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## Vanguard College APA Formatting Manual

This document is intended to give students an **overview** of the guidelines found in the *Publication Manual of the American Psychological Association*, sixth edition (hereinafter referred to as the *APA Manual*) and some specific ways they have been adapted by Vanguard College. Even though most of what follows is the text from the *APA Manual*, and we have tried to be as comprehensive as possible, **it is still a good idea to refer to the *APA Manual* when formatting your assignments to find advanced formatting information not found in this guide.** The numbers in parentheses indicate the section(s) where topics are explained further in the *APA Manual*, and several copies of it are on reserve in the Library.

**Vanguard College students are required to submit all written work in accordance with the standards outlined in the *APA Manual*, with the following exceptions:**

### ***Title Pages (2.01-2.03)***

As outlined in the *APA Manual*, but instead of the author's notes, include your mailbox number, the instructor's title, name, and credentials, the course number and name, the submission date and the college name.

### ***Content Footnotes (2.12)***

If you include any content footnotes in your paper, **they do not need to be indented and they must be single-spaced.** Remember to match the typeface with the one you are using in your paper and make it two points smaller (e.g., use 9-point font if your paper is 11-point font).

### ***Spelling (4.12)***

The APA prefers American English be used, but UK or Canadian spelling is permissible at the discretion of the professor.

### ***Quoting and Paraphrasing (6.04)***

When you quote or paraphrase, **you must include the page or paragraph number** (not just the author and date) in your citation.

### ***Page Numbers and Running Heads (8.03)***

Students do not need to include Running Heads in their papers; page numbers alone will suffice. Page numbers must be at the upper right corner of each page (***including the title page***).

### ***Formatting (8.03)***

Typeface and font size:

**The choice of typeface is limited to the following four options**, which may be used at the discretion of the professor: **Times** or **Times New Roman** (12-point font) or **Helvetica** or **Verdana** (11-point font).

## Paper Writing Tips:

### Pick a topic that interests you

Writing a paper on something that you find interesting rather than picking a random topic because you just have to get it done will make developing a thesis easier and you might just (gasp!) *enjoy* doing the research and writing. If you are having problems picking a topic, **do not hesitate to speak with your professor**. Make sure you see him or her sooner rather than later so you allow yourself plenty of time before the paper is due.

### Remember that longer does not necessarily mean better (3.01)

If you run out of things to say, either do more research or shut down the computer. Just keep in mind that you need to include enough information to get your point across well. Shorter is not necessarily better either!

Be concise and avoid wordiness and redundancy (i.e., using words you do not need); section 3.08 has examples to help you avoid these common pitfalls (some of which are also listed below).

Change this...	To this...
<i>Based on the fact that</i>	<i>Because</i>
<i>At the present time</i>	<i>Now</i>
<i>For the purpose of</i>	<i>for or to</i>
<i>There were several students who completed</i>	<i>Several students completed</i>

### Consult good resources

You should be consulting primary and secondary sources from books, theological journals and periodicals. The Library has a great selection of the latter available through EBSCO (ask the Library staff for more information).

***Internet resources (i.e., website articles) should make up no more than ten percent of your sources (unless your professor states otherwise).*** That means if you should only be using one website for every ten (or less) sources you have. NOTE: EBSCO journals are not considered internet sources.

Finally, whenever possible, try to photocopy any resources you need. This will not only be easier to carry, it will also enable you to make notes on the resources without marking up the originals. It also makes them more available for others to use. However, **BE SURE TO DESTROY THE COPY YOU MADE ONCE YOU ARE DONE USING IT.**

## Manuscript Structure and Content

**Do not rush the writing process.** Like Rome, good papers are not built in a day. Spend time developing your thesis and include the following elements:

### General formatting and page setup (8.03)

***Typeface and font size.*** The choice of typeface is limited to the following four options, which may be used at the discretion of the professor: **Times** or **Times New Roman** (12-point font) or **Helvetica** or **Verdana** (11-point font).

**Line spacing.** Everything in your assignment should be double-spaced (except content footnotes), including all (in text and block) quotations and your reference list.

**Margins.** Leave uniform margins of 1 in. (2.54 cm) at the top, bottom, left and right of every page. *Note:* **You will need to set these up in word-processing programmes like Microsoft Word, Pages, or Google Docs** (Appendix A details how to do this).

**Line length and alignment.** Do not justify lines; that is, do not use the word-processing feature that makes all lines the same length. Use the flush-left style, leaving the right margin uneven, and do not hyphenate words at the end of the line; leave the space and type the full word on the next line.

#### **Page Numbers and Running Heads (8.03)**

Students do not need to include Running Heads in their papers; page numbers alone will suffice. Page numbers must be at the upper right corner of each page (**including the title page**).

#### **Title (2.01)**

A good title should summarize the main idea of the paper with style.

#### **Title Pages (2.01-2.03)**

As outlined in the *APA Manual*, but instead of the author's notes, include your mailbox number, the instructor's title, name, and credentials, the course number and name, the submission date and the college name (a sample title page is included as part of the sample paper found in Appendix B of this manual).

#### **Abstract (2.04)**

For some assignments, your professor might require you to write an abstract, which is a concise, accurate, non-evaluative, coherent, and readable summary of your paper.

#### **Introduction (2.05)**

Introduce what you are talking about, perhaps give some background, state your thesis, and set out the scope of your paper (i.e., what you are going to cover and how you plan to do it).

Before writing the introduction, here are some questions to consider:

- Why is this problem/topic important?
- What are the implications of the research/ideas presented here?
- What work has been done in this area and how does this paper relate to it?

#### **Body**

This is the place to "flesh out" the supporting arguments that you are using to support your thesis. Be clear, concise and use a logical progression of ideas to back up what you are trying to prove.

#### **Conclusion**

This is where you restate your thesis and summarize your conclusions. **Just remember**

**to never finish a paper with a quote, and do not give any new information in the conclusion.**

### **References (2.11, 6.22-6.32)**

References give credit to the work of others that you used in your research and provide a way for your professors to find it. Detailed information on reference list formatting is outlined later in this guide.

### **Footnotes (2.12)**

While the *APA Manual* requires parenthetical citations (as opposed to footnote or endnote citations), it does allow for additional information to be referenced in the form of content footnotes. They should only be included if their contents strengthen the discussion. Their purpose is to allow students to include additional information related to their topic, that might explain concepts further, or show a reader where to go for more information.<sup>1</sup>

If you create a footnote and discover that it is several paragraphs with a number of ideas, include that information in to the main text of your assignment or place it in a separate appendix (or appendices).

If you include any content footnotes in your paper, **they do not need to be indented and they must be single-spaced**. Remember to match the typeface with the one you are using in your paper and make it two points smaller (e.g., use 9-point font if your paper is 11-point font).

### **Appendices (2.13)**

These are used to present additional information to the reader that would be distracting or inappropriate in the main body of the paper (e.g., tables or a sample survey).

Appendices are labeled *Appendix* if your paper only has one. If you include more than one, label each one with a capital letter (i.e., *Appendix A*, *Appendix B*, etc.) in the order in which it is mentioned in your paper.

## **Writing Clearly and Concisely**

### **Headings (3.02-3.03)**

Use **headings** in your papers to organize your ideas. Although there are many examples of different headings set out in the *APA Manual*, you should only need to use level 1 and (maybe) level 2 headings (such as the ones in this document) for most of your assignments. Note that ***the introduction should not have a heading, and never label headings with numbers or letters***. Use the same heading level for subjects of equal importance, and following your heading should be at least two subheadings or none at all.

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<sup>1</sup> For more detailed information on APA content footnotes (as well as those used to show copyright permission), refer to section 2.12 of the *APA Manual*. In case you were curious, this is also an example of what a content footnote might look like.

Level of Heading	Format
1	<b>Centered, Boldface, Uppercase and Lowercase Heading</b>
2	<b>Flush Left, Boldface, Uppercase and Lowercase Heading</b>
3	<b>Indented, boldface, lowercase paragraph heading ending with a period.</b>

### Writing Style

An important thing to consider when you are writing is the **tone** (cf. section 3.07) of your work. Just because you are writing academically does not mean your work has to be boring! Keep in mind that in most cases, you will be trying to persuade someone (i.e., your professor) of the validity of your point. It is okay to have some style when you are trying to do this. One thing to keep in mind: **sarcasm is never appropriate in academic writing.**

### Precision and Clarity (3.09, 3.10)

One of the best things you can do to make your writing clear and concise is to be specific and make certain that every word means exactly what you intend it to mean. Consider the following:

### Word Choice

Using *like* when you really mean *such as*

<i>Incorrect:</i>	Articles by scholars like Lewis and Tolkien...
<i>Correct:</i>	Articles by scholars such as Lewis and Tolkien...

### Colloquial (i.e. Informal) Expressions

*Write up* instead of *report*

Approximations of quantity such as *quite a large part*, *practically all*, or *very few*

### Jargon

This is the continued use of a technical vocabulary, even in places where it is no longer necessary, or the substitution of a euphemistic phrase for a familiar term (e.g., *monetarily felt scarcity* for *poverty*). **As Vanguard College students, resist the temptation to use religious jargon in your assignments (e.g., *birthed*, *raised up*, *poured into*, *speak life into*, *loved on*, etc.).**

Another way some avoid ambiguity is to use a personal pronoun rather than the third person in their writing (i.e., use *I*, rather than *one* or *the author*, etc.). Doing so is permitted, but ***we recommend avoiding the use of the personal pronoun because when using it the temptation to write in an informal or non-academic tone (something you will lose marks for...) is very hard to avoid.*** If you decide to use the personal pronoun, do so very carefully!

Even though your writing should have some style, keep in mind that you are writing academic papers, not works of fiction. Use metaphors carefully and sparingly, avoid literary devices like alliteration, and never use slang or clichés.

Make use of the word-processing programme function that checks spelling and grammar. This cannot take the place of good proofreading though, as it will miss the wrong word that is spelled correctly (e.g., typing *there* when you meant to type *their*).

**Two final things to remember about style and mechanics are (a) never use contractions in academic writing (e.g., can't, won't, you're, it's) and (b) never begin a sentence with the words *and*, *but* or *which*.**

### Improving Your Writing Style (3.11)

Three of the easiest and most effective ways to improve the quality of your writing are:

- Write from an outline.
- When you finish writing your paper, put it aside and reread it later.
- Ask a friend to read it over for you and give you feedback (or bring it to the Academic Success Center).

### Reducing Bias in Language (3.12-3.17)

When you reread your paper, be sure to check for bias. **Always use inclusive language** (e.g., *humanity* vs. *mankind*, etc.) when possible and when you need to use a label to identify a group of people, use the one that is preferred by the group in question. The one exception to these guidelines concerns quotations from historical material (cf. section 3.17). Always accurately reproduce quotations from historical sources and never change the wording to conform to modern sensibilities.

### Grammar and Usage (3.18-3.23)

These sections of the *APA Manual* contain a variety of information and examples that will help you avoid grammatical mistakes in your writing; a few of the more common errors are listed in this section of the *Vanguard APA Formatting Manual*.<sup>2</sup>

One important concept to remember is that even though there are times when the passive voice is permissible (such as when you want to focus on the object or recipient of an action), as a general rule **using the active voice is preferable to the passive voice**.

For example:

Active voice:	<i>The student wrote the essay.</i>
Passive voice:	<i>The essay was written by the student.</i>

### Pronouns (3.20)

Pronouns must agree in number (i.e., singular or plural) with the nouns they replace:

<i>Incorrect:</i>	The student did well on their test.
<i>Correct:</i>	The student did well on his or her test.

<sup>2</sup> For more comprehensive information, consult sections 3.18-3.23 of the *APA Manual. A Writer's Reference* (7<sup>th</sup> ed.), by Diana Hacker and Nancy Sommers, or *A Canadian Writer's Pocket Guide* (4<sup>th</sup> ed.), by Jack Finnbogason and Al Valleau are other excellent resources to consult.

Pronouns must also agree in gender with (i.e., masculine, feminine, or neuter) with the nouns they replace. Keep in mind that for relative pronouns, use *who* for human beings; use *that* or *which* for animals and things:

*Incorrect:* The students that studied did well on the exam.  
*Correct:* The students who studied did well on the exam.

Correct use of *who* and *whom*:

Use *who* as the subject of a verb and *whom* as the object of a verb or preposition. For example, if you can substitute *he* or *she*, *who* is correct; if you can substitute *him* or *her*, *whom* is correct.

*Incorrect:* The student who I identified as the youngest did well.  
 [I identified *he* or *she* as the youngest.]  
*Correct:* The student whom I identified as the youngest did well.  
 [I identified *him* or *her* as the youngest.]

Correct use of *hopefully*:

*Hopefully* is an adverb that is often misused. Correctly used, it means “in a hopeful manner” or “full of hope”; it should not be used to mean “I hope” or “it is hoped.”

*Incorrect:* Hopefully, this is not the case.  
*Correct:* I hope this is not the case.

Other words that are commonly confused:

*It's* and *Its*

- *It's* difficult to find work these days (a contraction of *It is*)
- *Its* colour is deep red, almost burgundy (Possessive)

*Then* (time related) and *Than* (comparison)

- If you are comparing something, use *than*. If not, *then* is the correct word to use.

*Except* and *Accept*

- *Except* is a preposition that means “excluding.”
- *Accept* is a verb that means “to receive, admit, regard as true, say yes, to acknowledge.”

*Affect* and *Effect*

- *Affect* is a verb showing influence on something (e.g. The weather *affects* my mood).
- *Effect* is a noun showing the consequence of a given action (e.g. The *effect* of the snow on the road is terrible.)

*Try and* and *Try to*

- I will *try and* call you (this indicates two separate actions).
- I will *try to* call you (*try* now refers to the act of calling).



## The Mechanics of Style

### Punctuation (4.01-4.11)

Spacing after punctuation marks (4.01):

Insert **one** space after commas, colons and semicolons, periods that separate parts of a reference citation and periods of the initials in personal names. Insert **two** spaces after punctuation marks at the end of a sentence.

**Periods** (4.02) are used to end a complete sentence. They are used with abbreviations as follows:

- initials of names (J. R. R. Tolkien or C. S. Lewis)
- Latin abbreviations (a.m., cf., i.e., e.g.)
- reference abbreviations (Vol. 1, 2<sup>nd</sup> ed., p. 6)

Do not use periods with

- abbreviations of state names (NY) in reference list entries.
- capital letter abbreviations and acronyms (APA, RCMP, PhD).
- web addresses in text or in the reference list (<http://www.apastyle.org>). In text, include these in parentheses when possible or revise the sentence to avoid ending it with a URL and no punctuation.
- metric and nonmetric measurement abbreviations (cm, ft, kg, lb).

**Commas** (4.03) are used between elements in a series of three or more items, so set off a nonessential clause (or to separate two independent clauses) and to set off the year in exact dates. Do not use a comma when referring to the month and date only, before a restrictive clause (because it changes the meaning), or to separate parts of measurement.

Use **semicolons** (4.04) to separate two independent clauses (i.e., ones that can stand alone as complete sentences) that are not joined by a conjunction or to separate elements in a series that already contain commas.

### Quotation Marks (4.07, 4.08)

Use double quotation marks to enclose citations in text. Do not use quotation marks to enclose **block quotations (any quotations of 40 or more words)**. Do use them to enclose quoted material **within** a block quotation.

**Place only periods and commas within closing single or double quotation marks. Place other punctuation marks inside quotation marks only when they are part of the quoted material, otherwise place them outside.**

Other ways that double quotation marks are used include the following:

- to introduce a word or phrase used as an ironic comment, as slang, or as an invented expression. **Only use quotation marks the first time the word or phrase is used**; after that, do not use them.

*Incorrect:* considered ‘normal’ behavior  
the “good outcome” variable . . . the “good outcome” variable

*Correct:* considered “normal” behavior  
the “good outcome” variable . . . the good outcome variable

- to set off the title of an article or chapter in a periodical or book when the title is mentioned in text.

Riger’s (1992) article, “C. S. Lewis’ use of Allegory”

Do not use double quotation marks (use italics instead):

- to cite a letter, word, phrase, or sentence as a linguistic example.

He clarified the distinction between *farther* and *further*.

- to introduce a technical or key term.

The term *theology* appeared frequently in the sermon.

- to cite the title of a book in text.

His favourite book was *The Lord of the Rings*, by J. R. R. Tolkien.

### Double or Single Quotation Marks (4.08)

Use double quotation marks to enclose quotations in text. Use single quotation marks within double quotation marks to set off material that in the original source was enclosed in double quotation marks.

*Incorrect:*

Miele (1993) found that “the “placebo effect,” which had been verified in previous studies, disappeared when [only the first group’s] behaviours were studied in this manner.” (p. 276).

*Correct:*

Miele (1993) found that “the ‘placebo effect,’ which had been verified in previous studies, disappeared when [only the first group’s] behaviours were studied in this manner.” (p. 276).

### Parentheses (4.09)

Use parentheses

- to set off structurally independent elements.

The patterns were statistically significant (see Figure 5).

- to set off reference citations in text.

- to introduce an abbreviation.

He is insured through the Alberta Motor Association (AMA).

Do not use parentheses

- to enclose material within other parentheses (use brackets instead).  
(the Alberta Motor Association [AMA] also sells luggage)

- back to back

Incorrect: (e.g., Christian apologetics) (Geisler, 1990)

Correct: (e.g., Christian apologetics; Geisler, 1990)

### **Spelling (4.12)**

The APA prefers American English be used, but UK or Canadian spelling is permissible at the discretion of the professor.

### **Capitalization (4.24-4.20)**

Always capitalize:

- the first word in a complete sentence and the first word after a colon that begins a complete sentence.
- major words in titles of books and articles within the body of your paper **except** in titles of books and articles in reference lists (where only the first word, the first word after a colon, and proper nouns are capitalized).
- proper nouns (and trade names). It would be helpful to memorize the following list of words that you might use frequently at Vanguard College (because they are always capitalized):
  - all names for God or the Devil (e.g., Jesus, God, Holy Spirit, Satan, Evil One, Lucifer, etc.)
  - all names for Scripture, including individual Bible books (e.g., Bible, Gospel of St. Luke, Word, etc.)
  - all names for key events and doctrines (e.g., Creation, the Fall, the Reformation, the Atonement, etc.)
  - all names of religious movements and their adherents (e.g., Islam, Muslims, Hindus, Christian, Christianity).
  - Do not capitalize derivative adjectives of the above terms (e.g., biblical, millennial, etc.).

The word *church* should not be capitalized unless you are referring to a specific one (e.g., the Roman Catholic Church), otherwise it should be lowercase. The same principle applies to church titles such as bishop, pastor, deacon, and so forth.

### **Italics (4.21)**

Use *italics* for titles of books, periodicals, films, videos, TV shows, and microfilm publications, numbers in a reference list or words that can be misread. Do not use italics for foreign phrases and abbreviations common in English (i.e., phrases found as main entries in a dictionary).

**Exception: reverse italicization** occurs when words within the title of a book that would normally be italicized are not (e.g., *Dreaming by the Book: Freud's The Interpretation of Dreams and the History of the Psychoanalytic Movement*).

### **Abbreviations (4.22-4.30; 6.22)**

Only use abbreviations that are familiar to your readers or if a considerable amount of space can be saved by using them. When you do decide to abbreviate, spell out what you want to abbreviate initially and abbreviate it thereafter. The exception is when an abbreviation is commonly used as a word (e.g., CD or TV) you do not need to explain it.

Do not use the following abbreviations outside parenthetical comments (write what they mean instead):

cf. (compare)  
 e.g. (for example)  
 etc. (and so forth)  
 i.e. (that is)  
 viz. (namely)  
 vs. (versus)  
 vis-à-vis (in relation to)

**Exception:**

In your reference list and in text, use the Latin abbreviation *et al.* (and others), in parenthetical and non-parenthetical material.

Use periods when making an abbreviation within a reference (e.g., Vol. 1 or p. 9). Do not use periods within degree titles (e.g., PhD), organization titles (e.g., APA) or measurements (e.g., lb, ft) except inches (in.).

To form plurals of most abbreviations, add *s* alone, but not italicized and without an apostrophe (e.g., PhDs, Eds., vols.). **The exception to this is the plural for page (p.); it is pp., not pgs.**

**General Abbreviations**

<b>Abbreviation</b>	<b>Book or publication part</b>
ed.	edition
Rev. ed.	Revised edition
2 <sup>nd</sup> ed.	second edition
Ed. (Eds.)	Editor (Editors)
Trans.	Translator(s)
n.d.	no date
p. (pp.)	page (pages)
Vol.	Volume (as in Vol. 4)
Vols.	Volumes (as in Vols. 1-4)
No.	Number
Pt.	Part

**Abbreviations for American states**

If they are not listed in the work you are including in your reference list, the two-letter abbreviations for American states can be found online at:

<https://www.usps.com/send/official-abbreviations.htm>

**Abbreviations for Common Bible translations**

ASV	American Standard Version	NASB	New American Standard Bible
CEV	Contemporary English Version	NCV	New Century Version
GNB	Good News Bible	NIV	New International Version
GW	God's Word Translation	NIRV	New International Reader's Version
HCSB	Holman Christian Standard Bible	NJB	New Jerusalem Bible
JB	Jerusalem Bible	NKJV	New King James Version
KJV	King James Version	NLT	New Living Translation
LB	Living Bible	NRSV	New Revised Standard Version
MSG	The Message	RSV	Revised Standard Version
NAB	New American Bible	TNIV	Today's New International Version
ESV	English Standard Version		

Abbreviations for books of the Bible may be used within a citation, **but not within the text. When referring to a biblical book within your text use the full title**, for example, *Romans* instead of *Rom*.

#### Abbreviations for the Old Testament

Gen	Genesis	Exod	Exodus	Lev	Leviticus
Num	Numbers	Deut	Deuteronomy	Josh	Joshua
Judg	Judges	Ruth	Ruth	Sam	(1, 2) Samuel
Kgs	(1, 2) Kings	Chr	(1, 2) Chronicles	Ezra	Ezra
Neh	Nehemiah	Esth	Esther	Job	Job
Ps(s)	Psalms(s)	Prov	Proverbs	Eccl	Ecclesiastes
Song	Song of Solomon	Isa	Isaiah	Jer	Jeremiah
Lam	Lamentations	Ezek	Ezekiel	Dan	Daniel
Hos	Hosea	Joel	Joel	Amos	Amos
Obad	Obadiah	Jonah	Jonah	Mic	Micah
Nah	Nahum	Hab	Habakkuk	Zeph	Zephaniah
Hag	Haggai	Zech	Zechariah	Mal	Malachi

#### Abbreviations for the New Testament

Matt	Matthew	Mark	Mark	Luke	Luke
John	John	Acts	Acts	Rom	Romans
Cor	(1, 2) Corinthians	Gal	Galatians	Eph	Ephesians
Phil	Philippians	Col	Colossians	Thess	(1, 2) Thessalonians
Tim	(1, 2) Timothy	Titus	Titus	Phlm	Philemon
Heb	Hebrews	Jas	James	Pet	(1, 2) Peter
John	(1, 2, 3) John	Jude	Jude	Rev	Revelation

#### Numbers (4.31-4.49)

The general rule governing APA Style on the use of numbers is to **use numerals to express numbers 10 and above and words to express numbers below 10**.

### Crediting Sources

#### When to Cite

Always cite the work of those individuals whose ideas, theories, or research have directly influenced your work. **Citation of an article implies that you have personally read the cited work.** Proper citation has three main purposes:

- to enable the writer and the reader to retrace the steps of the research
- to establish the credibility of what is written
- to help avoid plagiarism

#### Plagiarism and Self-Plagiarism (1.10, 6.01, 6.02)

It is expected that you will give proper credit where it is due when you use the words and/or ideas of others in your own work (one of the most common errors is paraphrasing another's work without citing it). Failure to do so is **plagiarism**.

You should also not present your own past work as new scholarship. An example of this would be including something you wrote for an assignment in one class

as part of another assignment for a different class. This is **self-plagiarism** (you would have to cite yourself to avoid this).

### **Quoting and Paraphrasing (6.03-6.10)**

APA Style uses the author-date method of citation, meaning that the surname of the author(s) as well as the date of publication and the page number (or paragraph number in the case of a website or non-paginated source) be inserted in the text at the appropriate point.

When quoting sources directly (cf. 6.03), you need to reproduce word for word material directly quoted from another author's work or from your own previous work. If the quotation comprises fewer than 40 words, incorporate it into the text and enclose the quotation in double quotation marks **with the punctuation after the citation**.

Direct quotation from a print (or paginated) source:

This was significant because "extreme veneration for Jerusalem and its sacred sites was fostered by the whole system of Latin Christianity, and especially by its encouragement of pilgrimages" (Stevenson, 1968, p. 269).

Direct quotation from an online (or non-paginated) source:

For the first time in history, "people could read the Bible in their native tongue" (Owens, 2009, para. 4).

**If a quotation comprises 40 or more words, display it in a freestanding block of text and omit the quotation marks** (this is called a block quote). Start it on a new line and indent the block as you would a new paragraph. **Double-space the entire quotation and place the citation after the punctuation.**

Block Quotation:

This history is important, as Berlirer (1966) writes:

It can thus be affirmed that in 1088, at the time of the accession of Urban II, the idea of the holy war for all Christians against the Muslims was, so to speak, floating in the air . . . If one misunderstands the value of this past, it is impossible to explain the origin of the Crusades. (p. 29)

At Vanguard College, **when paraphrasing or referring to an idea contained in another work (cf. 6.05), you are required to provide a page or paragraph number (e.g., in the case of a citation from the internet) in your citation.**

Direct quotations must be accurate (cf. 6.06), **even if the source is incorrect**. If any incorrect spelling, punctuation, or grammar might confuse readers, insert the word *sic*, italicized and bracketed, immediately after the error in the quotation.

“The professor was a very good speler [*sic*.] who enjoyed writing papers.”

Occasionally, you may need to make changes in the source material that require some explanation (cf. 6.08). Use three spaced ellipsis points (. . .) within a sentence **to show that you have omitted material from the original source**. Use four points to indicate any omission between two sentences. **If you are adding material, use brackets [ ] to enclose the material you are adding**. When you want to emphasize words or phrases, italicize them, and immediately after the italicized words, insert within brackets the words *emphasis added* (i.e., [emphasis added]).

If you are citing someone who is quoting someone else, there is no need to omit the citations in the original and **the work the author is citing does not need to be included on your reference list** (unless you cite the work in question as a primary source elsewhere in your paper).

### Citing References in Text (6.11-6.32)

It is important to note that **each reference cited in the text must appear in the reference list, and each entry in the reference list must be cited in the text**. There are only two exceptions to this:

- **References to classical works**. When the date of publication is inapplicable, such as for some very old works, cite the year of the translation you used, preceded by *trans.* (Aristotle, *trans.* 1931, p. #). When you know the original date of publication, include it in the citation, for example: (Bunyan, 1647/2009, p. #).
  - ***The Bible is considered a classical work, so like other classical works, it does not appear on your reference list*** (unless you cite the study notes or supplementary material in a study Bible).
- **Personal communications** (e.g., email messages, private letters, phone conversations, class lectures, sermons, etc.). Because they do not provide recoverable data, they are cited in text **but not included in the reference list**.

Personal Communication

T. K. Nguyen (personal communication, April 18, 2001)

There are several ways to cite work in papers (as outlined in the *Basic Citation Style* table below). One of the most common ways is to include the author (or authors), the year of publication, and the page (or paragraph) number(s) the cited material comes from in a parenthetical citation at the end of a quote. Other variations include:

“The Nanny said the kids behaved well” (Smith, 2013, p. 10).

Smith stated in his report that “the Nanny said the kids behaved well” (2013, p. 10).

Smith stated in his 2013 report that “the Nanny said the kids behaved well” (p. 10).

### **Citing the Bible in text**

When citing the Bible, include the abbreviated form of the translation you used in the citation the first time you cite it, for example: (James 1:4, NIV). Subsequent citations from the same translation do not need to include the translation (abbreviated or otherwise). As soon as you cite a different translation in your paper, the citation for it must contain the abbreviation for that version. For example in the same paper, this is how Bible citations would look:

First citation from the NIV in text: (James 1:4, NIV)

Subsequent citations from the NIV: (Jude 4)

Citation from a different version in the paper: (Titus 2:1, NRSV)

First additional citation from the NIV in the same paper AFTER quoting a different version: (James 3:2, NIV)

When you are referring to the Bible (i.e., giving the location of certain passages) **but not quoting from it**, the translation is not needed:

As one can see in the accounts of the Crucifixion (Matt. 27, Mark 15, Luke 23, John 19)

### **One work by Multiple Authors (6.12)**

When a work has **two authors**, cite both names every time the reference occurs in text. When a work has **three, four, or five authors**, cite all authors the first time the reference occurs; in subsequent citations, include only the surname of the first author followed by *et al.*, the publication date and the page number.

First time in your paper: (Matthews, Marks, Lukas, and Jonas, 2007, p. 90)

All subsequent citations: (Matthews, et al., 2007, p.90)

**Exception:** If two references of more than three surnames with the same year shorten to the same form (e.g., both Matthews, Markus, Lukas & Jonas, 2007, and Matthews, Markus, James, Lukas, & Paulus, 2007 shorten to Matthews, et. al., 2007), 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.*

(Matthews, Markus, Lukas, et al., 2007, p. 19) and

(Matthews, Markus, James, et al., 2007, p. 22)

Precede the final name in a multiple author citation in running text by the word and. In parenthetical material, in tables and captions, and in the reference list, join the names with an ampersand (&).

as Lewis and Tolkien (1940, p. 60) demonstrated



as has been shown (Lewis & Tolkien, 1940, p. 60)

When a work has **six or more authors**, cite only the surname of the first author followed by *et al.*, the year, and the page or paragraph number **for the first and subsequent citations**.

### Groups as Authors (6.13)

When groups (e.g., Focus on the Family and The Canadian Bible Society) serve as authors, their name is usually spelled out every time it appears. For some, the name is spelled out in the first citation and abbreviated thereafter. In deciding whether or not to abbreviate the name of a group author, use the general rule that **you need to give enough information in the text citation for the reader to locate the entry in the reference list without difficulty**.

### Authors With the Same Surname (6.14)

If a reference list includes publications by two or more primary authors with the same surname, include the first author's initials in all text citations, even if the year of publication differs.

### Works With No Identified Author or With an Anonymous Author (6:15)

When a work has no identified author, cite in text the first few words of the reference list entry (usually the title), the year and the page or paragraph number. **Use double quotation marks around the title of an article, a chapter, or a web page and italicize the title of a periodical, a book a brochure or a report:**

on this theological point ("Study Finds," 2012, p. 8)

the book *How to Succeed In Life and Ministry* (2010, p. 33)

When a work's author is designated as "Anonymous," cite in text the word *Anonymous* followed by the date and page or paragraph number:

(Anonymous, 2004, para. 6)

### Basic Citation Styles

Type of citation	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	(Author, date, p. or para. #)	(Author, date, p. or para. #)
One work by two authors	(Author & Author, date, p. or para. #)	(Author & author, date, p. or para. #)
One work by three authors	(Author, Author, & Author, date, p. or para. #)	(Author et al., date, p. or para. #)
One work by four authors	(Author, Author, Author, & Author, date, p. or para. #)	(Author et al., date, p. or para. #)
One work by five authors	(Author, Author, Author, Author, & Author, date, p. or para. #)	(Author et al., date, p. or para. #)

One work by six or more authors	(Author et al., date, p. or para#)	(Author, et al., date, p. or para. #)
Groups (readily identified through abbreviation) as author	(Focus on the Family [FOTF], date, p. or para. #)	(FOTF, date, p. or para. #)
Groups (no abbreviation) as author	(Vanguard College, date, p. or para. #)	(Vanguard College, date, p. or para. #)

### Two or More Works Within the Same Parenthetical Reference (6.16)

Sometimes when paraphrasing you will summarize the works of several authors at once, but they still need to be given credit in a citation. When you do this, order the works cited in the same order as they appear in the reference list.

Arrange two or more works by the same authors (in the same order) by year of publication. Give the authors' surnames once; for each subsequent work, give only the date.

Past research (Barth, 1990, p. 10, 2006, p. 33)

Identify works by the same author with the same publication date by the suffixes *a*, *b*, *c*, and so forth, after the year.

Several studies (Erickson, 2005a, p. 3, 2005b, p. 55)

List two or more works by different authors who are cited within the same parentheses in alphabetical order by the first author's surname. Separate the citations with semicolons.

Several studies (Erickson, 2005, p. 4; Henkel, 2010, p. 7)

### Secondary Sources (6.17)

When you are citing a source that you found in a secondary source (but that you did not read), give the secondary source in the reference list; in text, name the original work and give a citation for the secondary source. For example, if Tolkien's work is cited in Lewis and you did not read Tolkien, list the Lewis reference in the reference list. In the text, use the following citation:

Tolkien (as cited in Lewis, 1940, pp. 5-6)

### Reference List (2.11, 6.22-6.32)

The reference list at the end of your paper provides the information necessary for readers to identify and retrieve each source. **Include only the sources you used in the research and preparation of your assignment (as well as the ones you cite in your assignment).** APA style prefers a reference list to a bibliography.<sup>3</sup> All of the reference list entries must be in alphabetical order by the last name of the first author

<sup>3</sup> A *reference list* contains **only** those works that you used to research and support your assignment. A *bibliography* contains works for background or for further reading and may include some descriptive notes.

followed by the initials of the author's given name. **Be sure to double-space all entries in the hanging indent format.**

For example:

Moreland, J. & Craig, W. (2003). *Philosophical foundations for a Christian worldview*. Downer's Grove, IL: IVP Academic.

Because a reference list includes only references that provide recoverable data, **personal communications (e.g., letters, conversations, and informal electronic communications) should not be included in the reference list. Instead, cite personal communications only in text.**

### **Constructing an Accurate and Complete Reference List (6.22)**

Remember, you are responsible for all the information in your reference list! Accurately prepared references help establish your credibility as a careful researcher. Check each reference carefully against the original publication.

### **Arabic Numerals**

Even though some volume numbers of books and journals are given in Roman numerals, always use Arabic numerals in your papers (e.g. Vol. 3, not Vol. III) because they use less space and are easier to understand. The only exception is when a Roman numeral is part of a title, it should remain Roman (e.g. *The Life and Times of Louis XIV*).

### **Order of References in the Reference List (6.25)**

- Arrange entries in alphabetical order by the surname of the first author followed by the initials of the author's given name.
  - In cases where the surname has a prefix (e.g., O'Donnell or MacArthur), alphabetize them literally, not as if they were spelled out, and disregard the apostrophe: MacArthur precedes McAllister, and MacNeil precedes M'Carthy.
- When ordering **several works by the same first author**, give his or her name in all subsequent references, and use the following rules to arrange all other entries:
  - Entries with the same authors are arranged by year of publication, the earliest entries first:

O'Connell, D. (2006). Or O'Connell, D. & Wright, P. (2006)  
O'Connell, D. (2012). Or O'Connell, D. & Wright, P. (2012)

- One-author entries precede multiple-author entries beginning with the same name (even if the multiple-author work was published earlier):

Stein, A. J. (2002)  
Stein, A. J. & Ott, B. (2000).

- References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author, and so on:

Ng, P. & Benson, R. (2003).  
Ng, P. & Foxworthy, M. (2002)

- References by the same author (or authors) with the same publication date are arranged alphabetically by title (excluding *A* or *The*). Place lowercase letters – a, b, c, and so forth – immediately after the year, within the parentheses:

Lewis, C. S. (1940a). Control . . .  
Lewis, C. S. (1940b). Roles of . . .

*Exception:* If the references with the same authors published in the same year are identified as articles in a series (e.g. Part 1 and Part 2), order the references in the series order, not by title.

- Arrange **works by different authors with the same surname** alphabetically by first initial:

Marshall, A., & Wallace, W. (1999)  
Marshall, S., & Olson, B. (1998)

- **In cases where the author is a group**, or there is no listed author, alphabetize group authors by the first significant word of the name. Full official names should be used (e.g., Focus on the Family, not FOTF).
  - If, and only if, **the work is signed “Anonymous,”** begin the entry with the word *Anonymous* spelled out, and alphabetize the entry as if *Anonymous* were a true name.
  - **If there is no author**, move the title to the author position, and alphabetize the entry by the first significant word of the title.

## Reference Components

### Author and editor information (6.27)

- If the author’s first name is hyphenated, keep the hyphen and include a period after each initial (e.g., Poindexter, J. -P.).
- If authors are listed with the word *with*, include them in the reference in parentheses: Olson, E. (with Adams, J. A.). **The text citation refers to the primary author only.**

### Publication date (6.28)

- If no date is available, write *n.d.* (do not forget the italics!) in parentheses.

### Title (6.29)

- Capitalize only the first word of the title and subtitle and any proper nouns.

### Publication information (6.30)

- For periodicals, give the volume number after the title (do not use *Vol.* before it though). **Make sure the title is in italics.**

- You do not need to include publisher names and locations in periodical references.
- For books and reports, give the location (i.e., city and state, or, if outside the U.S., city and country) of the publisher.
  - **If two or more publisher locations are given, use the location given first or (if it is listed) the location of the publisher's home office.**
  - When the author is also the publisher, use *Author* to indicate that.

#### Electronic sources and locator information (6.31, 6.32)

- It is becoming common now for articles online to have digital object identifiers (DOI) to provide persistent links to their location on the internet. Always provide the DOI if the article has one (usually located on the first page of the article, but can also be hidden under a button labeled *Article*, *CrossRef*, or *PubMed*). Because the DOI can be long, always cut and paste if possible.
  - Use this format for the DOI in references: doi:xxxxxxxx
  - If no DOI has been assigned to the content, provide the home page URL of the journal or of the book or report publisher (i.e., it should appear as an online source in your reference list).
  - It is not necessary to include database information (e.g., from EBSCO) in your reference.
  - Do not include retrieval dates unless the source material may change over time (e.g., Wikis).

### Reference Examples

We have included the types of references you are most likely to use in your assignments in this section. There will be times when you may need to reference a source that is not found here or in the *APA Manual*. In such a case, **choose the example that is most like your source and follow that format**. For a more exhaustive list of reference examples, refer to chapter seven of the *APA Manual* (on reserve in the Vanguard College Library).

#### Periodicals (7.01)

These include journals, magazines, newspapers, and newsletters.

##### General reference form:

Author, A. (year). Title of article. *Title of Periodical*, volume #(issue #), pp. – pp.  
doi:xx.xxxx

- For any non-routine information that is important for identification and retrieval, place a description of content in brackets following the title: [Brochure].

#### 1. Magazine article

Howsepain, A. A. (2013). Moral damage and spiritual repair in Posttraumatic Stress Disorder. *Christian Research Journal*, 36(2), 18-25.

## 2. Online magazine article

Howsepain, A. A. (2013). Moral damage and spiritual repair in Posttraumatic Stress Disorder. *Christian Research Journal*, 36(2). Retrieved from [http://www.crj.cb/moral\\_damage\\_ptsd/topstory.html](http://www.crj.cb/moral_damage_ptsd/topstory.html)

## 3. Newspaper article

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

## 4. Online newspaper article

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*. Retrieved from <http://www.washpost.tf>

## 5. Journal article with DOI

Hanson, Jim. (2012). A neo-ontological solution to the problem of evil. *Theology Today* 68(4), 478-489. Doi: 10.1177/0040573611424644

## Books, Reference Books, and Book Chapters (7.02)

**For an entire book, use the following reference formats:**

Author, A. (date). *Title of work*. Location: Publisher

Author, A. (date). *Title of work*. Retrieved from <http://www.xxxx.xxx>

Author, A. (date). *Title of work*. doi:xxxxx

Editor, A. (Ed.). (date). *Title of work*. Location: Publisher

**For a chapter in a book or entry in a reference book, use the following formats:**

Author, A., & Author, B. (date). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xx-xx). Location: Publisher

Author, A., & Author, B. (date). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xx-xx). Retrieved from <http://www.xxxx.xxx>

Author, A., & Author, B. (date). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xx-xx). doi:xxxxxx

*Note:* If there are no page numbers, the chapter or entry title is sufficient.

- When the author and publisher are the same, use the word *Author* as the name of the publisher.

- Alphabetize books with no author or editor by the first significant word in the title. In the text citation, use a few words of the title, or the whole title if it is short, in place of an author name.
- Place information about editions, volume numbers, and page numbers (such as revised edition, or chapter page range) in parentheses following the title, with the period after the parentheses.
- For major reference works with a large editorial board, list the name of the lead editor, followed by et al.
- For books or chapters available only online, the electronic retrieval statement takes the place of the publisher location and name.

#### **6. Entire book, print version**

Latourette, K. S. (1983). *A history of the expansion of Christianity, vol. II: The thousand years of uncertainty*. Grand Rapids, MI: Zondervan.

#### **7. Chapter in an edited book**

Berlirer, Louis. (1966). The recovery of the Holy Land. In J. A. Brundage (Ed.), *The Crusades: Motives and achievements*. Boston, MA: D. C. Heath & Company.

#### **8. Entire book, translated into English**

Piaget, J. (1969). *The psychology of the child* (H. Weaver, Trans.). New York, NY: Basic Books.

#### **9. Entire book, more than seven authors**

Gilbert, D., McClernon, G., Robinson, S., Davids, P., Smith, J., Porter, C., . . . Marshall, I. (2003). *Effective ministry leadership skills*. Grand Rapids, MI: Zondervan.

- When a reference has up to seven authors, spell out all authors' names in the reference list.

#### **10. Electronic version of a republished book**

Freud, S. (1953). The method of interpreting dreams: An analysis of a specimen dream. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 4, pp. 96-121). Retrieved from <http://books.google.com/books> (Original work published 1900)

- If this book were a print version, substitute the location and publisher for the retrieval information.
- In text, use the following citation: (Freud, 1900/1953, p. #)

### 11. Electronic version of a print book

Schotton, M. A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>

Schotton, M. A. (1989). *Computer addiction? A study of computer dependency* [Adobe Digital Editions version]. doi:10.1236/0071393722

### 12. Electronic-only book

O'Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Retrieved from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

### 13. Entry in an online reference work

Graham, G. (2005). Behaviourism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Fall 2007 ed.). Retrieved from <http://plato.stanford.edu/entries/behaviorism/>

### 14. Entry in an online reference work, no author or editor

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11<sup>th</sup> ed.). Retrieved from <http://www.m-w.com/dictionary/heuristic>

## Reviews and Peer Commentary (7.06)

### General format:

Reviewer, A. A. (date). Title of review [Review of the book Title of book, by A. A. Author]. Title of complete work, xx, xxx-xxx.

- For untitled reviews, use the material in brackets as the title; keep it in brackets to indicate that it is a description of form and content, not a title.
- Identify the type of medium being reviewed in brackets (book, motion picture, article, etc.).
- If the reviewed item is a film, DVD, or other media, include the year of release after the title of the work, separated by a comma.

### 15. Review of a book

Wall, J. (2010, June). [Review of the book *Children and the theologians: Clearing the way for grace*, by J. W. Berryman]. *Journal of Childhood and Religion*, 1. Retrieved from [http://www.childhoodandreligion.com/JCR/Book\\_Reviews\\_files/Berryman%20review.pdf](http://www.childhoodandreligion.com/JCR/Book_Reviews_files/Berryman%20review.pdf)

- In this case, the exact date of the review was not provided, so as much information as possible (in this case the year and month) was included.



## 16. Peer commentary on an article

Wolf, K. S. (2005). *The future for Deaf individuals is not that bleak* [Peer commentary on the paper “Decrease of Deaf potential in a mainstreamed environment” by K. S. Wolf]. Retrieved from <http://www.personalityresearch.org/papers/hall.html#wolf>

## Audiovisual Media (7.07)

Audiovisual media include motion pictures; audio or television broadcasts (including podcasts); and static objects such as maps, artwork, or photos.

- For an episode from a television or radio series, use the same format as for a chapter in a book, but list the scriptwriter and director in the author position and the producer in the editor position.

## 17. Motion Picture

Abrams, J. J., Burk, B., Kurtzman, A., Lindelof, D., & Orci, R. (Producers), & Abrams, J. J. (Director). (2013). *Star trek: Into darkness* [Motion picture]. United States: Paramount Pictures.

## 18. Video

Godfrey, W. & Bowen, M. (Producers). (2007). *The nativity story* [DVD].

## 19. Podcast

Van Nuys, D. (Producer). (2007, December 19). Shrink rap radio [Audio podcast]. Retrieved from <http://www.shrinkrapradio.com>

## 20. Single episode from a television series

Egan, D. (Writer), & Alexander, J. (Director). (2005). Failure to communicate [Television series episode]. In D. Shore (Executive Producer), *House*. New York, NY: Fox Broadcasting.

## 21. Music recording

General format

Writer, A. (Copyright year). *Title of song* [recorded by B. B. Artist if different from writer]. On *Title of album* [Medium of recording: CD, record, cassette, etc.]. Location: Label (Date of recording if different from song copyright date).

Example

Ballard, G. & Garrett, S. (1997). *Nobody home* [recorded by Amy Grant]. On *Behind the eyes* [CD]. New York, NY: A & M Records.

- In text citations, include side and band or track numbers: “Nobody Home” (Ballard & Garrett, 1997, track 1).

### **Unpublished and Informally Published Works (7.09)**

Unpublished work includes work that has not been formally published but is available on a personal or institutional website (e.g., **sermons, printed lecture notes, or essays**, etc.). This category also includes work that is in progress, has been submitted for publication, or has been completed but not submitted for publication.

### **22. Informally published or self-archived work**

Holmgren, D. H. (2009). *Sermon on Galatians 5*. Retrieved from <http://www.genericchurch.com/sermons>

### **Internet Message Boards, Electronic Mailing Lists, and Other Online Communities (7.11)**

#### **23. Blog post**

Stone, R. M. (2013, July 12). Why criticism belongs in the Christian blogosphere [Web log post]. Retrieved from <http://www.christianitytoday.com/women/2013/july/why-criticism-belongs-in-christian-blogosphere.html>

A blog comment would be referenced as follows:

Xiandude. (2013, July 16). Re: Why criticism belongs in the Christian blogosphere [Web log comment]. Retrieved from <http://www.christianitytoday.com/women/2013/july/why-criticism-belongs-in-christian-blogosphere.html>

- In the second example, a screen name is used for the author name (because this was the only name available).

#### **24. Video blog post (e.g. a YouTube video)**

Taylor, J. [blimeycow]. (2013, February 18). Messy Mondays – PDA public displays for attention [video file]. Retrieved from <https://www.youtube.com/watch?v=839hHOpfkFI>

## **Appendices**

**Appendix A: Document Formatting Guide**

**Appendix B: Sample Paper**

## **Appendix A: Document Formatting Guidelines**

Below are directions for setting default preferences to match APA style in some programmes that are commonly used by students.

### **Margin Width**

Google Docs:

- 1 in. (2.54 cm) margins are the default set for Google Docs.

MS Word (2010):

- Click the Layout tab
- Click Margins
- Set them to 2.54 for the top, bottom, left, and right margins

Pages (iWork):

- Click Inspector
- Click Document Inspector
- Click Document
  - Under Document Margins, set all of them to 1 in.

### **Page Numbers**

Google Docs:

- Click Insert
- Click Page Number
- Click Top of Page (it automatically puts the number in the top right corner)

MS Word:

- Click the Document Elements tab
- Click Header and Footer
- Click Page Number
- Click Top Right (Header)

Pages:

- Click Insert
- Click Auto Page Numbers
- Click Position
- Click Header

### **Change Default Spelling to Canadian English:**

Google Docs:

- The default setting is English (no distinction between American or Canadian).

MS Word:

- Click Tools
- Click Language
- Click English (CAN)
- Click Default

Pages:

- Click Inspector
- Click Text Inspector
- Click More
- Click Language
- Click Canadian English

### **Setting the Default Typeface and Font Size**

There is no way to do this under the current update of Google Docs, and it is a very complicated process with MS Word and Pages. To save time and stress, the best alternative is to **create a template**. Doing so means you will not have to format your paper each time you create a new document. The process for setting up a template is as follows:

- Create a new document.
- Set your margins and line spacing, set up your page numbers, then choose the preferred typeface and font sizes.
- Give the document a generic title, such as “Paper template.”
- Save the document.
  - In Google Docs, each time you write a paper, open this document and then save it under a different title when your paper is finished.
  - In MS Word, after you click Save, click Format and choose Word Template. Then when you want to use it again, click File, then choose New From Template (your generic paper template will appear under My Templates).
  - In Pages, click the Save as Template option. Like MS Word, it will appear under My Templates when you want to create a new document.