and others did not."

Remove unnecessary words. Explain yourself, but do not repeat yourself. Short and sweet!

- **USE** "I just sent the email."
NOT "A moment ago I sent the email as quickly as possible."

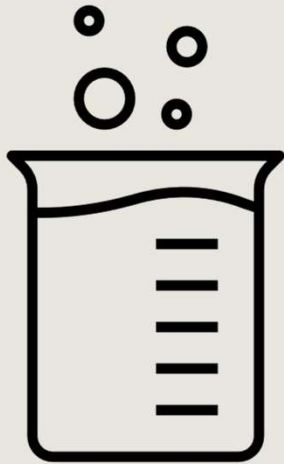
SIMPLE & DIRECT WORD CHOICE

Words have multiple meanings. To control how readers interpret your writing use **plain language** and **simple, descriptive adjectives.** Avoid figurative language and poetic devices.

- **USE** "community members"
"participants" "respondents"
NOT "subjects" "people" "individuals"

Avoid absolute language. No single study can prove a theory or hypothesis. Findings often change over time.

- **USE** "Our study indicates..."
NOT "Our study proves..."



OBJECTIVE LANGUAGE & SCIENTIFIC WRITING

INNACURACY, IMPRECISION, IRRELEVANCY, & AMBIGUITY

Use **objective language free of bias**. Language which contains the implied or irrelevant evaluation of group(s) impedes the accurate communication of scholarly studies. Avoid language that implies prejudicial beliefs or perpetuates biased assumptions on the basis of:

- **Age, disability, gender or sex, participation in research, racial or ethnic identity, sexual orientation, socioeconomic status, marital status, immigration status, religion, and/or intersectionality.**

Scholarly writing is **accurate, clear, and free from bias or ambiguity**. Bias leads to imprecise language that is unclear. Language should focus only on **relevant characteristics** and use terms which are **appropriately specific** to the topic.

- **USE** "15-18 years old" "Alzheimer's disease" "women experiencing homelessness" "Chilean older adults"
NOT "under 18 years old" "types of dementia" "the homeless" "females" "the elderly" "Hispanic people"

APPROPRIATE TERMINOLOGY & PARTICIPATION IN RESEARCH

Euphemisms and figurative language are inappropriate in scholarly writing. Avoid metaphors or negative terms that imply restriction. **Emphasize both capabilities and concerns**. Negative terminology which focuses on deficiencies are vague and ineffective in **describing the nuances of individual experiences**.

- **USE** "wheelchair user" "person with a substance use disorder" "patients with a learning disability"
NOT "wheelchair bound" "brain damaged" "high functioning" "alcoholic" "special needs" "invalid"

People participate in research in many settings. Use clinical terms according to specific contexts. **Accurately reflect the agency and contribution of participants**. Recognize the difference between a *case* (a disorder or illness) and a *person* (who is affected).

- **USE** "respondents" "young adults with bipolar disorder were treated" "coordination of care"
NOT "people" "manic-depressive cases were treated" "patient management" "failed"

3. GRAMMAR & PUNCTUATION CONVENTIONS

NUMBERS & NUMERALS

Use words instead of numerals for numbers one through nine. Numbers 10 and up should be written in numerals.

- **USE** "There are six hospitals." "That has 21 pages."
NOT "I am taking 3 classes." "She has eleven toes."

A sentence, title, or heading should never begin with a numeral. Write these numbers as words.

- **USE** "Ninety trials were conducted."
NOT "92% of patients recovered."

Numbers followed by a unit of measurement or representing a value on a scale, graph, figure, or point-system are written as numerals. Numerals are also used for numbered series, proportions, percentages, decimal fractions, and functions, EXCEPT for simple fractions.

- **USE** "250 mg" "a 7:3 ratio" "Table 3" "a score of 5"
NOT "five mg" " $\frac{1}{2}$ of participants" "figure two"

Use words for approximations of days, months, and years. When numbers are back-to-back as modifiers to a noun, use a combination of words and numerals.

- **USE** "almost twenty years" "ten 7-point scales"
NOT "almost 20 years" "10 7-point scales"

PUNCTUATION

Only use one space after a period or other punctuation mark at the end of a sentence. Use periods for initials in names, identity-concealing labels for study participants, and Latin abbreviations. Do NOT use periods in capitalized abbreviations or acronyms, academic degrees, or in geographic place names.

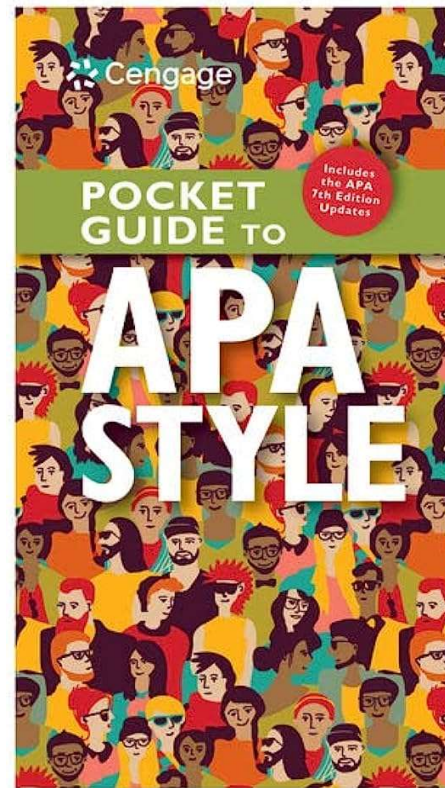
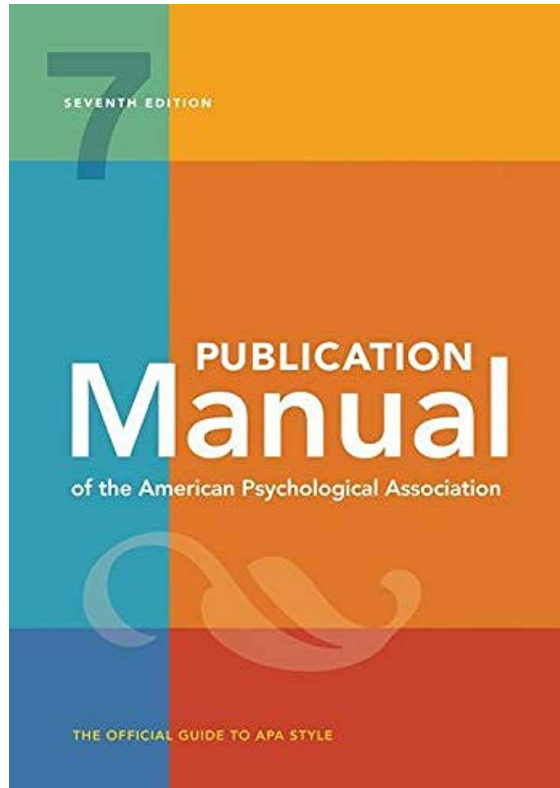
- **USE** "H.R. Perez" "3:30 p.m." "PhD" "NYC" "NIMH"
NOT "JP Gomez" "10 am" "B.S.N." "N.J." "A.P.A."

In lists of three or more things, use a comma to set off and/or from the second-to-last item (a.k.a. Oxford comma). Use semicolons to separate a series of words that already contain commas.

- **USE** "books, papers, and pens" "Studies were conducted in Manila, PH; Jakarta, ID; and Quito, EC"
NOT "Fauci, Allende and Nkrumah" "The survey was distributed in Akron, OH, Orlando, FL and Austin, TX."



WITHIN THE MIAMI REGIONAL UNIVERSITY
LIBRARY ON THE 9TH FLOOR



RELATED LIBRARY SERVICES

- APA Format Assistance
- Plagiarism Awareness
- Research Assistance

ADDITIONAL RESOURCES



Miami Regional University:
Writing & Research Resources
<https://na.accessit.online/MMR00/?serviceId=ExternalEvent&rlSn=10&rlKey=1681343490>



Harvard College Writing Center:
Strategies for Writing Essays
<https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing>



The Purdue OWL:
APA Style Guide
<http://owl.purdue.edu>



The APA's Official Website
<http://www.apastyle.org>



APA, 7th ed. (Spanish)
<https://normas-apa.org/>



APA, 7th ed. (French)
<https://ustboniface.libguides.com/citer/apa7>



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