The Title Goes Here and Should be Centered with Primary Words Capitalized

Your Name

Name of School

Abstract

This is the abstract. Having an abstract is mandatory for dissertations and final course projects. An abstract may be required based upon assignment requirements or instructor stipulation; however, usually student papers do not require an abstract. Please check with your instructor. Unlike the rest of the paper, it is not indented. The abstract should be an interesting, short, accurate representation of what your paper says in 150–250 words. Because conciseness is so important in the abstract, use digits for all numbers except at the beginning of sentences. Try to restructure sentences so they do not begin with a number. Also, use abbreviations more liberally than you would in the body of the paper (less common abbreviations need to be explained, just as you would in the body of the paper). See the APA Manual for the content required in an abstract.

The Title Goes Here and Should be Centered with Primary Words Capitalized

The title placed above where you start your text should not be in bold font. The title should be identical to the title in the center of the title page. The introduction of the paper begins here. Times New Roman, size 12 font is one approved font style. Double-space throughout the paper, including the title page, abstract, body of the document, and references. Two spaces are used after terminal punctuation — a period, exclamation point, question mark. The body of the paper begins on a new page (page 3, if there is an abstract). Subsections of the body of the paper do not begin on a new page. The title of the paper (in uppercase and lowercase letters) is centered on the first line below the manuscript page header. All level one headers within the body of the text are in bold, however, headers on stand alone pages and the title on page one of the body of the text; i.e., The Title page, Abstract, the reference page, and all following pages are not in bold. The introductory section, which is not labeled, begins on the line following the paper’s title. Headings are used to organize the document and reflect the relative importance of sections. This is the first paragraph. Do not use words such as “The research project will cover . . .” or “This paper will discuss . . .” because these are instances of *anthropomorphism* where we give inanimate objects human behaviors.

The introduction or opening of the paper should be worded to engage the reader by capturing his or her attention, provide background on your topic, develop interest in your topic, and guide the reader to the thesis. A thesis statement in an essay or formal paper is a sentence that explicitly identifies the purpose of the paper or previews its main ideas.

**Top Level Section (Level 1 Heading)**

The *meat* of your paper follows the introductory section. Here is where you start to discuss your topic in detail. Typically, you begin your discussion with your main theme or thesis and then discuss supporting evidence, arguments, or details that substantiate your point or fulfill the purpose of the paper. The discussion section can be broken down into subsections and organized in a logical, well-organized manner, providing appropriate details. If you have at least one Level 1 Heading, then you need to have more than one. This holds for all heading levels you use.

**Text Citations (Level 2 Heading)**

All facts that are not common knowledge must be documented in the body of the paper by citing the author(s) and date(s) of the sources. Common knowledge is often defined as information known by the typical person walking downtown. Citations serve the purpose of giving proper credit to the ideas and words of others and to substantiate facts you provide. The reader can obtain the full source citation from the list of references that follows the body of the paper. When the names of the authors of a source are part of the formal structure of the sentence, the year of the publication appears in parentheses following the identification of the authors; for example, “Eby (2001) found that . . .” provides the information necessary in the correct order. When the authors of a source are not part of the formal structure of the sentence, both the author(s) and year of publication appear in parentheses. If more than one source provides the same factual information, separate the citations by semi-colons. For example, you might have this as a citation: (Eby & Mitchell, 2001; Passerallo, Pearson, & Brock, 2000). When a source with three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first authors’ surname and “et al.” are used.

When a source has one or two authors, all authors listed are cited every time. If there are six or more authors to be cited, use the first authors’ surname and “et al.” the first and each subsequent time it is cited.

**Direct Quotes (level two heading)**

When a direct quotation is used, always include the author, year, and page number as part of the citation. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. A longer quote of 40 or more words should appear, without quotation marks, in block format with each line indented with a left margin of 0.5 in.

**Conclusion (level one heading)**

The conclusion section should be a reflection of the introduction. The introduction outlined what the purpose of the paper was and what the writer will discuss, mentioning the key evidence, whereas the conclusion section of the paper outlines what the writer discussed and how key evidence supported the writer’s argument. The writer summarizes the main points, emphasizes the special importance of the main point, and ties up any loose ends. No new information should be provided in the conclusion.

The conclusion should also provoke the reader into thinking more deeply about the topic. One way to stimulate this consideration is by using a thought-provoking comment or question. Another option is to use a final comparison or metaphor to bring the reader back to the beginning of the paper. Finally, the conclusion is worded to help the reader to draw a final conclusion, look to the future about where the issue might be headed, and connect the thesis to the assignment, leaving the reader with one final strong thought about the topic.

**The Reference Section (Level 1 Heading)**

The reference section begins on a new page. The heading is centered on the first line below the manuscript page header. The references (in hanging indent format) begin on the line following the references heading. The reference pages are also double-spaced. The easiest way to create a hanging indentation is to type all your entries out to the left margin as if you were not using the *hanging indentation*, hitting *enter* at then end of each citation, to start a new citation on a new line.

**Word 2003 (Level 2 Heading)**

When you complete the list of citations, highlight all the sources, select *tools* in the column above, then select *paragraph*, and then under *special* in the open box, select *hanging* and click ok. Word will automatically format the entries with the hanging indentation.

**Word 2007 (Level 2 Heading)**

When you complete the list of citations, highlight all the sources, select *paragraph*, and then under *special* in the open box, select *hanging* and click ok. Word will automatically format the entries with the hanging indentation.

When entering references, pay special attention to the format for the particular type of reference being used. Especially look at capitalization, making sure there is no underlining, and check your punctuation. On the next page are two examples of references. Please refer to the APA manual for more details as this is intended just to show you how a reference page looks.

References

Abramson, L. Y., Seligman, M. E. P., & Teasdale, J. D. (1978). Learned helplessness in humans: Critique and reformulation*. Journal of Abnormal Psychology, 87*(1)*,* 49–74.

Bolling, M., Kohlenberg, R. J., & Parker, C. R. (2000). Depression: A radical behavioral analysis and treatment approach. In M. Dougher (Ed.), *Clinical behavior analysis* (pp. 127–152)*.* Reno, NV: Context Press.