

Instructions for Authors

Punctuation

Spacing

Each mark of punctuation is followed by one space. Exceptions:

- Opening parenthesis: *Departing flights (except those already noted) are temporarily grounded.*
- Opening quotation mark, and comma or period before a closing quotation mark: *The captain remarked, "The space is inadequate." I agreed.*

All other punctuation marks are followed by one space.

Colon (:)

1. Use a colon after a complete sentence that introduces a list.

The breakfast menu contained the clients' favorite foods: bran muffins, bananas, pancakes and maple syrup, and bacon and eggs.

If the introduction is not a complete sentence, no punctuation is needed:

Dieters preferred low fat breakfast foods such as strawberries, unbuttered whole wheat toast, unsweetened cereal, and applesauce.

2. Use a colon on the reference list, to separate publisher location from name.

Hebring, R. J., Jr. & Vang, C. (2002). Collective wisdom, diverse experience: Managers' real stories (3rd ed.). New York: Random House

Dash (—) and Hyphen (-)

Use dashes to separate words and phrases. Type dashes with no space between them and the words they separate. Use dashes to indicate an interruption:

Students in the third group—those who received no training—were least successful at accomplishing the task).

Hyphens are used to connect words and parts of words. Type hyphens with no space before or after (*e.g., step-by-step instructions*).

Parentheses ()

In academic writing use parentheses to (a) enclose citation material, and (b) enclose letters used for lists. They are also used (but sparingly) to enclose words or phrases that are not essential, as in the sentence you are reading.

Quotation Marks (" ")

In academic writing use quotations marks to enclose direct, word-for-word passages borrowed from another source. Commas and periods that finish quotes are always placed

inside quotation marks. Other marks of punctuation are placed outside quotation marks unless they are part of the quoted material.

Semicolon (;)

Use a semicolon:

1. Between two sentences when a period is not desired. *Sales of buttons and tee shirts were higher than expected; few people bought flags, however.*
2. To separate elements in a series if the elements themselves contain commas. *Commission membership included Janet Dubois, mayor; Arun Ramish, city attorney; Tyreesha Tomlin, school board president; and Harold Rosen, state representative.*

Comma (,)

The following six comma rules will enable you to punctuate most sentences correctly.

1. Use a comma before a coordinating conjunction (and, but, or, so, yet, nor, for) if it joins two sentences.

- *Ellen thought the movie was exciting, and Fred liked it more than any he had seen that year.*
- *Fred and Ellen saw a movie and went out to dinner afterwards. (No comma needed because and is not joining two sentences.)*

2. Use a comma after introductory expressions. An introductory expression is a word or words that lead up to the main part of the sentence.

- *Frankly, I have had enough of this cold and rainy weather.*
- *When our bakery closed down, Jan had to make her own bread.*
- *Confused by the freeway signs, Ralph got hopelessly lost in Chicago.*

3. Use commas to separate three or more items in a series. Use a comma after each item, including the one before the conjunction (and or or).

- *Protestors wore black pants, red shirts, and green sashes.*
- *Students can study before class, after school, or on Saturday afternoon.*

4. Use commas to set off words and phrases that interrupt the sentence if those words are not essential to the purpose of the sentence.

- *Michelle took her seat at the table and, much to everyone's surprise, blew her nose on the tablecloth.*
- *I liked Brad's sense of humor. His lewd jokes, however, deeply embarrassed his grandmother.*
- *Bill, a man of much courage, grabbed the burglar's hand and bit off his trigger finger.*

5. Use a comma to set off a phrase at the end of a sentence if that phrase refers to the beginning or middle part of the sentence, or to the entire sentence. These phrases will usually begin with a word ending in -ed or -ing.

Teachers offered rewards to the students, trying to improve their test scores.

With a comma, the sentence means that teachers offered rewards in an attempt to improve test scores. (The phrase *in an attempt to improve test scores* might better be placed after *teachers* and set off with commas.)

Teachers offered rewards to the students trying to improve their test scores.

Without a comma, the sentence means that teachers offered rewards only to students who were trying to improve their test scores.

6. If rules 1-5 don't apply, you probably don't need a comma. Most people over-use commas. Exception: occasionally, a comma is needed to prevent the misreading of a sentence, even if one of the five rules doesn't apply. Note the following example:

Patients who can discuss side effects with their doctors before undergoing surgery.

Adding a comma will prevent misreading of the sentence:

Patients who can, discuss side effects with their doctors before undergoing surgery.

Abbreviations

- Avoid abbreviations (acronyms) except for long, familiar terms (AEIPRO).
- Explain what an abbreviation means the first time it occurs: American Psychological Association (APA).
- If an abbreviation is commonly used as a word, it does not require explanation (IQ, LSD, REM, ESP).

The following abbreviations should NOT be used outside parenthetical comments:

cf. [use **compare**]

e.g. [use **for example**]

etc. [use **and so forth**]

i.e. [use **that is**]

viz. [use **namely**]

vs. [use **versus**]

- Use periods when making an abbreviation within a reference (Vol. 3, p. 6, 2nd ed.).
- Do not use periods within degree titles and organization titles (PhD, APA).
- Do not use periods within measurements (lb, ft, s.) except inches (in.).
- Use s for second, m for meter.
- To form plurals of abbreviations, add s alone, without apostrophe (PhDs, IQs, vols., Eds).
- In using standard abbreviations for measurements, like m for meter, do not add an s to make it plural (100 seconds is 100 s); when referring to several pages in a reference or citation, use the abbreviation pp. (with a period after it and a space after the period).
- Do not use the abbreviation "pp." for magazine or journal citations; just give the numbers themselves. Do use "pp." for citations of encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books.

- Use two-letter postal codes for U.S. state names (GA).

Table 1

Common abbreviations

Abbreviation	Meaning	Abbreviation	Meaning
2nd ed.	Second edition	p.	page number (single)
chap.	chapter	pp.	page numbers (plural)
ed.	edition	Rev. ed.	Revised edition
Ed.	Editor	Suppl.	Supplement
Eds.	multiple editors	Tech. Rep.	Technical Report
No.	Number	Vol.	Volume
n.d.	no date	para.	paragraph
Pt.	Part	&	and

Capitalization

- Capitalize formal names of tests (Stroop Color-Word Interference Test).
- Capitalize major words and all other words of four letters or more, in headings, titles, and subtitles outside reference lists, for example, "A Study of No-Win Strategies."
- Capitalize names of conditions, groups, effects, and variables only when definite and specific. (Group A was the control group; an Age x Weight interaction showed lower weight with age.)
- Capitalize the first word after a comma or colon if, and only if, it begins a complete sentence. For example, "This is a complete sentence, so it is capitalized." As a counter example, "no capitalization here."
- Capitalize specific course and department titles (GSU Department of Psychology, Psych 150).
- Do not capitalize generic names of tests (Stroop color test). "Stroop" is a name, so it remains capitalized.
- Capitalize nouns before numbers, but not before variables (Trial 2, trial x).
- Do not capitalize names of laws, theories, and hypotheses (the law of effect).
- Do not capitalize when referring to generalities (any department, any introductory course).

Italics

- Do not italicize common foreign abbreviations (vice versa, et al., a priori).
- Do not italicize for mere emphasis.

- Italicize the titles of books and articles, species names, introduction of new terms and labels (the first time only), words and phrases used as linguistic examples, letters used as statistical symbols, and volume numbers in reference lists.

Numbers

- Spell out common fractions and common expressions (one-half, Fourth of July).
- Spell out large numbers beginning sentences (Thirty days hath September ...).
- Spell out numbers which are inexact, or below 10 and not grouped with numbers over 10 (one-tailed *t* test, eight items, nine pages, three-way interaction, five trials).
- Use numerals for numbers 10 and above, or lower numbers grouped with numbers 10 and above (for example, from 6 to 12 hours of sleep).
- To make plurals out of numbers, add *s* only, with no apostrophe (the 1950s).
- Treat ordinal numbers like cardinal numbers (the first item of the 75th trial...).
- Use combinations of written and Arabic numerals for back-to-back modifiers (five 4-point scales).
- Use combinations of numerals and written numbers for large sums (over 3 million people).
- Use numerals for exact statistical references, scores, sample sizes, and sums (multiplied by 3, or 5% of the sample). Here is another example: "We used 30 subjects, all two year olds, and they spent an average of 1 hr 20 min per day crying.
- Use metric abbreviations with figures (4 km) but not when written out (many meters distant).
- Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).

Tables

- Number tables consecutively as they appear in your text with arabic numbers (Table 1, Table 2...). Capitalize all major words in the title, but for headings and captions, only the first word and proper nouns.
- The table should be centered.
- Place tables close to where they are first mentioned in your text, but do not split a table across pages.
- Label each table beginning with the table number followed by a description of the contents.
- Each row and column must have a heading. Abbreviations and symbols (e.g., "%" or "nos.") may be used in headings.
- Do not change the number of decimal places within a column.

- Do not change the units of measurement within a column.
- "Use a zero before the decimal point when numbers are less than one". Write "0.23" not ".23" *unless* the number is a statistic that cannot be larger than one, for example a correlation $r = .55$, or a probability $p < .01$
- Add notes to explain the table contents. These may be general notes or footnotes. The latter are labeled "a, b, c, etc."
- Use asterisks to indicate statistical significance explained in the probability level note at the bottom of the table. "Assign a given alpha level the same number of asterisks from table to table within your paper, such as $*p < .05$ and $**p < .01$; the largest probability receives the fewest asterisks [the smaller probability gets more asterisks]"

Notes for a table

- **General notes** give an explanation to any symbols or abbreviations used in the table.
- **Specific notes** make reference to a particular column or row. They are independent of other tables and begin with a superscript lowercase a in each table.
- **Probability notes** explain the significance of text results.

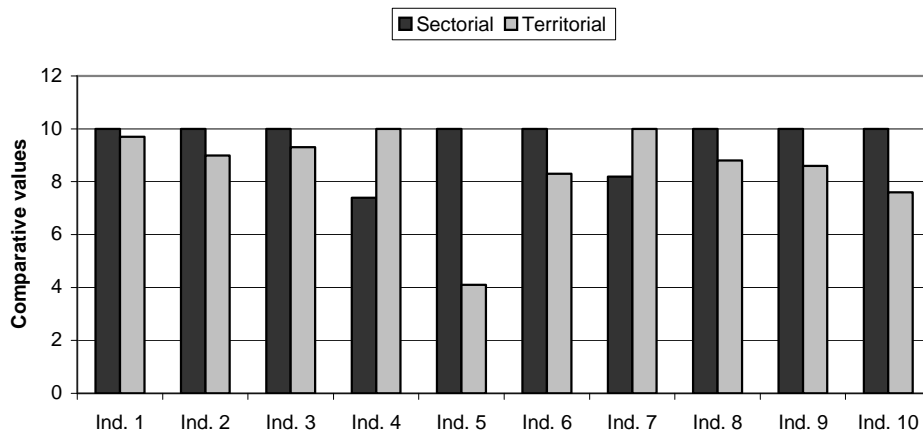
Figures

- Number all figures consecutively with arabic numerals throughout a paper in the order in which they are first mentioned in text (Figure 1, Figure 2...).
- Figure should be centered and the text also.
- In the text refer to figures by their numbers: *as shown in Figure 2, the relations are or data are related (see Figure 5).*
- Never write “the figure above/below” or “the figure on page 12”.

Do NOT type in the actual values on the graph. Values on the ordinal should allow the reader to interpret the level of scores. Do NOT create three-dimensional figures, and do not use line drawings for discontinuous groups or conditions--use bar diagrams.

Example

Figure 1
Comparison of TDCs According to Approach Applied



Note: Where Ind. 1 is degree of knowledge, Ind. 2, degree of use, Ind. 3, degree of satisfaction, Ind. 4, promotion of innovation diagnoses, Ind. 5, promotion of investment in innovation, Ind. 6, promotion of attendance at workshops, Ind. 7, promotion of innovation collaborations, Ind. 8, promotion of plans for innovation support, Ind. 9, promotion of good innovation practices and Ind. 10, promotion of the appreciation of innovation.

References

Reference Citations in Text: Indirect Quotations

Even when you cite an author's work indirectly, (that is, when you do not quote from it exactly but refer, in your own words, to that author's ideas, research, conclusions, etc.), you must briefly identify your source.

One Work by One Author

Example 1: At an appropriate point in your text, simply insert between parentheses the last name of the author of the source to which you are referring and the date of its publication, separating the two by a comma and a space: In a recent study of reaction times (Rogers, 1994).

Example 2: If the author's name has been worked into your text, only the date is needed in the parentheses: Rogers (1994) compared reaction times.

Example 3: If the author's name and date appear within your text, no parenthetical information is needed: In 1994 Rogers compared reaction times.

Example 4: Within a paragraph, as long as the study cannot be confused with another cited study, it is not necessary to include the year in a subsequent reference: In a recent study of reaction times, Rogers (1994) described the method...Rogers also found...

One Work by Multiple Authors

When a work has **two or three authors**, always cite both surnames every time the reference occurs in your text. Follow this with the date of the publication.

For a source with **four or more authors**, include only the first author's name followed by "et al."

Example: Smith, Rubic and Malcolm, (1995) found that the data are related. [always]

Wasserstein et al. (1994) found... [four or more authors]

Join the names 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 name by an ampersand (&).

Example: as Nightlinger and Littlewood (1993) demonstrated
as has been shown (Jöreskog & Sörbom, 2002)

Groups as Authors

The name of a group author is usually spelled out each time it appears in your text. The names of some authors are spelled out in the first citation and abbreviated thereafter. Use your judgment. The reader of your paper should be able to locate it and the complete citation of the work, without undue difficulty, in the reference list at the end of your paper.

Example Entry in reference list: National Institute of Mental Health. (1991).

First text citation: (National Institute of Mental Health [NIMH], 1991)

Subsequent text citation: (NIMH, 1991)

Authors with Same Surname

When a publication contains two or more primary authors with the same surname, include the first author's initials in all text citations, even when the year of publication is different.

Example 1 R.D. Luce (1954) and P.A. Luce (1986) also found

Example 2 J.M. Goldberg and Nerf (1961) and M.E. Goldberg and Wurtz
(1972) studied

Specific Parts of a Source

In addition to the author and the date, indicate the page, chapter, figure, table, if necessary, at the appropriate point in your text. Page numbers should always be given for direct quotations.

Example 1 (Cheek & Buss, 1981, p. 332)

Example 2 (Shimamura, 1989, chap. 3)

Citation of [Electronic] Sources

Example 1 (location reference used): Use for direct quotation or paraphrasing from electronic sources that do not provide page numbers, but do provide paragraph numbers. Use the paragraph number in place of the page number, preceded by ¶ or the abbreviation *para*.

As Myers (2000, para. 5) aptly phrased it, “positive emotions are both an end —better to live fulfilled, with joy [and other positive emotions]— and a means to a more caring and healthy society.”

Example 2 (location reference used): Use for direct quotation or paraphrasing when there are neither paragraph nor page numbers, but headings such as Introduction, Method, Results, Discussion, Conclusion are present. Cite the heading and the paragraph following the heading. This will direct the reader to the appropriate section.

Beutler concludes that our existing managed care organization, and the ways in which we approach treatments, are shortsighted (Beutler, 2000, Conclusion section, 1).

Example 3 (no location reference): While this citation method can be used for direct quotation or paraphrasing, it is most appropriate for direct quotations since documents accessed with a Web browser are searchable by using the ‘Find in Page’ command under Edit on the browser tool bar. You may choose to omit a location reference altogether when no page or paragraph numbers are provided, and headings either were not used or their use would prove confusing. In these cases cite only the author and date.

“The current system of managed care and the current approach to defining empirically supported treatments are shortsighted” (Beutler, 2000).

E-mail

Email sent from one individual to another should be cited as a personal communication.

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

(V.-G. Nguyen, personal communication, September 28, 1998)

Because they do not provide recoverable data, personal communications are not included in the reference list. Cite personal communications in text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.

Reference Citations in Text: Direct Quotations

A short quotation of less than 40 words should be incorporated into the text of your paper and enclosed in double quotation marks with a reference to the author of the work quoted, the year of publication, and the page from which the quotation is taken, enclosed in parentheses, together or separately, depending on how you have worked it into your text. This is known as the author-date method of citation.

Example 1: She stated, “The ‘placebo effect,’ . . . disappeared when behaviors were studied in this manner” (Miele, 1993, p. 276), but she did not clarify which behaviors were studied.

Example 2: Miele (1993) found that “the ‘placebo effect,’ which had been verified in previous studies, disappeared when [only the first group’s] behaviors were studied in this manner” (p. 276).

No quotation marks are used for block quotations, which are direct quotations of more than 40 words, set off from your text in freestanding blocks of typewritten lines, indented five spaces from the left margin. The entire quotation should be double-spaced.

Example 3: Miele(1993) found the following:

The “placebo effect,” which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors *were never exhibited again* [italics added], even when reel [sic] drugs were administered. Earlier studies (e.g., Adullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect. (p. 276)

Reference list

At the end of your paper you must provide full documentation for each source used to support the arguments in your paper. This includes every reference you provided in shortened form within parentheses or in the body of your paper, whether for direct quotations or for indirect citations.

General notes:

- Garamond 11.
- Include only sources that were used in the preparation of the paper.
- Arrange entries in alphabetical order by last name of author.

- Use a hanging indent: the first line is at the left margin; subsequent lines are indented five spaces.
- Use only the initials of the authors' first and middle names.
- Include the names of all authors, no matter how many.
- List all authors in reverse order: last name, first and middle initials.
- If two or more authors are listed, use an ampersand (&) in front of the last author.
- Use commas after authors' names and before the ampersand.
- If no author is given, start with the title and then the date. Incorporate these into the list in proper alphabetical order, ignoring initial articles.
- Capitalize only the first words of book or article titles; capitalize all important words in the name of a journal.
- Italicize the names of books and periodicals.

Journal Article

Journal Article - Continuous Pagination

- Author, A. B., & Author, C. D. (Year). Title of article, capitalizing only the first word of title, and first word of subtitle, and proper nouns; no quotation marks, underscore, or italics. Name of the Periodical in Italics and All Important Words Capitalized, volume number, only the number, also italicized, inclusive pages.
- Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Journal*, volume, page-numbers.
- McCright, A. M., & Dunlap, R. E. (2007). Defeating Kyoto: The conservative movement's impact on U.S. climate change policy. *Social Problems*, 50, 348-373.
- Walker, L. J., Hennig, K. H., & Krettenauer, T. (2000). Parent and peer contexts for children's moral reasoning development. *Child Development*, 71, 1033-1048.

Journal Article - Repaginated Issues

- Same as Continuous Pagination, except after volume number, (issue number in parentheses), inclusive pages.
- Libell, J. (2007, Spring). The inner world of sound: Accessing this world through poetry, narrative literature, and music. *Consulting Psychology Journal: Practice & Research*, 55(2), 284-293.

Citing an Abstract Only

- Woolf, N. J., Young, S. L., Fanselow, M. S., & Butcher, L. L. (1991). MAP-2 expression in cholinergic pyramidal cells of rodent cortex and hippocampus is altered by Pavlovian conditioning [Abstract]. *Society for Neuroscience Abstracts*, 17(4), 480.

Magazine Article

- Author, A. A. if named or Article title if no author. (year), Month day). Title of article if not given before [useful descriptive information]. *Title of Magazine*, volume if given, page-numbers.
- Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1112.
- Kenji, M., & Tanaka, K. (2007, February 13). Conflict and cognitive control. *Science*, 303, 969-970.

The disability gulag [Letter to the editor]. (2006, December 14). *The New York Times Magazine*, 28.

Newspapers Articles

Author if named or Article title if no author. (year, Month day). Title of article if not given before [useful descriptive information]. *Title of Newspaper*, p/pp. nn-nn.

Nagourney, E. (2006, October 28). Impatience, at your own risk. *The New York Times*, p. F6.

Skin deep: 'Cosmetic wellness' helps people feel good about their looks. (2007, March 24). *The Modesto Bee*, p. G1.

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

Note: If an article appears on discontinuous pages, give all page numbers and separate the numbers with a comma.(e.g., pp. B1, B3, B5-B7).

Books

Author, X. X., Author, Y. Y. Jr., & Author, Z. Z. (Year). Title: Capitalize only the first word of the title and also of the subtitle and proper names, and italicize the entire title including the period. (If the book is a 2nd or subsequent edition, put the edition in parentheses after the title and before the period). City of publication and state if not well-known city: Publisher.

Author, A. A., & Author, B. B. (year). *Title of book*. Location: Publisher.

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

Holmberg, D., Orbuch, T., & Veroff, J. (2007). *Thrice-told tales: Married couples tell their stories*. Mahwah, NJ: Erlbaum.

Stilwell, B. M., Galvin, M. R., & Kopta, S. M. (2000). *Right vs. wrong: Raising a child with a conscience* (2nd ed). Bloomington: Indiana University Press.

Article or Chapter in an Edited Book

Author, A. A. (Year). Title of chapter, only initial word capitalized, no underscore, quotation marks, or italic. In A. Editor & B. Editor (Eds.), *Title of book, italics*. (pp. xxx-xxx). City: Publisher.

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Kalish, C. W. (2000). Children's thinking about truth: a parallel to social domain judgments? In M. Lupta (Ed.), *Rights and wrongs: How children and young adults evaluate the world* (pp.6-22). San Francisco: Jossey-Bass.

Stein, A. (2007). Sex after 'sexuality': From sexology to post structuralism. In D. Owen (Ed.), *Sociology after postmodernism* (pp. 158-172). London: Sage.

Published Conference Paper in Conference Proceedings

Author, A.A. (Year). Title of paper. In Editor (first initial, last name) (Ed.) *Title of conference proceedings* (page numbers). Place of publication: Publisher. doi:xxx.xxxxxxx

Gibson, C. C. (2005). Impact of the larger social context on the distance learner. In S. Allsop (Ed.) *International Council for Distance Education: One world many voices: Quality in open and distance learning* (pp. 279-282). Chicago: Milton Keynes.

Unpublished Symposium (Papers and Poster Sessions that Have not Been Formally Published)

Author, A. A. (Year, Month). Title of paper. In E. E. Chairperson (Chair), *Title of symposium*. Symposium conducted at the meeting of Organization Name, Location.

Martins, J. R. (2004, April). Working with the terminally ill: An integrated theoretical model. In J.R. Tunon (Chair), *Cooperative health care in the 21st century*. Symposium conducted at the meeting of the American Counseling Association World Conference, San Diego, CA.

Unpublished Doctoral Dissertation

Johnson, E. (1995). *The role of social support and gender orientation in adolescent female development*. Unpublished doctoral dissertation, University of Denver, Denver, CO.

Reports

National Institute of Mental Health (1990). *Clinical training in serious mental illness* (DHHS publication number ADM 90-1679). Washington, D.C.: U.S. Government Printing Office.

Entire Encyclopedia or Dictionary

Sadie, S. (Ed.). (1980). *The new Grove dictionary of music and musicians* (6th ed., Vols. 1-20). London: Macmillan.

Encyclopedia entry

McNally, R. J., (2000). Fear and terror. In *Encyclopedia of Psychology* (Vol. 3, pp.341-344). Washington D.C.: American Psychological Association.

Pamphlets / Government Publications

Bush, G. (1989, April 12). *Principles of ethical conduct for government officers and employees*. Exec. Order No. 12674. Pt. 1. Retrieved February 23, 2001, from: <http://www.usoge.gov/exorders/eo12674.html>

League of Women Voters of Seattle Education Fund. (1999). *They represent you: Citizen's directory of elected officials*. [Brochure]. Seattle, WA: Author.

National Institute of Mental Health. (1990). *Clinical training in serious mental illness*. (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

Electronic Media

- ✓ Include the same citation elements (author, title, date, etc.) in the same order as you would for a print source, and add as much electronic retrieval information as needed for others to locate the sources you cited. Direct readers as closely as possible to the source used and when in doubt follow the principle of providing more information rather than less.
- ✓ Issue number: always include the journal volume number and issue number (if available).
- ✓ Retrieval dates: no longer required for content that is not likely to change (journal articles or books); retrieval dates are still required for undated or changeable content from the open web.
- ✓ Use a journal article's DOI (if available) instead of the URL in the reference. The DOI is a Digital Object Identifier that allows a reader to link directly to an article via the publisher's web site.

Journal Articles with an Assigned DOI

Miller, P. H., & Aloise, P. A. (1989). Young children's understanding of the psychological causes of behavior: A review. *Child Development*, 60(2), 257-286. doi:10.1111/1467-8624.ep7266798

Journal Articles with no Assigned DOI

Open-access electronic journal article available from publisher's web site: include exact URL for article.

Li, Q. (2007). Mathematics, science, and technology in secondary schools: Do gender and region make a difference? *Canadian Journal of Learning and Technology*, 33(1). Retrieved from <http://www.cjlt.ca/content/vol33.1/li.html>

Newspaper Article

Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. *The New York Times*. Retrieved from <http://www.nytimes.com>

Stand-Alone Web Page Document, No Author Identified, No Date

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2000, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10>

If the author of a document is not identified, begin the reference with the title of the document. The abbreviation n.d. is used when no date of publication is provided.

White Papers or Documents Available From an Organization, University or Departmental Web Site

Chou, L., McClintock, R., Moretti, F., & Nix, D. H. (1993). *Technology and education: New wine in new bottles: Choosing pasts and imagining educational futures*. Retrieved August 24, 2000, from Columbia University, Institute for Learning Technologies: <http://www.ilt.columbia.edu/publications/papers/newwine1.html>

If a document that presents an organization's philosophy, position or policy is contained within a large and complex web site, identify the host organization and the relevant program or department before giving the URL for the document itself.

Electronic Book (Open-Access)

Buchanan, R., & Koch-Schulte, S. (2000). *Gender on the line: Technology, restructuring and the reorganization of work in the call centre industry*. Ottawa: Status of Women Canada. Retrieved from <http://www.swc-cfc.gc.ca/pubs/pubspr/0662281586/200662281586e.pdf>

For electronic books the publisher's geographical location and name are generally not necessary if the publisher's name is clear from the author name, URL, database name, or other reference information. It is included here for clarification.

Electronic Book (Subscription-Based)

Bart, J. (2000). *Women succeeding in the sciences: Theories and practices across disciplines*. West Lafayette, IN: Purdue University Press. Available from <http://www.netlibrary.com>

Use "Available from" instead of "Retrieved from" when the URL leads to information on how to obtain the book rather than to the book itself.

Thesis or Dissertation Retrieved from a Subscription Database

- Buckner, A. L. (2007). *Appetite awareness training in the prevention of eating disorders*. Retrieved from ProQuest Dissertations and Theses. (AAT 3273686)
- Roth, D. H. (2004). *Adult reflections on childhood verbal abuse*. (Master's thesis, University of Saskatchewan, 2004). Retrieved from <http://www.collectionscanada.ca/obj/s4/SSU/TC-SSU-07720.pdf>

Wiki

- Market research. (2007, November 30). Retrieved 21:24, November 28, 2007, from Wikipedia, The Free Encyclopedia: http://wikipedia.org/w/index.php?title=Marketing_research&oldid=14

Blog (Weblog)

- Giest, M. (2007, November 27). *Universal Music CEO on Technology*. Message posted to <http://www.michaelgeist.ca/content/view/2413/196>

YouTube (Video Post)

- Norton, R. (2006, November 4). *How to train a cat to operate a light switch* [Video file]. Video posted to <http://www.youtube.com/watch?v=Vja83KLQXZs>

Video

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