American Psychological Association (APA) Referencing Style

SNMCI Summary Guide to the 7th Edition

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St Nicholas Montessori College
https://smsi.ie/

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Part One: Citing and Referencing APA Style

The American Psychological Association (APA) Referencing Style

7th Edition

What is APA Style?

Academic writing is a structured style of writing required by colleges or universities and generally used in scholarly publications. Academic writing requires you to disclose sources used to support your ideas with a clear and organized reference to other published work. APA reference system will set the guidelines to:

- enable you to acknowledge the work of other authors credited in your text to avoid plagiarism;

- enable the reader to immediately identify the sources you used to write your text so they can consult it if they wish;

- demonstrate to the reader the breadth and depth of your literature review.

The APA style is one of the most common referencing styles used in the field of Education and Psychology. APA guidelines will help you achieve the academic writing standard for your student papers, assignments and dissertation.

Why Use APA Style?

To organise academic written communication in a uniform and consistent way

How do I use the APA Referencing Style?

The APA style involves 2 tasks:

1. How you refer to, summarise, paraphrase, or quote other authors in the body of your text:

   In Text Citation = ITC

2. How you create a list of sources you've cited within your text at the end of your assignment, dissertation or paper:

   Reference List = REF

Academic Integrity

It is important to cite your sources for a number of reasons:

- to show that your paper is well researched;

- to enable your reader to check or to follow up on your sources;

- to avoid **plagiarism.**

The Danger of Plagiarism

- If you do not give credit to your source, whether intentionally or not, it is plagiarism.

- Plagiarism is a certain form of theft: it is the act of stealing someone else's ideas if you do not cite the source of these ideas.

- Plagiarism is the failure to acknowledge your sources by means of citation.

- Cutting and pasting work is a form of plagiarism if you do not acknowledge the source of this work.

- Self-Plagiarism is the failure to cite your own work.

How Can I avoid Plagiarism?

- Plagiarism can be avoided by consistently and clearly acknowledging your sources.

- Acknowledging sources is giving credit (through citation) when you use another person's opinions, thoughts, ideas, or information.

- You need to acknowledge each of your sources when you are summarising, paraphrasing, or quoting.

- There are only two reasons for not needing to cite your sources:

  1. When you state your own original thought.

  2. When you are stating common knowledge.

What is Common Knowledge?

- Common knowledge is:

    a) Information that most people know.

    b) Information that can be found from multiple sources.

Please see:

QA 7.8 Academic Integrity: This is the College's policy on academic integrity and is available on the QA Tab on Moodle.

GQA 7.8 Academic Integrity: This a summary guide to be read with the policy QA 7.8

In-Text Citations

In order to avoid *plagiarism* (i.e. *the act of presenting the words and ideas of another as your own*), you should properly cite the research, theories, and ideas of those who influenced your writing. You should also report the sources of all facts that are not common knowledge.

You should preferably cite (refer to) *primary sources*, i.e. the original work, rather than secondary sources which refers to content reported in another source. For example, you should preferably cite Montessori's original work published in books, articles etc, rather than authors who cite Montessori's work.

There are two types of in-text citations: **quotation and paraphrase**.

1. Direct Citation = Quotation

2. Indirect Citation = Paraphrasing

Quotations

Quotation is when you reproduce someone's work to exact wording. When quoting, you should always provide the author, year, and page number. When the material quoted has no page number, please provide the paragraph number. Count the paragraphs manually if they are not numbered. **Example:** (Chamberlin, 2014, para. 1).

Short quotations:

If the quotation contains **less than 40 words** you should incorporate it into your text and enclose it with "double quotation marks". Place the citation in brackets (name, date, page no.) either immediately after the quotation or at the end of the sentence. If the quotation appears in the mid-sentence, cite the source immediately after the quotation marks, and continue the sentence. **See examples below**:

Immediately after the quotation: This concern with the sense of identity usually arises because the child can feel the side effects of the medication as "a violation of a child's sense of self" (Singh, 2012, p. 25).

At the end of the sentence: "Even smart, educated, emotionally stable adults believe superstitious that they recognize are not rational", as exemplified by the existence people who knock on wood for good luck (Risen, 2016, p. 202).

Mid-sentence: Traditional discipline techniques usually used by parents, such as "reinforcing and rewarding positive behaviours and ignoring or punishing undesirable behaviours" (Corcoran et al., 2017b, p. 330), do not work in an effective way for children with special needs.

Block quotations:

If the quotation contains **40 words or more** start the quotation on a new line. Indent the whole block quotation 0.5 in. and from the left margin and double-space the entire block quotation. Do not use quotation marks. **See example below**:

> There are unproductive debates over the advantages and disadvantages of quantitative versus qualitative research, as:
>
> There is no fundamental clash between the purposes and capacities of qualitative and quantitative methods of data. What clash there is concerns the primacy of emphasis on verification or generation of theory to which heated discussions on qualitative versus quantitative data have been linked historically. We believe that each form of data is useful for both verification and generation of theory, whatever the primacy of emphasis. Primacy depends only on the circumstances of research, on the interests and training of the researcher, and on the kinds of material he needs for his theory (Glaser & Strauss, 1967, p. 18).

Paraphrase
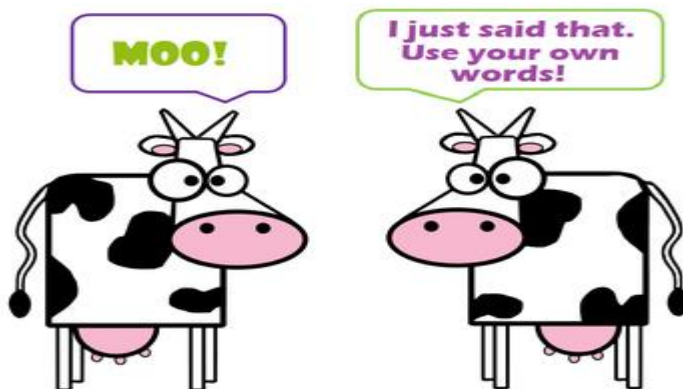
Paraphrase is when you read someone's work and restate the author's idea in your own words. It is usually best practice to paraphrase a work rather than directly quoting it, as you should bring your own contribution when writing.

- Paraphrase must be sufficiently distinct from the original work.

- Paraphrasing is not simply changing a word or two or rearranging the author's sentences.

- You are not required to provide the page number in the citation for a paraphrase.

- You need only provide the author's name and the year the work was published.

Application of In Text Citation (ITC)

The APA uses the phrase *Parenthetical Citation* as part of its official terminology.

Simply put, it means including a source, in brackets, for any material that is quoted or paraphrased. The information in the brackets MUST correspond to the work (book, article, source) on the Reference List.

Parenthetical* Citation generic layout: examples in blue below

Narrative Citation means that the author's name appears in running text and the date appears in brackets immediately after the author's name.

Narrative Citation generic layout: examples in black below.

See examples below: how to provide the citation of another's work when <u>paraphrasing</u>:

One work by one author
    a) (Author Last name, Year)

    b) Author Last name (Year)

*Example:

    a) As has been argued (McDonagh, 2001)

    b) According to McDonagh (2001)

One work by multiple authors
    a) (Authors Last name, Year)

    b) Author Last name (Year)

*Example:	REMEMBER:
a) As has been argued (McDonagh et al., 2001) **b)** According to McDonagh et al. (2001)	✓ ONLY INCLUDE THE PAGE NUMBER IN THE CITATION FOR A DIRECT QUOTATION. ✓ BLOCK QUOTATIONS DO <u>NOT</u> HAVE QUOTATIONS MARKS. SEE PAGE 5

For Examples See : https://apastyle.apa.org/instructional-aids/reference-guide.pdf

https://aut.ac.nz.libguides.com/ld.php?content_id=48644747

Journal Article with a DOI*

Reference: Author Last name, A. A., & Author Last name, B. B. (Year). Title of the article. *Name of the*

Journal, volume (issue), #–#. https://doi.org/xxxx

* A DOI, or Digital Object Identifier, is a series of numbers, letters and symbols used to identify an

article and link to it on the web

Ref example:

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
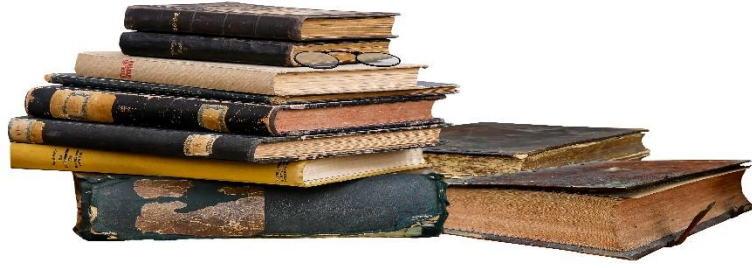
ITC example:

   a) As has been argued (Braun and Clarke, 2026)

   b) Braun and Clarke (2006) argue

   c) Page number included for a direct quotation.

Journal Article without a DOI
Use the URL instead of a DOI:

Reference: *Author Last name, A. (*year of publication). Title of article. Title of Periodical, volume# (issue#),

page#-page#. http://XXXXX

Book with one author

Reference: Author Last name, Initials. (Year) Title. Edition. Publisher.

Ref example:

Creswell, J. W. (2009). *Research Design: qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE.

ITC example:

a)   As has been argued (Creswell, 2009)

b)   Creswell (2009) argues

c)   Page number included for a direct quotation.

Book with two authors

Reference: Author Last name, Initials. & Second Author Last name, Initials. (Year). Title. Publisher.

Ref example:

Hogg, M. A. & Vaughan G. M. (2008). *Social psychology*. Prentice Hall.

ITC example:

a)   As has been argued (Hogg & Vaughan, 2008)

b)   Hogg and Vaughan (2008) argue

c)   Page number included for a direct quotation.

Chapter in an Edited Book

Reference: Author Last name, A. A., & Author Last name, B. B. (Copyright Year). Title of the book chapter.

In A. A. Editor & B. B. Editor (Eds.), *Title of the book* (2nd ed., pp. #–#). Publisher.

Ref example:

Edwards, C., & O'Donovan, Ó. (2018). Transformation in the Irish ADHD disorder regime- from a
disorder "you have to fight to get" to one "you have to wait to get." (M. R. Bergey, A. M. Filipe, P.
Conrad, & I. Singh Eds.). *Global perspectives on ADHD: Social dimensions of diagnosis and
treatment in sixteen countries* (pp. 138–161). Johns Hopkins University Press.

ITC example:

a) As has been argued (Edwards & O'Donovan, 2018)

b) Edwards and O'Donovan (2018) argue

c) Page number included for a direct quotation.

Print Newspaper article

Reference: Author(s) Last name, Initials. (Year, Month Day of publication). Article title. *Newspaper title*,

Volume and/or Issue number (if applicable), pp. page numbers.

Ref example:

Dempsey, A. (2003, August 19). A shoulder to lean on in the lonely crowd: Feet on the street, a new
project by the Samaritans. *The Irish Times*, pp. 11.

ITC example:

a) As has been argued (Dempsey, 2003)

b) Dempsey (2003) argues

c) Page number included for a direct quotation.

Online Newspaper article

Reference: Author(s) Last name, Initials. (Year, Month Day of publication). Article title. *Newspaper title*.

Retrieved from URL

Ref example:

Kelly, M. (2010, May 22). Burden of Irish debt could yet eclipse that of Greece. *The Irish Times*.
Retrieved from http://www.irishtimes.com/newspaper/opinion/2010/0522/1224270888132.html

ITC example:

a) An article (Kelly, 2010) appeared at the time…

b) Kelly (2010) argues

c) Page number included for a direct quotation.

Page on a Website

Reference: Author(s) Last name, Initials. (Year, month, day; n.d. to indicates no date).

No Author: Title of article. *Title of web site*. Retrieved from URL.

Ref example:

Carr-Fanning, K., Guckin, C. M., & Shevlin, M. (2013). Using student voice to escape the spider s web: A
methodological approach to de-victimizing students with ADHD. *Trinity Education Papers*, *2*, 85–
112.
Retrieved from http://www.tara.tcd.ie/handle/2262/66820

ITC example:

a) (Carr-Fanning et al., 2013)

b) As stated by Carr-Fanning et al., (2013)

c) Page number included for a direct quotation.

A Blog

Reference: The title of the message and the URL. Titles for blogs are not italicised. If the authors name is not available, provide the screen name.

Ref example:

Dean, J.(2008, May 7). When the self emerges: Is that me in the mirror? Retrieved from
   http://www.spring.org.uk/the1sttransport. (2004, September 26).

ITC example:

a) In another post (Dean, 2008) it was argued….

b) Dean (2008) showed that

c) Page number included for a direct quotation.

Diagnostic Manual (DSM, ICD)

Ref example:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders, DSM-5*
   (5th ed.). Arlington, VA: American Psychiatry Association.
   https://doi.org/doi.org/10.1176/appi.books.9780890425596.dsm17

ITC example:

a) *Parenthetical citation*: (American Psychiatric Association, 2013)

b) *Narrative citation*: American Psychiatric Association (2013)

c) Page number included for a direct quotation.

Government agency or other organisation publication

Reference: Name of agency. (Year). Title. (Series information). Place of publication: Publisher

Ref example:

Department of the Environment, Ireland. (1994). Agricultural & Farm Development: The Planning Issues (PL 6). Dublin: Department of the Environment.

ITC example:

a) Official figures released (Department of Environment, 1994) show that….

b) According to the Department of Environment (1994)

c) Page number included for a direct quotation.

EU publications

Reference: European Union, Name of EU agency. (Year), Title of publication. Retrieved from/ Place of publication.

Ref example:

European Union, European Commission for the Environment. (2009). Adapting to climate change: Towards a European framework for action (White Paper 52009DC0147). Retrieved from http://eur-lex.europa.eu/ LexUriServ/LexUriServ.do?uri=CELEX:52009DC0147: EN: NOT

ITC example:

a) An EU white paper (European Commission for the Environment, 2009)….

b) European commission for the Environment statistics released at the time (2009)

c) Page number included for a direct quotation.

Formulating a Reference list (REF)

Reference list/Bibliography

There are two formats for presenting the list of works consulted:

1. **Reference list:** A reference list detailing only those works cited in your text. It is included at
    the end of the assignment.

2. **Bibliography:** A complete record of all the works and sources consulted

NOTE: The most suitable format (bibliography/reference list) depends on the area of
study/assignment requirements. For clarification please consult your lecturer, tutor or
supervisor**.**

General Rules for APA Referencing List

*   Please make sure that all references cited in your text appear in full in the Reference list
    and /or Bibliography. Ensure that the spelling of names and dates in text are consistent
    with references. The list of sources (with hanging indent) begins on the line following the
    References heading (see sample list on page 15).

*   Entries are organised alphabetically by surnames of first authors and by publication date
    (most recent first). Single author references precede works by that author and different
    second or third authors.

*   Indent each line (1 cm) following first line of reference.

*   Use no underlining in reference list.

*   Note that initials are followed by full stops and that a comma precedes the ampersand

(&).

- Italicise titles of publications (books, journals, etc.). Names of journals use 'initial caps' e.g. *British Journal of Educational Psychology*. Names of books are in sentence case e.g. *Research methods in education.*

- Names of journal articles are in sentence case with no italics.

- Ensure book and chapter references contain place of publication and publisher details.

- Ensure chapter references (from an edited volume) contain page numbers.

- Do not abbreviate journal names.

- Eliminate issue number unless a journal numbers each issue from page 1 (rather than consecutively throughout a volume).

- Ensure papers presented at a conference have month and year (e.g. March, 1993) and place where conference was held (include state or country if not well known place).

- Ensure conference proceedings contain place of publication and publisher details. Update any 'in press' references.

- Please check that **all** references are <u>listed alphabetically</u> and <u>chronologically</u> (by date) including internet sources.

- Single author references precede works by that author and different second or third author.

Sample Reference List/Bibliography
(Please note all commas, full stops, indents and spacing)

Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social science* (4th ed.). Open University Press.

Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education* (5th ed.). Routledge.

Coolican, H. (2004). *Research methods and statistics in psychology* (4th ed.). Hodder & Stoughton.

Daly, S.C. (2005). *Current perceptions and practices in assessing international children in the Dublin city region.* Unpublished master's thesis. University College Dublin, Ireland.

Department of Education & Science (2005). *Statistical Report 2003/2004.* Retrieved November 24, 2006, from the DES web site: http://www.education.ie/servlet/blobservlet/statistics03- 04_a.pdf.

Devine, D. (2004). School matters: Listening to what the child has to say. In J. Deegan, D. Devine & A. Lodge (Eds.), *Primary voices: Equality, diversity and childhood in Irish primary schools* (pp. 109-127). IPA.

Greene, J.C., Kreider, H. & Mayer, E. (2005). Combining qualitative and quantitative methods in social inquiry. In B. Somekh & C. Lewin (Eds.), *Research methods in the social sciences* (pp. 274-282)*.* Sage.

Montessori, M. (1949). *The absorbent mind*. (1998 ed.). Clio Press.

Montessori, M. (1912). *The discovery of the child*. (1999 ed.). Clio Press.

Montessori M. (1936). *The secret of childhood*. (1999 ed.). Clio Press.

Pinker, S. (1994). *The language instinct.* London: Penguin.

Porter, J. & Lacey, P. (2005). *Researching learning difficulties: A guide for Practitioners.* Paul Chapman Publishing.

Salmon, P. (2003). How do we recognise good research? *The Psychologist, 16*, 24-27

Yates, L. (1997a). Gender equity and the boys debate: What sort of challenge is it? *British Journal of Sociology of Education, 18 (3),* 333-347.

Yates, L. (1997b). Research methodology, education and theoretical fashions: Constructing a methodology course in an era of deconstruction. *International Journal of Qualitative Studies in Education, 10,* 487-498.

Yates, L. (2003). Interpretative claims and methodological warrant in small number qualitative longitudinal research. *International Journal of Social Research Methodology, 6,* 223-232.

Yates, L. (2004). *What does good educational research look like?* Open University Press.

Zechmeister, J.S., Zechmeister, E.B. & Shaughnessy, J.J. (2003). *Essentials of research methods in psychology.* McGraw Hill.

Part Two: Formatting and Style

General Notes

- <u>Double-spacing 2.0 or 1.5 spacing</u> is required throughout most of the work.

- **Note:** In particular locations, if single- spacing improves readability it is encouraged. For example single spacing can be used for **table titles and headings**, **figure captions, references in bibliography (with double-spacing /1.5 spacing between references), footnotes, and long quotations.**

- APA **does not specify a specific font or size, just that it must be legible**. Their only guidelines are that the same font should be used throughout the paper. The College suggestions are **11-point Arial, 12 –point Calibri or 12-point Times New Roman**.

- Margins: Set all margins to one inch (2.5 cm). In the case of a thesis document the margin on the left should be set to 3.5 cm.

- Page numbers are required on every page of the document and placed on the top right-hand corner. Number pages consecutively.

- In the case of written assignments (excluding thesis), the word count of the assignment (including bibliography) should be placed on the front cover page.

- Indent the first line of every paragraph 0.5 in.

- Keyword emphasis requires the use of italics, but only the first time a term is used. If the intent is to indicate odd or ironic usage, use quotation marks.

- Hyphenation should not occur at the end of lines, only between words when necessary.

- Authors should avoid language that may be, seen as, discriminating against people on account of disability, race or gender *etc*. Be sensitive to labels. In disability references, respect the respective terminology used by the people you are referring to. The following are some generally accepted guidelines:

- In general, call people what they want to be called, and do not contrast one group of people with another group called "normal" people.

- Avoid equating people with their conditions, for example, do not say "ADHD," say "people diagnosed with ADHD."

- In racial references, respect the respective terminology used by that race.

- Never use pejorative terms like 'cancer victim' or 'cancer sufferers'. Use a more neutral terminology such as "people who have had cancer."

- As a rule, use the phrase "people with" (for example, "people with Covid-19," not "Covid-19 sufferers").

- In referring to age, be specific about age ranges; avoid open-ended definitions like "under 16" or "over 65." Avoid the term elderly. Older person is preferred.

- The term 'gender' generally refers to a social construct and should be used when referring to men and women as social groups e.g. "gender accounts for a large proportion of the variation in attitudes to …". The term "sex" refers to biology and should be used when biological distinctions are emphasised, for example, "sex differences in reaction times." Avoid gender stereotypes. Refer to the gender that a person identifies with or feels themselves to be.

Structure and layout of essays/assignments

The following is recommended as a general format: **Note:** – please discuss individual assignment layouts with your lecturer or supervisor who may have specific guidelines. In general all assignments should include

- **Cover Page:** provided by College and includes academic integrity pledge

- **Table of Contents:** as applicable to the size and scope of the assignment

- **Assignment Text:**

  - Title: Begin your paper with the title at the top of the first page of text.

  - It should be **centred and in bold.** (This is a Level 1 Heading)

    e.g. The Life and Work of Maria Montessori

  - **Note:** Do not use the heading "Introduction" as text at the beginning of the paper is **assumed to be the introduction.**

  - Use **Level 1 Headings** for each **Main Section** after the introductory written piece.

  - Use **Level 2 Headings** for any headings within a Main Section

Level 2 Heading: placement of Level 2 heading

- It is possible to use extra levels of headings.

- Note: Short student papers may not require any headings.

- In general the number of levels of heading needed for a paper depends on its length and complexity. Note: Do not OVERUSE headings especially in an essay assignment of only 1,500-2,500 words for example.

Level 3 Heading: Use Level 3 headings for subsections of Level 2 headings.

In the Publication Manual of the American Psychological Association (7th ed.), Table 2.3 shows how to format each level of heading, Figure 2.4 demonstrates the use of headings in the introduction, and Figure 2.5 lists all the headings used in a sample paper in the correct format. In the Concise Guide to APA Style (7th ed.), this content is found in Table 1.3, Figure 1.3, and Figure 1.4, respectively. The sample papers at the end of Chapter 2 in the Publication Manual and Chapter 1 in the Concise Guide show the use of headings in context. Additional sample papers can be found on the APA Style website (https://apastyle.apa.org)

Order of Pages in Dissertation/Thesis/ Papers

Arrange the pages of your dissertation, thesis, or any academic paper in the following order:

> **Title Page (page 1)**
> **Abstract**
> **Text of dissertation, thesis**
> **References**
> **Footnotes**
> **Tables**
> **Figures**
> **Appendices**

Numbers

- Spell out common fractions and common expressions (one-half, Fourth of July).

- Spell out large numbers beginning sentences (Sixty percent of individuals expressed…).

- Spell out numbers which are inexact or **below 10** and not grouped with numbers over 10 (e.g. eight items, nine pages, three-way interaction, five trials).

- Use numerals for numbers **10 and above**, or lower numbers grouped with numbers 10 and above (for example, from 6 to 12 hours of sleep).

- To make plurals out of numbers, add *s* only, with no apostrophe (the 1990s).

- Treat ordinal numbers like cardinal numbers (the first item of the 12th trial, the sixth group).

- Use combinations of written and Arabic numerals for back-to-back modifiers (e.g. six 5-point

Likert scales).

- Use combinations of numerals and written numbers for large sums (e.g. over 3 million people).

- Use numerals for exact statistical references, scores, sample sizes, and sums (e.g. 'multiplied by 3', '5% of the sample', 'the mean score was 5.6').

- Use metric abbreviations with figures (4 m long) but not when written out (four metre long).

- Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).

Abbreviations

You should only use abbreviations (acronyms) that are in common use or in the case of frequently used terms where using them saves space. They may, therefore, be useful in tables but you should ensure that such labels are meaningful for the reader. Explain what an abbreviation means the first time it occurs: PSI (Psychological Society of Ireland) but if commonly used (e.g. IQ) it does not require explanation

- Use full stops (periods) when making an abbreviation within a reference (Vol. 3, p. 6, 2nd ed.).

- Do not use full stops within degree titles and organisation titles (PhD, PSI).

- Do not use a full stop within measurements (cm, km) except inches (in.)

- Use: *s* for second, *m* for metre.

- To form plurals of abbreviations, add 's' alone, without apostrophe (PhDs, IQs, vols, Eds).

- In using standard abbreviations for measurements, like m for metre, do not add an s to make it plural (100 metres is 100 m).

- When referring to several pages in a reference or citation, use the abbreviation pp. (with a full stop after it and a space after the full stop).

- Do not use the abbreviation "pp." for magazine or journal citations; just give the numbers themselves. Do use "pp." for citations of encyclopedia entries, multi-page newspaper articles,

chapters or articles in edited books.

Abbreviations in references

Acceptable abbreviations in the reference list include:	Translations
Chap.	chapter
ed.	Edition
Rev. ed.	revised edition
2nd edition	second edition
Ed. (Eds.)	Editor (Editors)
Trans.	Translators
n.d.	no date
p. (pp.)	page (pages)
Vol.	Volumes (as in Vol. 4)
vols.	Volumes (as in 4 vols.)
No.	Number
Pt.	Part
Tech. Rep	Technical Report
Suppl.	Supplement

Time Abbreviations

Do <u>not</u> abbreviate the words 'day', 'week', 'month', and 'year', even when they are accompanied by numeric values.

Do abbreviate the words for 'hour', 'minute', 'second' when they accompanied by numeric values.

Term	Abbreviation	Example
hour	hr	6 hr
minute	min	30 min
second	s	5 s

Latin Abbreviations

- Use the following standard Latin Abbreviations on in parenthetical material; in the narrative, use the translation of the Latin term.

- In both cases, punctuate as if the abbreviation were spelled out.

- **Exception:** use the Latin abbreviation **"et al."** (which means "and others") in both the narrative and parenthetical citations.

- **Please note:** The abbreviation "ibid." is not used in APA Style.

Latin Abbreviation	Translation
cf.	Compare
e.g.,	for example,
, etc.	, and so forth
viz.,	Namely,
vs.	versus or against

Tables and Figures

- Materials such as tables, graphs, diagrams, flow charts and examples of procedures, schedules or recording formats can be included as figures or tables.

- Illustrative materials should be selected carefully to support points made in the text.

- It is important to ensure that tables and graphs communicate the information simply, clearly and accurately. In general, they should be comprehensible without reference to the text.

- Label each table beginning with the table number followed by a description of the contents. Number tables consecutively as they appear in your text.

- Tables should be typed in single, one and a half or double spacing, each with a self- explanatory title.

- **Type the title and table headings in sentence case in bold print.**

- Each row and column must have a heading. Abbreviations and symbols (e.g., "%" or "nos.") may be used.

- Do not change the number of decimal places within a column.

- Do not change the units of measurement within a column.

- Use a zero before the decimal point when numbers are less than one. Write '0.35' not '.35' *unless* the number is a statistic that cannot be larger than one, for example a correlation $r = .35$, or a probability $p < .01$.

- Use asterisks to indicate statistical significance explained in the probability level (*p*-level) note at the bottom of the table. Assign a given alpha level the same number of asterisks from table to table within your paper, such as *$*p < .05$* and *$**p < .01$*; *$***p < .001$*; the largest probability receives the fewest asterisks and the smaller probability levels get more asterisks.

- Use lower case letters to indicate footnotes to tables and label a, b, c, etc.

- Figures should be labelled in initial capital/lower case lettering with numbers *e.g.* Figure 1.

- Unnecessary background patterns, lines and shading should be avoided.

- Ensure captions describe the Figures clearly.

- Label each table beginning with the table number followed by a description of the contents. Number tables consecutively as they appear in your text.

- Tables should be typed in single, one and a half or double spacing, each with a self- explanatory title.

APA End-of-Paper Checklist

Cover Page:

- Have you filled in all sections?

- Have you signed the Academic Integrity Pledge?

Overall Paper Presentation: (Follow, unless a different format is specified)

- Is there a page number one inch from the top right-side of the page?

- Did you include the full title of your paper **centered, and in bold?**

- Is your paper double-spaced (or single spaced in parts for specific reasons such as tables etc.)?

- Is your paper in an easy-to-read font according to the list suggested by SNMCI (for example: 12-point Times New Roman, 11-point Arial, 12-point Calibri)?

- Did you cite the appropriate number and type of sources according to your assignment instructions (where applicable)?

- Are margins set to 1-inch on all sides?

In-Text Citations (ITC)

- Are the In-Text Citations properly constructed according to APA Style?

- Have you given credit to other sources when you've quoted and/or paraphrased throughout your paper?

- Does every In-Text Citation have a complete, matching citation in your Reference List?

References List (REF)

- Does it say References at the top of your page, centered, in **bold**, and without underlining?

- Is the Reference List constructed according to APA style?

- Is the References List page double spaced?

- Is the list in alphabetical order?

- Are the second and subsequent lines of any citations longer than one line indented half an inch? This is called a "hanging indent" in your paragraph settings.

- Does each source in the References List have a matching in-text citation in your assignment?

Appendix A: Feedback Form for APA Referencing Guidelines

SNMCI is endeavoring to improve all aspects of programme delivery. To that end we are asking you to please comment on the usefulness of the APA Referencing Guidelines. We appreciate any constructive feedback that will make the next edition of these guidelines better. Note things that were helpful and things that were not/missing.

- Keep adding to the sheet throughout your experience of using the guidelines
- Send the completed form to your Programme Director at the end of the semester/year.

Usefulness of guidelines	
Clarity	
Completeness	
Helpful because….?	
I used the guidelines. Why?	
I didn't use the guidelines. Why?	

Appendix B: SMSI College Policy QA 7.8 Academic Integrity

ST. NICHOLAS MONTESSORI

SMSI College Policy QA 7.8: ACADEMIC INTEGRITY

https://smsi.ie/wp-content/uploads/2020/09/QA-7.8-Academic-Integrity-1.pdf

SMSI Learners have a responsibility to make themselves aware of College policy:

Learners are responsible for following all guidance related to good practice and academic integrity as given by academic staff.

Learners should demonstrate initiative and be proactive about investigating good academic practice and about learning how to express themselves clearly without resorting to replicating other's words, while citing, and referencing as per guidelines.

Learners will sign and abide by the academic integrity pledge/declaration attached to assignments that the material in question is wholly their own work except where indicated by referencing or acknowledgement (the joint work of the named participants in the case of a group project).

Learners will sign and abide by the academic integrity pledge/declaration attached to summative exams (online or in person) that they will complete the exam in a fair, honest and trustworthy manner, adhering to the instructions issued; Principles dealing with instances of academic impropriety.