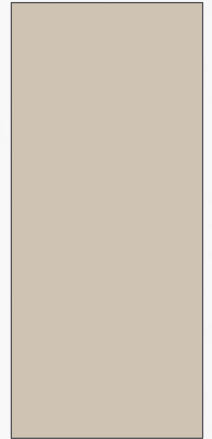


APA FORMAT, CITATION, & EVALUATING SOURCES

EXPERIMENTAL PSYCHOLOGY



PURPOSE

1. Applying APA-Style format to the sections of a research paper
 - ✓ Title Page
 - ✓ Abstract
 - ✓ Introduction
 - ✓ Methods
 - ✓ Statistics/Results
 - ✓ Discussion
 - ✓ References
2. Using APA-Style References in the Body and Reference Section of Your Papers
3. Evaluating the sources used in a research paper

APPLYING APA-STYLE FORMAT TO THE
SECTIONS OF A RESEARCH PAPER

TITLE PAGE (PAGE 1)

- It's the first thing read during a search (followed by abstract)
- Includes main topic and concepts
- Should include important variables (DV, IV)
- Length = no more than 12 words
- Center, cap first letter each word (called "title case")
- See your handouts for more formatting details

"Running head:"
appears only on
Title Page

Running head: INDIVIDUAL DIFFERENCES IN MENOPAUSAL SYMPTOMS

1

No more than 12
words.

The Neuroticism Personality Trait and Its Relationship to Menopausal Symptoms

Lora A. Connor

California State University, Long Beach

Formatting is much
easier if you insert a
page break.



ABSTRACT (PAGE 2)

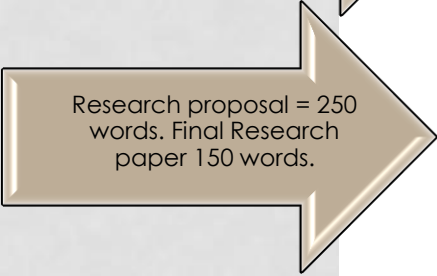
- ~150-250 words dependent upon journal
- Brief summary of entire paper
- Must include main problem being investigated
- No citations allowed!
- Usually written last
- Trick: take 1-2 sentences from each section (intro, method, results, discussion)

ABSTRACT (PAGE 2)

- Never use only the abstract when citing – lots of info missing, can be very misleading and inaccurate
- APA manual requires the abstract to be accurate, non-evaluative, coherent & readable, concise
- Center and cap the word "abstract"
- Write a single paragraph, **no indents**
- Most important and most difficult section to write well



Do NOT
indent.



Research proposal = 250
words. Final Research
paper 150 words.

Abstract

For many women menopause can be an uncomfortable and negative experience. While research suggests factors, such as stress, can exacerbate symptoms, no one to date has investigated individual differences that might make women more or less susceptible to menopausal symptoms. This study hypothesizes that high levels of the neuroticism personality trait will render women more susceptible to menopausal difficulties. Approximately 300 women ages 42 to 58 years will be obtained through social media websites, such as Facebook, Twitter, and Google+, and recruited at community locations such as grocery stores. Participants who are willing to participate will be directed to an online survey via a link. Women having experienced surgical menopause will be excluded, as symptoms for these women may not represent what is typically experienced in natural menopause. Neuroticism will be assessed using the Eysenck Personality Questionnaire Brief Version (EPQ-BV). The frequency and intensity of menopausal symptoms will be measured with the Menopausal Rating Scale (MRS). After controlling for any confounds identified in the data, a positive correlation between neuroticism and symptoms is expected. This will indicate that negative menopausal experiences can be predicted with individual difference measures. The utility of being able to predict difficult menopause experiences with individual difference measures in a clinical setting, as well as suggestions for future research of this type, are discussed.



INTRODUCTION (PAGE 3 ON...)

- Introduces reader to overall problem under investigation
- Provides justification (argument) for why the study needs to be done
- Reviews the research others have done on the same topic
- All paragraphs should have minimum of 2 sentences
- Last sentence of each paragraph should lead logically to the first sentence of the subsequent paragraph ("transitions")

INTRODUCTION (PAGE 3 ON...)

- Maintain parallel structure & tightly organized subheadings
- APA format: starts with title of paper (technically a 1st level heading, centered, but it is not in bold)
- APA format does **NOT** start with the word "introduction"
- 1st paragraph
 - Catchy first sentence, general statement of problem area
 - Last sentence (thesis statement) lists what the rest of intro will cover *in order* (i.e., parallel structure)

1st level heading, centered, but it is not in bold (See APA Manual for heading levels)

The Neuroticism Personality Trait and Menopausal Symptoms

Almost all women must undergo the physiological stage of menopause, and the experience can range from very positive to very negative. Many women welcome this physiological change. It can signal an exciting new phase in life and even a sense of freedom. For other women, however, it can be a very deleterious, unwelcome experience. What determines these individual differences? This study proposes that one can predict menopausal symptom severity and frequency by a woman's scores on the neuroticism subscale of the Eysenck Personality Questionnaire Brief Version (EPQ-BV). If such proves to be the case, the current findings will help health professionals treating menopausal women to target interventions more effectively.

Menopausal Symptoms

In general, healthy women can experience the symptoms of natural menopause between the ages of 42 to 58 years. It is during the late perimenopausal and early postmenopausal stages that many women tend to experience adverse symptoms (Soules et al., 2001).

The symptoms experienced during perimenopause and postmenopause can occur to varying degrees of frequency and severity and occur in different combinations. Some of the most common symptoms can include vasomotor symptoms (i.e., hot flashes), insomnia, depressed mood, and the forgetfulness (i.e., cognitive deficits) some women describe as "brain fog" (Birkhäuser, 2002; Halbreich et al., 1995; Landis & Moe, 2004; O'Connell, 2005; Weber, Mapstone, Staskiewicz, & Maki, 2012; Woods & Mitchell, 2005).

The most common complaint is vasomotor symptoms, or hot flashes (Nelesen, Krohn, & Dimsdale, 2004). A woman experiencing a hot flash usually begins to sweat profusely, her skin becomes flushed, and her heart rate suddenly drops followed quickly by a rise (Nelesen et al.,

Indent all paragraphs



INTRODUCTION (CONT)

- 2nd – nth paragraphs
 - Cover background literature (For this class, **3 to 6 peer reviewed journal articles** should be cited.)
 - Can use images/figures (but they may be copyrighted)
 - Use subheadings to organize (see section 3.03 in APA manual)
 - **TIP:** Use subheadings in order given in last sentence of 1st paragraph as your thesis statement
 - Argue your point–convince us why your study needs to be done (**Avoid text book citations and find current peer reviewed journal articles**)
 - **Last paragraph is statement of thesis with hypothesis**

APA Headings

Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
2	Left-aligned, Boldface, Uppercase and Lowercase Heading
3	Indented, boldface, lowercase heading with a period. Begin body text after the period.
4	<i>Indented, boldface, italicized, lowercase heading with a period.</i> Begin body text after the period.
5	<i>Indented, italicized, lowercase heading with a period.</i> Begin body text after the period.

INTRODUCTION (LAST PARAGRAPH)

- Last paragraph may:
 - include summary (if intro is lengthy)
 - Concluding sentence
 - Formal statement of thesis statement with hypothesis(es)

2010; Erickson et al., 2011; McAuley, 2005, 2007). Additionally, many women may be exercising more, thereby helping improve menopausal symptoms.

Consequently, stressors and exercise are important situational factors to control while looking for individual differences that influence menopausal symptoms. In the present study, to more clearly view connections between neuroticism and menopausal symptoms, it will be important to control for exercise and stress, as these two variables may mask the relationship between neuroticism and menopausal symptoms this study seeks to investigate.

In summary, this study hypothesizes that high scores on a neuroticism scale can predict increased negative menopausal symptoms (i.e., hot flashes, insomnia, depressed mood, and cognitive deficits) above and beyond the effects of stressors and exercise.

Method

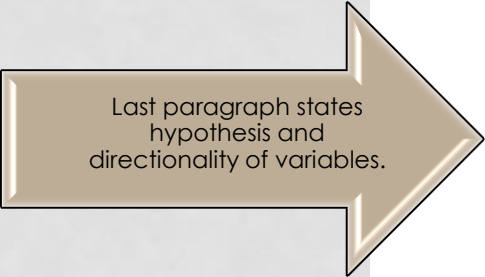
Participants

Participants will include approximately 300 healthy, English speaking women from 42 to 58 years. To qualify, they will have had to experienced changes in menstrual bleeding due to menopause. Also, women having experienced surgical menopause will be excluded.

Materials

Screening survey. After signing an informed consent, participants will be asked if they are experiencing changes in menstrual bleeding due to the onset of menopause. To determine if respondents are experiencing natural menopause, they will be asked whether they are experiencing menopause due to surgery (see Appendix A).

Menopausal symptoms. Participants will complete the Menopause Rating Scale (MRS; Hauser, Huber, Keller, Lauritzen, & Schneider, 1994). Sub-scales assess three dimensions: psychological, somato-vegetative, and urogenital symptoms, with higher scores indicating more



Last paragraph states hypothesis and directionality of variables.



METHOD

- Continues from intro (i.e., Do not insert a page break)
- Starts with 1st level heading "method" (centered, bold)
- Detailed description of how study was (or will be) conducted
- A "recipe" specific enough for reader to duplicate study
- Use subheadings

METHODS

Method Subheadings Include:

- **Participants**

- Number and selection process
- Major demographics (sex, age, race, ethnicity, education, SES...)
- Agreements and/or payments to participants

- **Materials/Apparatus/Measures**

- All physical aspects of study (everything used)
- If a measure/questionnaire, copy must be included in appendix
- Consider a picture/image!

- **Procedure**

- Details of what actually happens usually in chronological order

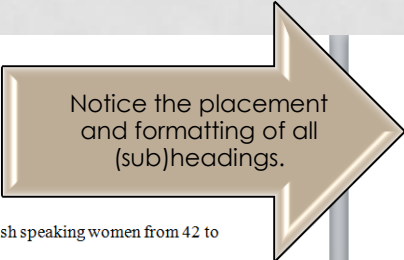
Method**Participants**

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Materials

Screening survey. After signing an informed consent, participants will be asked if they are experiencing changes in menstrual bleeding due to the onset of menopause. To determine if respondents are experiencing natural menopause, they will be asked whether they are experiencing menopause due to surgery (see Appendix A).

Menopausal symptoms. Participants will complete the Menopause Rating Scale (MRS; Hauser, Huber, Keller, [Lauritzen](#), & Schneider, 1994). Sub-scales assess three dimensions: psychological, [somato](#)-vegetative, and urogenital symptoms, with higher scores indicating more severe symptoms. MRS instructions direct respondents to indicate, “Which of the following symptoms apply to you at this time?” An example from the psychological scale includes, “Depressive mood (feeling down, sad, on the verge of tears, lack of drive, mood swings).” An example from the [somato](#)-vegetative scale includes, “Hot flashes, sweating (episodes of sweating).” Finally, an example from the urogenital scale includes, “Dryness of vagina (sensation of dryness or burning in the vagina, difficulty with sexual intercourse).” The MRS is an 11-item scale that measures common symptoms and complaints of menopausal women. The psychological subscale has 4 items, the [somato](#)-vegetative subscale has 4 items, and the urogenital subscale has 3 items. It also measures the subjective severity of symptoms using 5-point Likert scales ranging from 0 (none) to 4 (very severe). Summing the 11 item responses for



Notice the placement and formatting of all (sub)headings.

Procedure

Subjects will be recruited through social media, such as Facebook, Twitter, and Google+, and through a flyer distributed from public sidewalks in front of community locations such as grocery stores (see Appendix C for example of participant invitation to the study). Recruitment through social media will involve inviting potential respondents to participate in a research study investigating women’s health and menopause. If participants agree, they will be provided a link to an html webpage with more details about the study. The details provided on the html webpage will be the same as those provided in the paper flyers that will be posted in community locations

If participants wish to enter the drawing, they will need to provide their email address. Only those completing the survey will have the chance to enter the drawing, and this detail will be stated in the consent form. Three gift cards will be awarded to 3 participants. The winners of the drawing will be chosen using a computerized random selection procedure. Gift cards will be delivered electronically through their email addresses. There will be no need to collect any further personal information from respondents. As the collection of email addresses may compromise anonymity, email addresses will be disposed of after gift cards are distributed to the winners of the drawing. They will be promptly deleted from all electronic devices in which they are stored.

Results**Sample Characteristics**

All data will be analyzed using the Statistical Package of Social Science (SPSS). To begin, data will be screened for out-of-bounds scores, signaling an ENTRY error, using descriptive statistics and a correlation table using all variables. In addition, it will be important to determine whether any demographic (e.g., education, income level) correlates with both the

STATISTICS (PROPOSAL) /RESULTS (FINAL PAPER)

Statistics/Results

- Statistical reporting of data
- Report stats on each hypothesis in order presented at end of intro section
- Additional analyses may be included if results warranted
- Include tables & figures (graphs & images) to give additional info

delivered electronically through their email addresses. There will be no need to collect any further personal information from respondents. As the collection of email addresses may compromise anonymity, email addresses will be disposed of after gift cards are distributed to the winners of the drawing. They will be promptly deleted from all electronic devices in which they are stored.

Results

Sample Characteristics

All data will be analyzed using the Statistical Package of Social Science (SPSS). To begin, data will be screened for out-of-bounds scores, signaling an ENTRY error, using descriptive statistics and a correlation table using all variables. In addition, it will be important to determine whether any demographic (e.g., education, income level) correlates with both the neuroticism and menopausal symptoms scales. If so, that demographic(s) will be controlled through regression analysis as a potential confound(s) to the study.

Scale Characteristics

Descriptive statistics will be used to obtain means and standard deviations of the scales measuring menopausal symptoms, neuroticism, stressors, and exercise (i.e., MRS, EPQ-BV, SRRS, and IPAQ). Internal reliability alphas will be obtained from the EPQ-BV, SRRS, and IPAQ to determine if the levels of these measures in the menopausal women from this study reach the levels of the general population as reported above. In addition, correlation tables will be produced to compare variables to variable norms, testing for typicality of the data. It will be important to determine if the data show any ceiling or basement effects, which will limit variability and compromise correlational analysis. An area of secondary interest would involve an investigation of correlations between various menopausal symptoms and types of activity

levels (i.e., sitting, walking, moderate-intensity, and vigorous-intensity) to see if a type of exercise is effective with a type of menopausal symptom.

Tests of Hypothesis

Finally, zero-order correlations and a multiple regression will be performed with the criterion variable being menopausal symptoms and the predictor variables being the neuroticism personality trait, stressors, and exercise. Any possible confounding demographic variables ALONG WITH THE stressors and exercise SCORES will be entered into step one, and the neuroticism variable will be entered in step two. The potential confounding demographic variables and stressors and exercise will be entered in step one in order to control for variance in the variables. It is hypothesized that the remaining variance due to neuroticism will have a significant relationship to menopausal symptoms, as indicated by a significant beta score for the neuroticism variable.

Secondary Analyses

To analyze whether any confounding variable exist within the demographic data and menopausal symptoms, partial correlations will be performed. If confounds exist, they will be entered in step one in the multiple regression test of the hypothesis. In addition, zero-order correlations will be performed between stressors and menopausal symptoms. This will help to determine whether there are any relationships between types of stressors and types of menopausal symptoms. Finally, to investigate there are any specific relationships between activity domains (e.g., leisure, domestic, gardening, work, and transportation) and activity levels (e.g., sitting, walking, moderate-intensity, and vigorous-intensity) and menopausal symptoms, analysis using zero-order correlations will be performed.

Discussion

DISCUSSION (PROPOSAL PAPER)

- Includes no statistics!
- Recaps on the intro and goes in hypothesis order (same as intro & results sections; parallel structure!)
- Discusses the possible benefits of your research findings
- Discusses what you hope to find
- Any possible limitations of your research (e.g., only college students, small sample size) and how future research can improve upon it.

DISCUSSION (FINAL PAPER)

- Discusses results relative to other research in intro section
- States whether results supported or refuted hypotheses
- Reviews weaknesses in study and offers alternative explanations
- Reviews and interprets results in light of what you wrote in the intro.
 - How well does it compare to past findings from the literature?
 - How does it differ to past findings?
- Discuss what future research could be done to further your findings.

REFERENCES

- Your papers are required to have at least 3 to 6 sources
 - They must be peer reviewed journal articles
 - Refer to APA Manual for correct APA citation often

REFERENCE SECTION CITATIONS

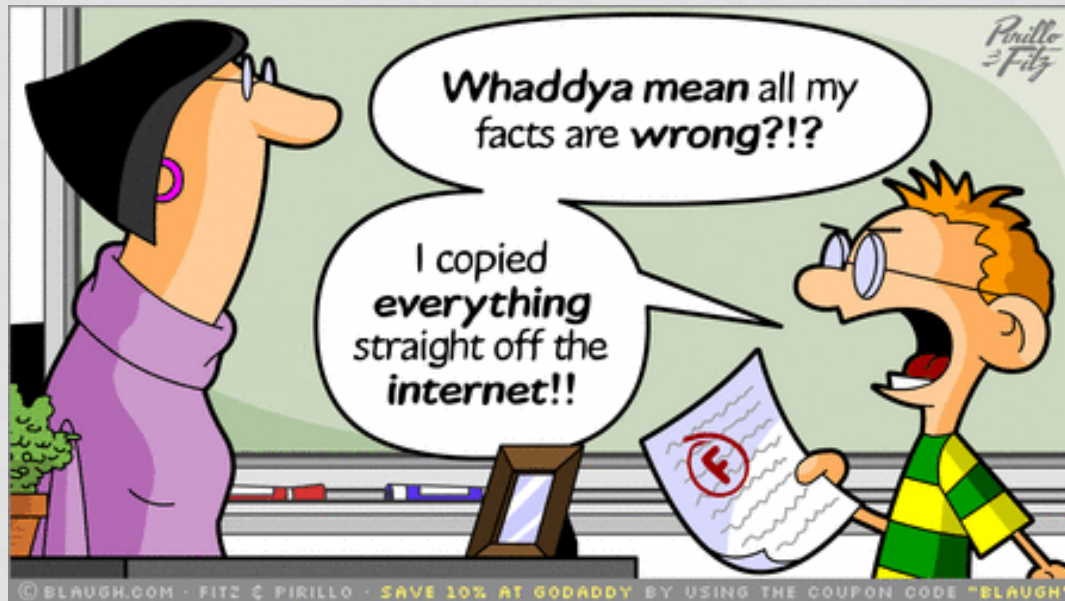
References

- The list of references appears at the end of the paper, on a new page, continuing the page numbers of the text.
- Center the title, References, an inch from the top of the page
- Use double spacing throughout.
- Begin each entry at the left margin.
- If an entry runs more than one line, indent the subsequent lines one-half inch from the margin as hanging.
- Alphabetize entries by the author's last name or, if no author, by the first main word in the title.

USING APA-STYLE REFERENCES IN THE BODY
AND REFERENCE SECTION OF YOUR PAPERS

WHY CITE SOURCES

- It is important to understand **WHY** it is necessary to cite the sources you use to support what you write in your papers and **HOW** to cite these sources in correct APA style.



APA-STYLE REFERENCES IN THE BODY OF
YOUR PAPER (IN-TEXT CITATIONS)

WHY INCLUDE APA-STYLE REFERENCES IN THE BODY OF A PAPER? (IN-TEXT CITATIONS)

- The references in the body of your paper give appropriate credit to the person or persons whose words or ideas you are using to support what you have written in your paper.
- If you do not give credit to those whose work you use, you are guilty of plagiarism, which is a **VERY serious violation of academic integrity**.
- You **MUST** cite any facts that you state in a paper unless it is common knowledge.
- If you're not sure, cite it!

DIRECT QUOTATION

- If you use a **direct quotation** from an original source, give the author(s) credit for her/his/their words as follows.
- Include the page number(s) of the quotation to enable your readers to find it.
 - “Cognitive therapy is more effective than psychoanalysis in the treatments of phobias” (Jones & Smith, 2002, p. 44).
 - (When using a direct quote, you **DO** need to include the page number.)

PARAPHRASING

- If you **paraphrase** from a source (i.e., translate it into your own words), give the author(s) credit for their ideas as follows.
 - According to Jones and Smith (2002), phobias can be treated more successfully by cognitive therapy than psychoanalysis.
 - (When paraphrasing, you **DO NOT** need to include the page number.)

SECONDARY SOURCES

- If you refer to a primary source (e.g., a journal article by Jones) you read about in a **secondary source** (e.g., a textbook by Smith), you must create the following type of citation.
 - According to Jones (as cited in Smith, 2003), phobias can be treated more successfully by cognitive therapy than psychoanalysis.

PERSONAL COMMUNICATION

- If you refer to a **personal communication** (e.g., an e-mail message or conversation) that is not available to your readers, include it in the body of your paper in the following way.
 - According to P. J. Jones, Director of the IUPUI Counseling Center (personal communication, May 1, 2002), phobias can be treated more successfully by cognitive therapy than psychoanalysis.

ONLINE SOURCE

- If you refer to an **online source** (e.g., the website of the British Psychological Association), include it in the body of your paper in the following way.
 - Phobias can be treated more successfully by cognitive therapy than psychoanalysis (British Psychological Association, n.d.).

IMPORTANT DETAILS TO REMEMBER...

- Use an ampersand (&) between authors when their names are **within parentheses**.
 - ... is the most effective treatment (Smith & Jones, 1999)
- Use a regular “**and**” between authors when their names are **not within parentheses**.
 - ... is the most effective treatment according to Smith and Jones (1999).
- If your source does not have a date, replace the date in the citation with n.d., which is the abbreviation for “no date.”
 - ... British Psychological Association (n.d.).

APA-STYLE REFERENCES IN THE
REFERENCE SECTION OF YOUR PAPER

WHAT IS THE PURPOSE OF APA-STYLE REFERENCES IN A REFERENCE SECTION?

- The references in your reference section provide your readers with the information necessary to retrieve the sources you cited in the body of your paper by performing a library or online search.

WHAT QUESTIONS ARE ANSWERED IN AN APA-STYLE REFERENCE THAT WILL ENABLE A READER TO PERFORM A SUCCESSFUL SEARCH?

- Who wrote this document?
- When was it written?
- What was its title?
- Where was it published?
- Who published it?

EXAMPLE

- Suppose you paraphrased information from a book titled *Sigmund Freud: Champion of the Unconscious* by Gerald R. Smith and Thomas T. Ferguson that was published by Worth Publishers of St. Paul, Minnesota in 2001.

WHO WROTE IT?

- Smith, G. R., & Ferguson, T. T.

WHEN WAS IT WRITTEN?

- Smith, G. R., & Ferguson, T. T. (2001).

WHAT WAS ITS TITLE?

- Smith, G. R., & Ferguson, T. T. (2001).
Sigmund Freud: Champion of the unconscious.

WHERE WAS IT PUBLISHED?

- Smith, G. R., & Ferguson, T. T. (2001). *Sigmund Freud: Champion of the unconscious*. St. Paul, MN:
- If two or more publisher locations are given, use the location listed first in the book or, if specified, the location of the publisher's home office.

WHO PUBLISHED IT?

- Smith, G. R., & Ferguson, T. T. (2001). *Sigmund Freud: Champion of the unconscious*. St. Paul, MN: Worth.
- Include only the publisher's name, without any unnecessary words like *Publisher, Co., or Inc.*, but do retain the words *Books or Press*.

IMPORTANT DETAILS TO REMEMBER...

- Spacing
- Use of the ampersand (&)
- Use of italics
- Capitalization
- Hanging indentation
- Primary and secondary sources

SPACING

- Follow each punctuation mark (e.g., comma, period, and colon) with **one** space.
- Smith, G. R., & Ferguson, T. T. (2001). *Sigmund Freud: Champion of the unconscious*. St. Paul, MN: Worth.

USE OF THE AMPERSAND (&)

- Use an ampersand before the final author and precede it with a comma.
- Smith, G. R., & Ferguson, T. T. (2001). *Sigmund Freud: Champion of the unconscious*. St. Paul, MN: Worth.

USE OF *ITALICS*

- Italicize the title of a book.
- Smith, G. R., & Ferguson, T. T. (2001). *Sigmund Freud: Champion of the unconscious*. St. Paul, MN: Worth.

CAPITALIZATION

- Capitalize only the first word in the title of a book, except for proper nouns and the first word that follows a colon.
- Smith, G. R., & Ferguson, T. T. (2001). *Sigmund Freud: Champion of the unconscious*. St. Paul, MN: Worth.

HANGING PARAGRAPH INDENTATION

- Use Word's hanging indent command to indent the second and all following lines of your reference. (Format → Paragraph → Indent and Spacing → Special → Hanging)
- Smith, G. R., & Ferguson, T. T. (2001). *Sigmund Freud: Champion of the unconscious*. St. Paul, MN: Worth.

PRIMARY AND SECONDARY SOURCES

- If you cite a primary source in the body of your paper that you read about in a secondary source (but did not read in its original form), you should include only the secondary source in your reference section.

IMPORTANT EXCEPTIONS
TO THESE RULES

EXCEPTIONS TO THE RULES

- All the important words in the title of a journal are capitalized, and the journal title and its volume number are italicized.
- If page numbers start at 1 in each issue of a volume, put the issue number in parenthesis—but not in italics—immediately after the volume number.
 - Jones, L. K. (2003). The social life of chimpanzees. *Journal of Animal Behavior*, 7(2), 1-18.

EXCEPTIONS TO THE RULES

- If two references by the same author(s) with the same date appear in the text of your paper, one will appear as Jones (2006a) and the other will appear as Jones (2006b).
 - The a or b will be determined by how they are alphabetized in the reference section, not the order in which they appear in the text.
 - In this case, the references in the reference section would look like the following because the B in Birds comes before the Z in Zebra.
 - Please note that an “A” or a “The” at the beginning of a title is ignored in the alphabetizing process.
- **Jones, T. J. (2006a). *Birds are smart creatures*. Dallas, TX: Harcourt.**
- **Jones, T. J. (2006b). *A zebra is a striped horse*. Peoria, IL: Wiley.**

EXCEPTIONS TO THE RULES

- When a book has no author, use the publisher as the author and replace the publisher with the word “Author.”
 - Harvard University. (1999). *The diary of William James*. Cambridge, MA: Author.

EXCEPTIONS TO THE RULES

- When referencing an online source, follow the title with the date you retrieved it and its url.
- Do **NOT** put a period after the url.
 - Yale University. (n.d.). *Careers for undergraduate psychology majors*. Retrieved October 1, 2004, from <http://www.YalePsych.edu/jobs>

EXCEPTIONS TO THE RULES

- When referencing a document of limited circulation (e.g., a class syllabus or handout) follow its title with the mailing address or email address of where it can be obtained.
 - Jones, P. J. (2004). *Syllabus for PSY B301 Abnormal Psychology*. (Available from the Butler University Psychology Department, 402 Main Street, Indianapolis, IN 46222-3456)

EXCEPTIONS TO THE RULES

- Personal communications that cannot be retrieved by readers (e.g., conversations, classroom discussions, email messages) are **NOT** included in the reference section of your paper.

DOI NUMBERS

REFERENCE SECTION : DOI NUMBER

- What Is A DOI And Why Should I Care?
 - A CrossRef DOI ® (Digital Object Identifier) is a permanent link to published full text like journal articles, book chapters, conference papers, or other content.
 - They ensure that researchers can follow links to the content they need, every time.
 - Unlike a URL, which can change, or disappear altogether, a CrossRef DOI remains the same.
 - This way, the document can be discovered, even if the URL changes, with the following benefits for researchers and librarians
- Example Reference Section Citation:
 - Digman, J. M. (1990). Personality structure: Emergence of the five-factor model. *Annual Review of Psychology*, 41(1), 417-440.
doi:10.1146/annurev.ps.41.020190.002221

REFERENCE SECTION : DOI NUMBER

- Where Can I Find A CrossRef DOI?
 - Many publishers display the DOI prominently on the first page of an article, in print or online.
 - In an electronic reference, the DOI may be included as a link under a button labeled “Article,” “CrossRef,” “Full Text,” or another name.
 - Look up DOIs:
 - Go to www.crossref.org/lookup and use the citation information you have to get the DOI.

REFERENCE SECTION : DOI NUMBER

- What Do I Do With A CrossRef DOI?
 - Make any DOI linkable to the full text by putting <http://dx.doi.org/> in front of it.
 - Include DOIs instead of URLs in your references whenever possible.
 - Most style manuals call for the DOI to be the last item in the citation.
 - Copy and paste DOIs instead of typing them.
 - In order for accurate reference linking, the DOI must appear exactly as published in the article.
 - A search on Google Scholar will link from a CrossRef DOI in the results list to the publisher web site.
 - This assures the researcher that they find the article of record, which is crucial for the citation process.
 - For more information visit <http://crossref.org/05researchers/index.html>.

REFERENCE SECTION CITATIONS

- For a more detailed description of how to properly format your References section entries, see the “APA Style Handbook 6th edition” and the HANDOUTS page for week 3 on the class website:
 - “References Examples-APA Style”
 - “Reference s Page-APA Style”
 - “APA Format Quick Guide”

EVALUATING THE SOURCES USED IN A
RESEARCH PAPER

EVALUATING SOURCES

Textbooks

- Very general, designed to introduce & teach
- Great for learning the basics
- But material can be >6 yrs old (very often much older)
- Usually should not cite (They do not impress this class's grader 😊)

Book Chapters

- They're very general, and designed to review and theorize
- They're great for getting an overview by a single author
- Material can be >3 yrs old (often older)
- Not peer-reviewed (some are reviewed if in edited book)
- Can cite some parts, but go to primary, peer-review instead

EVALUATING SOURCES

Peer-Review Articles

- Some are general (if a review of the literature or in some "select" journals)
- Mostly very specific
- Material is ~1-2 years old
- **Cite experimental articles**– these are your primary sources!!!

EVALUATING SOURCES

Experimental

- You can find some general material in the introduction (provides context)
- They are mostly very specific, original studies
- They include at least one experiment with methods, results, discussion sections.
- **Cite – these are your primary sources!!!**

EVALUATING SOURCES (CONT)

Journals

- **General – vs – Specific Scientific Audience**
 - Strengths of General Journals
 - Written for "average" science folks (like you, or me)
 - Give an understandable intro to an unfamiliar area
 - Minimize pesky details
 - Weaknesses of General Journals
 - Sometimes too short, not enough details
 - Methods section usually too short
 - Does not include an experiment with methods, results, discussion sections

EVALUATING SOURCES (CONT)

Journals Continued:

- **General – vs – Specific Scientific Audience**
 - **Examples of General Journals**
 - Science
 - Nature
 - PNAS
 - Trends in ... (Neuroscience, Cognitive Sciences, etc.)
 - Annual Review of ... (Psychology, Clinical Psych., Neurosci., etc.)
 - **Specific Journals**
 - Aimed at a given topic within a discipline
 - Examples include "Learning & Memory", "Social Psychology", "Personality", etc.

LAB

- Open and complete the **Self-Scoring APA Exercise** (Submit on Canvas)
 - **DUE Before Class Next Week!**
- Open the **Cummins et al (1977) article** (available in pdf and Word doc) from the Handouts page on the class website:
- **Turn the scientific style formatting into APA format** (Submit on Canvas)
 - **DUE Before Class Next Week!**
 - Use the Handouts page on the class website under Week 3 as aids to help you reformat the Cummins et al article into APA format
 - “APA Format Quick Guide”
 - “Example Final Research Paper”
 - “References Examples-APA Style”
 - “References Page-APA Style”
 - “What is a DOI Number?”
- Finish completing your group’s “Research Project Approval Form”
(DIGITAL COPY REQUIRED FROM EACH INDIVIDUAL FOR ALL GROUPS)
 - **DUE Feb 22!**