



## Concise Form & Style Guide and Sample Title Page for Term Papers

As of the July 1, 2010 the *Publication Manual of the American Psychological Association, Sixth Edition* [APA manual] is the standard for all term papers, theses, and dissertations at the Cook School of Intercultural Studies [CSICS] at Biola University. This “Concise Form & Style Guide” reviews and illustrates some of the most used APA manual features, highlights some of the most common errors students make, and notes the few differences between the APA manual’s form and style and that required by CSICS. The justification for these differences has to do with the function of the APA manual and that of the “Concise Form & Style Guide.”

The APA manual is intended primarily as a guide for authors submitting articles to journals. After receiving authors’ manuscripts, publishers reformat them for final publication. However, Biola prints students’ theses and dissertations exactly as they are submitted. Hence, CSICS’ minor modifications to the APA manual’s form and style are intended to create a more attractive and readable publication. When submitting articles for publication, students should consult the APA manual for form and style requirements. The notable differences between the APA manual and CSICS form and style standards are the following:

1. Single space entries in the Reference List but double-space between them.
2. Single space and indent blocked quotes of 40 words or longer.
3. CSICS *allows* the author’s full first name and middle initial (if available) in a Reference List, while the APA manual *requires* only initials for an author’s first name. Some journals (including EMS) require full first names.
4. While the new APA manual’s standard is two spaces after the punctuation mark at the end of a sentence, the CSICS standard remains one space.<sup>1</sup>

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<sup>1</sup>APA’s new “double space rule” has generated a lot of discussion in academic circles. The Chicago Manual still requires only one space and MLA recommends one space. Many universities are retaining the single space rule. CSICS’ decision to retain the single space rule is based on the same principle as that for other exceptions to the APA standard. Chelsea writes concerning the new double space rule, “The key aspect APA is addressing is *readability in the manuscript format* (vs. published journal format, online format, etc.)” ([Chelsea's Blog on Formatting after a Period](#)). The single space rule makes sense for CSICS because thesis and dissertation students are producing the final published format of their document.

Those familiar with the 5<sup>th</sup> edition of the APA manual should note the following changes:

1. The heading style is simplified (See 3.03 in the Publications Manual).
2. The retrieval date for documents obtained online is now unnecessary.
3. The two-letter Postal Service abbreviation for the state is required for all U.S. cities.

### Common Mistakes

This section lists corrections for common errors in each category and provides examples of properly formatted Reference List entries for each set of common errors.

### Punctuation

Space **once** after punctuation marks at the end of sentences and **once** after the following:

- Commas, colons, and semicolons;
- Periods that separate parts of a reference citation; and
- Periods of the initials in personal names (e.g., A. A. Milne).

*Exception:* Do not space after internal periods in abbreviations (e.g., i.e., U.S.) or around colons and ratios. Do not space before a colon in a sentence or when introducing a list.

The following reminders apply specifically to entries in a Reference List:

Include a comma between the initials (or name) and “Jr.”

- When listing authors in a reference entry, always use an ampersand, “&,” for “and”.
- An ampersand is always necessary before the final name in a multiple-author entry.
- Always put a comma between the initial (or name) and the ampersand.
- An initial should always be followed by a period.
- Always write out page numbers in full (e.g., 267–276).
- The date should always be in parentheses.
- Always end the entry with a period (*Exception:* If the element ends with a doi or url, do not end it with a period unless the doi or url ends in a period.)

**Example:**

Addams, Moira J., Addams, H. M., Jr., & Fester, Sam. (2004). Better bibliographies. *Jumping Jelly Journal*, 4(2), 231-233. doi:10.1037/0033-295X.84.2.555

**Capitalization**

The following reminders apply specifically to entries on the Reference List or Bibliography page:

- Always capitalize the first letter of the first word of a title and a subtitle. Subsequent words should be capitalized only if they are proper nouns.
- The abbreviation for editor (Ed.) should always be capitalized and enclosed in parentheses.

**Example:**

Xavier, Charles L., & Gray, Jean. (Eds.). (2004). *Beyond the mission: Raising gifted youngsters in a turbulent environment*. Boston, MA: Snow Associates.

**Publication Information**

The following reminders apply specifically to entries on a Reference List:

- Include the official two-letter U.S. Postal Service abbreviation for the state when referencing U.S. locations.
- “If the publisher is a university and the name of the state or province is included in the name of the university, do not repeat the name in the publisher location” (APA manual, chapter 6, section 6.30).
- Publication locations outside the U.S. should include both the city and country name.
- When citing a publication location outside the U.S., spell out the country name.

**Examples:**

Bond, James. (1982). *Battling multiple opponents*. Cambridge, England: Daystar.

Bond, James, Jr. (2000). *In his shadow: Living up to a legend*. San Francisco, CA: Nightlight.

**Journal**

The following reminders apply specifically to entries in a Reference List:

- The volume number is always italicized.
- The journal title and volume number should be separated by a comma.
- The title, volume and issue numbers, and page numbers should all be separated by commas, not periods.
- The journal title should be italicized.
- Journal and magazine article titles should not be italicized.
- The year should precede the month and day.

**Example:**

Addams, M., Addams, H., Jr., & Fester, Sam. (2004, May). Better bibliographies. *Jumping Jelly Journal*, 4(2), 231-233.

### Miscellaneous

The following reminders apply specifically to entries on a Reference or Bibliography page:

- Multiple entries with the same author should be in ascending order by year of publication (e.g., 1987 followed by 1989, etc).
- Editors' names in a "chapter in a book" reference should be first name then last name.

**Example:**

Logan, W. (2004). Transitioning teenagers. In C. Xavier & J. Gray (Eds.). *Beyond the mission: Raising gifted youngsters in a turbulent environment* (pp. 122-129). Boston, MA: Snow Associates.

### Sample Reference List

The following is an example of a correctly formatted Reference List using both APA manual and the CSICS guidelines:

Anderson, Lorin W., & Bourke, Sid F. (2000). *Assessing affective characteristics in the schools*. Mahwah, NJ: Erlbaum Associates.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. doi:10.1037/0033-295X.84.2.191

Bandura, A. (1980). Gauging the relationship between self-efficacy judgment and action. *Cognitive Therapy and Research*, 4(2), 263-268. Retrieved from <http://www.springer.com/medicine/journal>

- Bandura, A. (1984). Recycling misconceptions of perceived self-efficacy. *Cognitive Therapy and Research*, 8(3), 231-255. Retrieved from <http://www.springerlink.com>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A., Caprara, G. V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. (2003). Role of affective self-regulatory efficacy in diverse spheres of psychosocial functioning. *Child Development*, 74, 769-782. doi:10.1111/1467-8624.00567
- Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88(1), 87-99. doi:10.1037/0021-9010.88.1.87
- Batelaan, P., & Gundare, I. (2000). Intercultural education, co-operative learning and the changing society. *Intercultural Education*, 11, 31-34.
- Bernhard, J. K., Diaz, C. F., & Allgood, I. (2005). Research based teacher education for multicultural contexts. *Intercultural Education*, 16, 263-277. doi:10.1080/14675980500211873
- Coulby, D. (2006). Intercultural education: Theory and practice. *Intercultural Education*, 17, 245-257. doi:10.1080/14675980600840274
- Czarniawska, B. (2004). *Narratives in social science research*. London, England: Sage.
- Gardner, Howard E. (1993). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gardner, Howard E. (1999). *Intelligence reframed*. New York, NY: Basic Books.
- Gil, V. E. (1991). An ethnography of HIV/AIDS and sexuality in the People's Republic of China. *Journal of Sex Research*, 28(4), 521-537. Retrieved from <http://www.tandf.co.uk/journals/titles/00224499.asp>
- Gill, S. (2007). Overseas students' intercultural adaptation as intercultural learning: A transformative framework. *Journal of Comparative Education*, 37, 167-183. doi:10.1080/03057920601165512
- Green, L. W., & Kreuter, M. W. (1999). *Health promotion planning: An educational and ecological approach* (3rd ed.). New York, NY: McGraw-Hill.
- Gupta, A. S. (2003). Changing the focus: A discussion of the dynamics of the intercultural experience. In G. Alfred, M. Bryam, & M. Fleming (Eds.), *Intercultural experience and education* (pp. 155-178). Clevedon, England: Multilingual Matters.

- Ko, N. Y., Hsu, S. T., Chen, C. H., Tsai, C. Y., Chu, P. J., Huang, C. J., & Yen, C. F. (2009). A pilot study of HIV education on readiness to change on substance use, AIDS knowledge, self-efficacy for risk reduction among male drug-dependent inmates. *Substance Use & Misuse*, 44, 322-331. doi:10.1080/10826080802344740
- Li, J. (2002). Learning models in different cultures. In J. Bempechat & J. Elliot (Eds.), *Learning in culture and context* (pp. 45-64). San Francisco, CA: Jossey-Bass.
- Nisbett, Richard. E. (2003). *The geography of thought*. New York, NY: Free Press.
- Oettingen, G. (1995). Cross-cultural perspectives on self-efficacy. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 149-176). New York, NY: Cambridge University Press.
- Smith, G., Kippax, S., Aggleton, P., & Tyrer, P. (2003). HIV/AIDS school-based education in selected Asia-Pacific countries. *Sex Education*, 3, 3. Retrieved from <http://www.tandf.co.uk/journals/carfax/14681811.html>
- Tajfel, H. P. C. (1981). *Human groups and social categories: Studies in social psychology*. New York, NY: Cambridge University Press.
- Tajfel, H. F. C., & Jaspars, J. M. F. (1984). *The social dimension: European developments in social psychology*. New York, NY: Cambridge University Press.

**Sample Title Page<sup>2</sup>**

10–12 WORD TITLE, CAPPED, CENTERED BETWEEN MARGINS

DOUBLE SPACED IF MORE THAN ONE LINE

IN INVERTED-PYRAMID STYLE

A Paper

Presented to

(Name of Professor) of the Cook School of Intercultural Studies

Biola University



In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy



by

John Doe Smith (name as it will appear on the degree)

December 2012 (month and year of degree conferment)

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<sup>2</sup>The easiest way to do the title page is to use a 2” top margin and type in your title at the top margin as noted above. Use a 1” bottom margin and type in the month and year, your name, and the word *by* as shown above at the bottom margin. Then center the rest of the text between those two sections, as shown. The dividing lines should be exactly 2 inches in length and at least a double space above and (including the dividing lines) should be centered between the right and left margins, not between the edges of the paper.