

NRC Style Sheet

NRC follows APA style as presented in the fifth edition of the *Publication Manual of the American Psychological Association*. This list comprises points on which NRC style deviates from this reference (marked by *) and clarifies other styling issues. NRC style is flexible, and it may be determined that the author's prevalent style should be maintained. A sample word tracking sheet is also included at the end of this document to assist the proofreader with consistent spellings.

CAPITALIZATION

Proper names, titles of courses or seminars, or course themes	<ul style="list-style-type: none"> • Same capitalization rules as book titles in text (i.e., nouns, verbs, pronouns, adjectives, adverbs, subordinating conjunctions [if, because, as, that]; prepositions 4-letters-or-greater), roman type, no quotation marks (e.g., Discovery Core, Principles of Sociology, Multiculturalism in the U.S.)
Educational or job titles	<ul style="list-style-type: none"> • As a rule, capitalize when used specifically in front of a name; do not capitalize when following a name or in general reference (e.g., President Harris Pastides; Harris Pastides, president; the president's office; Professor Warren; Bill Warren, professor of English; the professor; the chair of the department; the resident monitor; the provost; the peer mentors).

UNIVERSITY

University of South Carolina	<ul style="list-style-type: none"> • Do not use USC abbreviation as a stand alone in text (tables or box insert OK); can use USC abbreviation if referring to a specific campus (e.g., USC Columbia, USC Aiken, or for campuses other than Columbia, USCA, USCB, USCS, after initial full identification). • Preferred abbreviation, after initial full identification, is <i>South Carolina</i>. • Do not use a hyphen or comma when referring to different campuses (e.g., University of South Carolina Columbia, University of South Carolina Beaufort, <i>not</i> University of South Carolina-Beaufort or USC-Aiken). • Capitalize <i>University</i> when referring informally to USC.
Other universities	<ul style="list-style-type: none"> • Use the school's or author's preferred style (e.g., UW-Beloit).

EMPHASIS

Bold	<ul style="list-style-type: none"> • Only for statistical vector symbols and design style
Italics <i>APA 3.19</i>	<ul style="list-style-type: none"> • Book titles • Titles of book series, conference presentations, dissertations, lectures, essays. Edit to APA reference list style when possible. • Use to introduce a new, technical, or key term or label. Use once; then do not continue to italicize. • Genera, species, varieties • Linguistic examples (e.g., row of <i>Xs</i>, grade of <i>W</i>) • Words that could be misread (e.g., <i>small</i> group – designation, not size) • Italics for mere emphasis discouraged; try to create emphasis with syntax; italics OK if emphasis might otherwise be lost.
Quotation marks <i>APA 3.06</i>	<ul style="list-style-type: none"> • Ironic comment, slang, or coined expression. Use once; then do not continue to use marks. (e.g., she was “rewarded” with an <i>F</i>; he was a “nark”). • Use for book or periodical chapter or title of article. • Do not use to hedge or for emphasis (e.g., <i>not</i> the teacher “rewarded” the class with small gifts).

GENERAL

Abbreviations	<ul style="list-style-type: none"> Latin abbreviations used only in parenthetical material; in text, spell out, no italics. See <i>APA 3.24</i> for exceptions. Two-letter postal code for state abbreviations in reference list; spell out state names in text. Program abbreviations or acronyms – in general, no punctuation; however, honor author’s style if punctuation is used 								
Abbr. not requiring initial definition	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">ANCOVA</td> <td style="width: 25%;">FTE</td> <td style="width: 25%;">GPA</td> <td style="width: 25%;">SD</td> </tr> <tr> <td>ANOVA</td> <td>FYE</td> <td>M</td> <td></td> </tr> </table>	ANCOVA	FTE	GPA	SD	ANOVA	FYE	M	
ANCOVA	FTE	GPA	SD						
ANOVA	FYE	M							
Book titles	<ul style="list-style-type: none"> Acceptable to use shortened book title in text, if complete reference is included in reference list (e.g., <i>The Community College</i> for <i>The Community College: Opportunities for America’s First-Year Students</i>). 								
Comparisons <i>APA 3.09</i>	<ul style="list-style-type: none"> Use en-dash without spaces; do not use a slash (/) (e.g., pre–posttest, test–retest reliability, <i>not</i> test/retest reliability). 								
Dates & time	<ul style="list-style-type: none"> Use complete and specific dates when possible, including year. Do not use ordinal numbers (e.g., December 1, <i>not</i> December 1st). In text, months are spelled out. No period following abbreviations of months in tables or box insets. Time: a.m. and p.m. are lowercase or set in small caps with periods. 								
Decimals	<ul style="list-style-type: none"> If smaller than 1, use 0 before (e.g., 0.5%). 								
Educational degrees	<ul style="list-style-type: none"> Abbreviations in text OK. In general, no periods (e.g., BA, MA, PhD). Do not include academic titles or suffixes (e.g., Dr., PhD, JD) on covers, title pages, copyright pages or in author/presenter biographies (with exceptions for bios). In general reference, academic degrees are not capitalized. Use an apostrophe in bachelor's degree, master's degree, or doctor's degree. Always written with 's, even for plurals (e.g., I have two master’s degrees <i>and</i> I have a master’s degree <i>but</i> I have a master of science degree) 								
First-year, freshman, & FYE	<ul style="list-style-type: none"> Use <i>first-year student(s)</i>, <i>not</i> <i>freshman(men)</i>, unless <i>freshman(men)</i> is part of a published title, a program, or an office. Hyphenate <i>first-year</i> as adjective, not as adjective-noun pair (e.g., First-year seminars help students adjust to the first year of college). The <i>first-year experience</i> refers to the comprehensive collection of academic and social experiences (formal and informal, intentional and unintentional) students have during their first year of undergraduate study. All students have a first-year experience. When referring to a single course or initiative, the text should be edited to use a more specific term (e.g., first-year seminar, Penn State’s first-year student initiative <i>not</i> the first-year experience course <i>or</i> Penn State’s The First-Year Experience initiative [unless by permission, see below]). Note: The First-Year Experience® is a registered service mark requiring a license. <ul style="list-style-type: none"> Use the ®, when used with the Center’s name on cover or title pages or stand-alone promotional pieces (initial use only). Do not use ®, when the Center’s name or the words <i>the first-year experience</i> appear in the body of a piece. Abbreviation FYE: If clearly referring to a first-year seminar, recast. If referring to a larger program or series of programs, let stand. 								
Money	<ul style="list-style-type: none"> \$.80, not 80¢ 								
<i>N</i> or <i>n</i>	<ul style="list-style-type: none"> <i>N</i> = total group, <i>n</i> = subgroup; italics with space before and after equal sign 								
Numbers <i>APA 3.42</i>	<ul style="list-style-type: none"> Spell out <ul style="list-style-type: none"> *In text, all numbers below ten (e.g., two-year college <i>not</i> 2-year college) Numbers beginning a sentence or title (reword when possible) Common fractions (e.g., one fifth of the class, two-thirds majority) Use figures for <ul style="list-style-type: none"> Comparison (e.g., 2 of 30 students) Preceding unit of measurement (e.g., a 5-mg dose) Statistical or mathematical functions Time (w/ exceptions), dates, ages, sample, population, scores, scales, money Numbered series, parts of books, tables (e.g., Table 1, chapter 5, step 1) 								
Numbers – <i>contin.</i>									
Parentheticals	<ul style="list-style-type: none"> Judicious use of <i>i.e.</i> (that is) and <i>e.g.</i> (for example). Do not use <i>e.g.</i> or <i>i.e.</i> for definition of an acronym. 								

	<ul style="list-style-type: none"> • Spell out <i>e.g.</i> and <i>i.e.</i> in text; but abbreviated, with no italics, in parenthetical.
Possessives	<ul style="list-style-type: none"> • Apostrophe only for possessives of words ending in s (e.g., Mills', Dickens')
Pronouns	<ul style="list-style-type: none"> • For countries or organizations, use <i>which</i> or <i>that</i>, not <i>who</i>.
Technology	<ul style="list-style-type: none"> • Capitalize (no italic) <i>World Wide Web</i>, but lowercase <i>web sites</i> and <i>web pages</i> • Capitalize (no italic) <i>Internet</i> • Close compound <i>online</i>; however, hyphenate <i>e-mail</i> (i.e., <i>not</i> email) • URL at the end of a sentence in text takes a final period

HYPHENS & DASHES & SPACING *APA 5.11*

Adjectives	<ul style="list-style-type: none"> • Hyphen for compound adjectives (e.g., client-centered therapy) • En-dash for adjectives of equal weight (e.g., Japanese–European effort)
Dates & time	<ul style="list-style-type: none"> • En-dash with spaces for time and spans in tables or box insets (e.g., 10:00 a.m. – 5:00 p.m.; 10 – 11 a.m.; Nov 23 – 25). • *Hyphen, no spaces, for time spans in text (e.g., 10:00 a.m.-5:00 p.m., 10-11 a.m., November 23-25). • Also see General/Dates & time.
Em-dash	<ul style="list-style-type: none"> • To amplify or digress (e.g., students—from the first group—encountered difficulty); no spaces before or after • Use minimally
Hyphens	<ul style="list-style-type: none"> • Avoid double hyphenated compounds • *<i>Re-</i> and <i>pre-</i>, if followed by a vowel, always use a hyphen, even if followed by <i>e</i>.
Other spans	<ul style="list-style-type: none"> • Use a hyphen to separate nonsequential numbers (e.g., telephone numbers). • Hyphen, no space, (not en-dash) for all inclusive spans (e.g., 2005-2008, 25-30 students); however, if the series is preceded by a preposition, use a preposition or conjunction between the series, not a hyphen (e.g., 1898-1903 <i>not</i> from 1898-1903 <i>but</i> from 1898 to 1903 <i>or</i> between 1898 and 1930).
Pages & sections	<ul style="list-style-type: none"> • *Hyphen and no spaces (e.g., pp. 92-105, Sections 3.01-3.09)
Slash <i>APA 3.09</i>	<ul style="list-style-type: none"> • Clarify relationship in hyphenated compound (e.g., classification/similarity-judgment condition) • Do not use when a phrase is clearer (e.g., to her mother or guardian, <i>not</i> to her mother/guardian) • To indicate <i>per</i> only when accompanied by a number (e.g., 7 mg/kg); otherwise spell out <i>per</i> • Cite republished works in text (e.g., Freud (1923/1961))

PREFERRED SPELLING

advisor	living-learning
African American student (no hyphen)	note taking (n); note-taking (adj)
Asian American student (no hyphen)	online
database	policy making/maker (n)
decision making/maker (n)	study abroad (v); study-abroad (adj)
e-mail	test taking (n); test-taking (adj)
first-year (not <i>freshman</i>)	undergraduate (<i>not</i> undergrad)
follow-up (n, adj); follow up (v)	web site
general education (<i>not</i> gen ed)	well-being
health care	

TENSE, PERSON, & VOICE APA 2.02, 2.04, 2.06

General	<ul style="list-style-type: none"> • Be consistent in use of verb tenses and person. • Use past tense or present perfect tense whenever possible. • Strive for active voice. • Avoid second person; third person preferred.
Past tense or present perfect	<ul style="list-style-type: none"> • For the abstract, literature review, methods, results, discussion of someone else's completed research (e.g., past—Kuh (1995) proposed that...; present perfect—Kuh (1995) has proposed that...)
Present tense	<ul style="list-style-type: none"> • Discussion of results or conclusions of your research, to make suggestions, or describe events that currently exist (e.g., Data in Table 1 show that...) • Established knowledge or enduring truths (e.g., Practice improves skill)
Person & voice	<ul style="list-style-type: none"> • Strive for active voice, third person; rephrase when necessary. • *When active voice is cumbersome or rephrasing will lose intent, <ol style="list-style-type: none"> a. Passive voice shall be the next choice b. Active voice with first person pronoun shall be used last <p><i>Strive for – Active voice, third person</i> Data obtained through a survey conducted in a controlled setting indicated... Students recorded their experiences in a daily journal. Analysis of surveys administered to faculty in the spring revealed...</p> <p><i>Avoid - Passive voice</i> The survey was conducted in a controlled setting. The students were told to keep a journal of their experiences. Faculty and students were surveyed at the beginning of the term.</p> <p><i>Avoid - Active voice with first person pronoun</i> We conducted the survey in a controlled setting. We told the students to keep a journal of their experiences. We surveyed faculty and students at the beginning of the term.</p> • Avoid anthropomorphism (e.g., <i>no</i>—the experiment attempted to demonstrate...; <i>yes</i>—the researchers attempted to demonstrate...; <i>no</i>—Table 1 compares GPAs of...; <i>yes</i>—Table 1 shows the GPAs of ...) • For basic information on voice, see http://owl.english.purdue.edu/handouts/grammar/g_actpass.html

LISTS APA 3.33

Introductory statement or clause – vertical or in-text lists	<ul style="list-style-type: none"> • If statement contains <i>the following/as follows</i>, use a final colon. • Do not use colon at the end of the introductory statement if list is the complement or object of the statement (e.g., The students three choices were (a) working together, (b) working in pairs, or (c) working alone.). • Use a colon to introduce a list (e.g., The study included three critical areas: The Horseshoe, Russell Hall, and McKibbon House.).
Run-in	<ul style="list-style-type: none"> • Use series of lower case letters in parenthesis for list items [e.g., (a), (b), (c)]. • Enumerate for clarity, to prevent misreading, or for lengthy items; otherwise, use standard punctuation (i.e., commas, semicolons). • All items must be syntactically and conceptually parallel.
Vertical	<ul style="list-style-type: none"> • Use bulleted lists. • Avoid numbered list unless for steps in a process or numbered survey items. • No final punctuation at end of list item unless item is a complete sentence. • Always capitalize first letter of first word in a list item. • All items must be syntactically and conceptually parallel.

TABLES APA 3.62-3.74

Column, row, stub headings	<ul style="list-style-type: none"> • Should be telegraphic whenever possible; (exception – list complete survey items). • Standard abbreviations are encouraged (e.g., SD, GPA, M). • If a heading is a complete sentence (e.g., survey list item), use ending punctuation after each item. • Table items must be syntactically and conceptually compatible; don't mix elements (APA 3.67). • Only the first letter of the first word in a heading is capitalized, unless a proper name or course title (e.g., Strongly agree, Second trial <i>but</i> Discovery Core).
Notes, asterisks, superscripts, postscripts	<ul style="list-style-type: none"> • End notes and probability notes always take a final period. • See APA 3.70.
Table number	<ul style="list-style-type: none"> • In text, tables are sequentially numbered in roman type; do not refer to a table as <i>above</i> or <i>below</i> (e.g., Table 4, <i>not</i> the Table below). • Monograph or book, include chapter number (e.g., Table 2.2 for 2nd table in ch. 2). • Do not use the word <i>see</i> (e.g., see Table 1) unless the table is distant from the referring text.
Table titles	<ul style="list-style-type: none"> • Italics • Same capitalization rules as book titles in text (i.e., nouns, verbs, pronouns, adjectives, adverbs, subordinating conjunctions [if, because, as, that]; prepositions 4-letters-or-greater)
Table Checklist APA 3.74	<ul style="list-style-type: none"> • Is the table necessary? <ul style="list-style-type: none"> ○ 3 or fewer numbers, use a sentence ○ 4 to 20 numbers, use a table ○ More than 20 numbers, consider using a graph or figure • Are all comparable tables in the manuscript consistent in presentation? • Is the title brief but explanatory? • Does every column have a column heading? • Are all abbreviations; special use of italics, parentheses, dashes; and symbols explained? • Are all probability level values correctly identified, and are asterisks attached to the appropriate table entries? • Is a probability level assigned the same number of asterisk in all tables in the same article? • Are the notes in the following order: general note, specific note, probability note? • Are all vertical rules eliminated? • Will the table fit across the width of a journal column or page? • If all or part of a copyrighted table is reproduced, do the table notes give full credit to the copyright owner? Have we received written permission to use? • Is the table referred to in the text before it appears? • For journal articles, tables should typically only appear in the results section.

Table 1
Student Outcomes of the First-Year Seminar (N = 236)

	Percentage of students responding				
	SA	A	N	D	SD
The FYS course developed my understanding about what a scholarly community is all about.	33.7%	51.0%	9.2%	2.3%	3.8%
Overall, the FYS course helped to develop the skills necessary to become a participatory member of the Babson community.	24.5%	48.3%	16.1%	6.1%	5.0%

Table 2.2
College Preparatory Course Pass Rates by SLS Status

Term	SLS status	College preparatory area					
		Reading		English		Math	
		Took prep	Passed prep	Took prep	Passed prep	Took prep	Passed prep

Fall 2006	Took & passed	1,560	84.1%	831	83.3%	1660	54.0%*
	Did not take	868	69.7%	531	62.3	1,311	47.0%
Fall 2005	Took & passed	296	81.8%*	671	83.5%	1,072	61.2%
	Did not take	334	64.1%	930	60.8%	1,915	47.3%

Note. Passing college preparatory means a grade of S.

* $p < 0.01$, two-tailed test.

GALLEY PROOFING ONLY

Extracts	<ul style="list-style-type: none"> • Avoid beginning or ending an extract on the first or last line of a page
Hyphenation	<ul style="list-style-type: none"> • No hyphenation of the last word or first word on a page • Exception – hyphenation of last word on a page OK within spread • Avoid hyphenated syllable orphans at end of paragraphs (e.g., the <i>-tion</i> or <i>-entation</i> of <i>orienta-tion</i> standing alone on the last line of a paragraph)
Ladders – stacked hyphens	<ul style="list-style-type: none"> • Two in a row OK; mark if more than two.
Stacked words	<ul style="list-style-type: none"> • Two in a row OK; mark if more than two (e.g., the student must). • Allow two stacks per page, but only one on each side of column of text.
Widows/orphans	<ul style="list-style-type: none"> • Minimum of two lines at the top and bottom of a page • Minimum three lines under figures or tables at the bottom of a page • Minimum five lines on the last page of a chapter
Word breaks	<ul style="list-style-type: none"> • If possible, break after a vowel (criti-cism <i>not</i> crit-icism; sepa-rate <i>not</i> separate). • Single vowel syllables in the middle of a word should stay on the first line (e.g., <i>sep-a-rate</i> is hyphenated as <i>sepa-rate</i>). • Break after a prefix, rather than later in a word. • Avoid double hyphenated compounds (e.g., meta-analy-sis, service-learning) • Final syllables in which a liquid <i>l</i> is the only audible vowel sound should not be carried over (e.g., <i>no – multi-ple</i>).

Single author

(Whipple, 1996) or Whipple (1996)

Multiple authors—Note: “et” is a full word, but “al.” is an abbreviation and takes a period.

Two authors

(Napoli & Wortman, 1996) or Napoli and Wortman (1996)

More than two authors

(Braxton, Milem, & Sullivan, 2000) or Braxton, Milem, and Sullivan (2000)

More than six authors—

Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1993 becomes (Vallerand et al., 1993) or Vallerand et al. (1993)

Subsequent references to same source

More than two authors

(Braxton et al., 2000) or Braxton et al. (2000)

More than two authors when first author is the same in more than one reference

(Kuh, Douglas, et al., 1994) or Kuh, Douglas, et al. (1994)

(Kuh, Schuh, et al, 1991) or Kuh, Schuh, et al. (1991)

Within the same paragraph

(Whipple) or Whipple

Personal communication—Note: These are not included in the reference list.

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

(V. G. Nyguyen, personal communication, September 28, 1998)

Multiple references within the same parenthetical cite

Same author(s) but different publication dates

(Tinto 1993, 1997) or Tinto (1993, 1997)

Different authors

(Berger & Milem, 1999, Peletier, Laden, & Matranga, 1999; Upgraft, 1985, 1989)

No author or unknown author

Cite the first few words of the reference entry (usually the title) and the year. Use double quotation marks around the title of an article or chapter, and italicize the title of a periodical, book, brochure, or report.

A similar study was done of students learning to format research papers ("Using APA," 2001).

The book *College Bound Seniors* (1979)

Organization as an author

According to the American Psychological Association (2000).

First citation: (Mothers Against Drunk Driving [MADD], 2000) Second citation: (MADD, 2000)

Direct quotes—Note: The period follows the parenthesis unless you are using a block quotation, then the period is before the parenthetical.

Fewer than 40 words

Whipple (1996) suggests the primary objectives of such programs are to “enhance learning outside the classroom, provide for relationship and community building...and promote a value-based developmental experience” (p. 303).

More than 40 words

Other researchers have examined the link between active learning and social integration, suggestion that active learning may actually be a precursor to social integration (Braxton, Milem & Sullivan, 2000; Milem & Berger, 1997):

Thus, students who frequently encounter active learning in their courses perceive themselves gaining knowledge and understanding from their course work...Because their classes are judged to be rewarding, students may invest the psychological energy needed to establish membership in the social communities of their college or university. (Braxton et al., p. 572)

Basic elements required for citations—Note: Text citations and reference list must agree.

- Author or editor's name (initials only for first and middle names)
- Date of publication
 - Complete date for magazines & newspapers
 - Month for other serials without volume numbers
- Title of chapter/article
- Title of larger work
- Issue and volume number, if newspaper, journal, or magazine
- Inclusive page numbers, if chapter in book or article from periodical
- Edition (if applicable)
- Place of publication (books/monographs) only
- Publisher (books/monographs) only
- For web resources, complete URL and date retrieved

Organization of the reference list

- Use one-half inch hanging indent
- Alpha order by last name of first author
- Earliest publication first if more than one work by same author in list
- If no author, use first word of title, not including the words *a*, *an*, or *the*

Journal article

Braxton, J.M., Milem, J. F., & Sullivan, A. S. (2000). The influence of active learning on the college student departure process: Toward a revision of Tinto's theory. *The Journal of Higher Education*, 71(5), 569-590.

Hypericum Depression Trial Study Group. (2002a). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA*, 287, 1807–1814.

Napoli, A. R., & Wortman, P. M. (1996, Fall). A meta-analysis of the impact of academic and social integration on persistence of community college students. *Journal of Applied Research in the Community College*, 5-21.

Newsletter article

Hutson, B. L., & Bloom, J. L. (2007, July). The impact of appreciative advising on student success. *E-Source for College Transitions*, 5(1), 4.

Brochure or pamphlet

Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* [Brochure]. (4th ed.). Lawrence, KS: Author.

A note is added in square brackets to indicate the type of document if it is not a common source.

Unpublished conference paper or thesis

Churchland, P. S. (1998, March). *Ten unsolved problems in neuroscience*. Paper presented at the Science of Mind Distinguished Lecture Series, University of California, Davis.

Shrout, P. E. (Chair), Hunter, J. E., Harris, R. J., Wilkinson, L., Strouss, M. E., Applebaum, M. I., et al. (1996, August). *Significance tests—Should they be banned from APA journals?* Symposium conducted at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.

King, L. (1994). *Modern literary apparitions and their mind-altering effects*. Unpublished master's thesis, Department of Psychology, Northwestern University, Evanston, IL.

Chapter in an edited book—Note: Editor's names in normal order, not reversed as author names.

Morrell, S. A., & Morrell, R. C. (1986). Learning through student activities. In *Managing programs for learning outside the classroom* (New Directions for Higher Education, No. 56, pp. 77-87). San Francisco: Jossey Bass.

Whipple, E. G. (1996). Student activities. In A. L. Rentz & Associates (Eds.), *Student affairs practice in higher education* (2nd ed., pp. 298-333). Springfield, IL: Charles C. Thomas.

Book

- Kuh, G. D., Douglas, K. B., Lund, J. P., & Ramin-Gyurnek, J. (1994) *Student learning outside the classroom: Transcending artificial Boundaries* (ASHE-ERIC Higher Education Reports No. 8). Washington, DC: The George Washington University Clearinghouse on Higher Education.
- Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.
- Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass.
- American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.). Washington, DC: Author.
Note: "Author" is used as publisher when author and publisher are identical.
- Montani, C., Billaud, N., Tyrrell, J., Fluchaire, I., Malterre, C., Lauvernay, N., et al. (1997). Psychological impact of a remote psychometric consultation with hospitalized elderly people. *Journal of Telemedicine and Telecare*, 3, 140-145.
Note: List up to six authors in all references, if there are more than six give the first six plus et al.

ERIC document

- O'Brien, C. T., & Merisotis, J. P. (1996). *Life after forty: A new portrait of today's and tomorrow's postsecondary student*. Boston: Education Resources Institute. Washington, DC: Institute for Higher Education Policy. (ERIC Document Reproduction Service No. ED 401 813)

Web resource—Note: There is no period after the URL.

- Tinto, V. (n.d.). Rethinking the first year of college. Syracuse, NY: Syracuse University: Retrieved February 15, 2002 from <http://soeweb.syr.edu/departments/hed/resources.htm>
- National Institute of Mental Health. (2002). *Breaking ground, breaking through: The strategic plan for mood disorders research of the National Institute of Mental Health* (Publication No. 0507-B-05). Retrieved January 19, 2003, from NIMH Web site via GPO Access: <http://purl.access.gpo.gov/GPO/LPS20906>

Center publications

Journal

- Schnell, C. A., Louis, K. S., & Doetkott, C. (2003). The first-year seminar as a means of improving college graduation rates. *Journal of The First-Year Experience and Students in Transition*, 15(1), 53-75.

Monograph

- Ward-Roof, J. A., & Hatch, C. (Eds.). (2003). *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13, 2nd ed.). Columbia, SC: University of South Carolina, Nation Resource Center for The First-Year Experience and Students in Transition.

Chapter in monograph

- Austin, D. (2003). The role of family influence on student success. In J. A. Ward-Roof & C. Hatch (Eds.), *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13, 2nd ed., pp.137-163). Columbia, SC: University of South Carolina, Nation Resource Center for The First-Year Experience and Students in Transition.

A/B	C/D	E/F	G/H
I/J	K/L	M/N	O/P
Q/R	S/T	U/V	W/X/Y/Z

Comments on this MS; editorial problems, ways in which it varies from APA







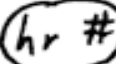














Queries for style

Conventions

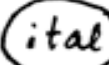









Special notes

Proofreaders' Marks



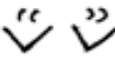

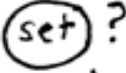

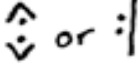



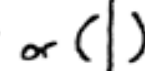
OPERATIONAL SIGNS

-  Delete
-  Close up; delete space
-  Delete and close up (use only when deleting letters *within* a word)
-  Let it stand
-  Insert space
-  Make space between words equal; make space between lines equal
-  Insert hair space
-  Letterspace
-  Begin new paragraph
-  Indent type one em from left or right
-  Move right
-  Move left
-  Center
-  Move up
-  Move down
-  Flush left
-  Flush right
-  Straighten type; align horizontally
-  Align vertically
-  Transpose
-  Spell out

TYPOGRAPHICAL SIGNS

-  Set in italic type
-  Set in roman type
-  Set in boldface type
-  Set in lowercase
-  Set in capital letters
-  Set in small capitals
-  Wrong font; set in correct type
-  Check type image; remove blemish
-  Insert here *or* make superscript
-  Insert here *or* make subscript

PUNCTUATION MARKS

-  Insert comma
-  Insert apostrophe *or* single quotation mark
-  Insert quotation marks
-  Insert period
-  Insert question mark
-  Insert semicolon
-  Insert colon
-  Insert hyphen
-  Insert em dash
-  Insert en dash
-  Insert parentheses