



Beginning in fall 2017, Gratz College is providing a style guide for all courses. This style guide concerns the preparation of the written work students will be asked to complete within the undergraduate and graduate programs and should help to ensure clear and consistent expectations from course to course. Preparation of a written assignment typically includes formatting of the document as well as the expected format for in-text citations. This style guide does not govern Gratz College's expectations for academic honesty, nor does it detail all of the principles of college level writing. The style guide is based on the rules and standards suggested by the Publication Manual of the American Psychological Association (APA). APA is an editorial style.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

APA will always be relevant to an assignment in some way, but not all ways will be applicable for each assignment. Your professor will help guide you on these expectations.

Over all, student assignments will be expected to follow the following format:

- Title page
- Body of Text
- References

Specific organization within the body of text will depend on the assignment. A **Thesis** or **Purpose Statement** (or **position statement** for case studies) should always be included to drive the organization.

General Formatting

12 pt font (typically Times New Roman)

1" margins

Double space the body of text

Double space the reference page

Use running head (top left corner) with page number

Use headers within the body of text as appropriate

Use abstract when instructed by professor

*Gratz College makes no restrictions on first/third person voice; Professors, however, may require certain usage based on specific assignments.

Formatting of the Paper:

- Title Page
- Abstract
- Introduction
- Running Head
- Headings
- Reference Page
- In Text Citations

Title Page

Will include the running head (left justified and page number right justified)

Will include title of assignment, student name, course, date (centered)

Will be double spaced

Abstract (typically used for longer assignments)

Will be 150-250 words (no more than 250 words)

Will be double spaced

Will be a specific summary of the body of text

When included, should fit between the title page and the body of text

Introduction

First item within the body of text

Will set context

Will state scope of project/research (including limitations)

Will “sell” idea

Will include Thesis/ Purpose statement (position statement for case study)

- **Thesis**

Main Idea

Determines the context of your paper

Reveals the road map for the structure

A debatable claim made which can be supported (Take a stand!)

One or two sentences

Everything tied back to it

- **Purpose statement**

Determines the context of your paper

Reveals the road map for the structure

A specific summary of what the paper intends to do (and which will be supported)

One or two sentences

Everything tied back to it

Running Head

Will be in left hand corner and page number will be on the right

Will appear on every page

Will be a shortened (one or two words) version of the document title

Headings

Will be used within the body of text

Will not be used for Introduction

In-text Citations (citations within the body of text)

Author & year for all citations

Must use page number for direct quote

Use Paragraph number when page number not available (OL documents, for example)

Each in-text citation will match up with a source listed on the reference page

Summary & Paraphrase:

Nehring (2006) describes how some schools in the 1830s used journal writing to allow for student reflection.

As early as the 1830s, some schools used journal writing to allow for student reflection (Nehring, 2006).

Nehring (2006), Kytte (2001) and Stokes (2006) all suggest how writing can be used to spark student reflection.

According to Stokes (2006), recent research suggests that only 16% of higher education enrollments are comprised of 18-22 year-old students living on campus.

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- **Note on summary & paraphrase**

Summary and paraphrase citations must be written in your own words

Direct quote

In this way the learning works best, as Kytte (2004) writes, “because the application of theory is grounded in real, as opposed to scholastic, problems” (p.132).

In this way the learning works best, “because the application of theory is grounded in real, as opposed to scholastic, problems” (Kytte, 2004, p.132).

In this way the learning works best, “because the application of theory is grounded in real, as opposed to scholastic, problems” (Kytte, 2004, para. 4).

- **Notes on direct quotes**

Must be used any time author’s exact words appear in your paper

Must be reproduced word for word

Typically use direct quotes sparingly

- **Note on Personal Communications**

Gratz College encourages the use of first person interviews whenever possible:

According to Dr. Smith (personal communication, January 8, 2010)...

- **Note on Secondary Sources**

At times you may want to use a fact or idea cited in an article you are using. This is called a secondary source. Secondary sources should be used sparingly. Whenever possible you should try to find that original source.

If you do decide to use this in your paper, the in text citation is as follows:

According to Quinn (as cited in Moore, 2010), APA is fun.

On the reference page you should list the source you actually used:

Moore, P. (2010). *APA Workshop January 2010*. [Presentation]

Reference Page (examples below)

Will include all sources used in body of text (your in text citations)

Will be listed alphabetically

Will be double spaced

Journal Article

Kasworm, C. (2008). Emotional challenges of adult learners in higher education. *New*

Directions for Adult and Continuing Education, 120, 27-34

- **Notes on Journal article**

Capitalize only the first letter of the article title and subtitle (unless proper nouns)

Italicize title of the journal

Include volume number and page number (but do not need to write Vol or pp)

Magazine & Newspaper Articles

Parker-Burgard, D. (April, 2009). Growing acceptance for three-year programs.

University Business. 12, 10

Giordano, R. (January 6, 2010). N.J. scrambles for education stimulus funds. *The*

Philadelphia Inquirer. Retrieved from <http://www.philly.com/inquirer/>

Jaschik, S. (January 8, 2010) Is Google Good for History? *Inside Higher ED*.

Retrieved from <http://www.insidehighered.com/news/2010/01/08/google>

- **Notes on Magazine & Newspapers**

Capitalize only the first letter of the article title and subtitle (unless proper nouns)

If discontinuous pages, separate by commas. For example: A1, A14-15

For OL editions of print sources, include URL of home page only

For OL only sources, include specific URL:

Jaschik, S. (January 8, 2010) Is Google Good for History? *Inside Higher ED*.

Retrieved from <http://www.insidehighered.com/news/2010/01/08/google>

Books

-One author

Kytle, J. (2004). *To want to learn: Insights and provocations for engaged learning*. New

York, NY: Palgrave Macmillan

-Two authors

Ray, M. & Myers, R. (1989). *Creativity in business*. New York, NY: Doubleday

-Edited book

Galbraith, M. (Ed.) (2004). *Adult learning methods: A guide for effective instruction* (3rd

ed.). Malabar, Florida: Krieger Publishing Company

-Chapter in an edited book

Long, H. (2004) Understanding adult learners. In Galbraith, M. (Ed.). *Adult learning*

methods: A guide for effective instruction (3rd ed.). Malabar, Florida: Krieger

Publishing Company

- **Notes on books**

Capitalize only the first letter of the article title and subtitle (unless proper nouns)

If no date, use (n.d.)

If no author, start with the title. Then year, place, publisher

Put edition number after title

Reports

Greater London Authority (November 2009). *Economic impact of traffic signals*.

Retrieved from http://www.london.gov.uk/mayor/economic_unit/docs/traffic-signals.pdf

Note: When the organization is also the publisher:

Metropolitan Philadelphia Policy Center (2001) *Flight or fight: Metropolitan*

Philadelphia and its future: author

- **Notes on Reports**

Reports can be tricky. The goal is to be as clear and transparent as possible in stating who has created this report.

If multiple agencies are involved, list them in order of hierarchy.

Include complete URLs for OL publications

Film & TV

Lee, S. (Writer/Director) (1989). *Do the right thing* [Motion picture]. United States: 40

Acres & A Mule Filmworks

Nicholl, D, Ross, W. & West, B.(Writers) & Hobin, B. (Director) (March 15, 1977) *A*

man about the house [Television series episode]. In Cooke, B. & Mortimer J.

(Creators) *Three's company*. Los Angeles, CA: ABC

- **Notes on film & TV**

Give the name and role of the primary contributor/author.

After the title, in brackets, classify the work (eg. motion picture, television series)

After the location of origin, list the production studio

This basic format can be applied to various other media, including, but not limited to: podcasts and blogs

Discussion Boards

Quinn, C. (January 8, 2010). Re: APA is fun [Online forum comment]. Retrieved from

<http://college.blackboard.com>

Moore, P. (January 8, 2010). APA Workshop January 2010 [PowerPoint Slides].

Retrieved from HUM 200 class Blackboard website <http://college.blackboard.com>

- **General Notes**

Use brackets to classify ‘non-routine’ information (eg, Powerpoint slides, facilitator handouts, video file)