AU TESOL Program Style Sheet

Adopted from *Publication manual of the American Psychological Association* (5th ed.). (2001). Washington, DC: American Psychological Association.

REFERENCE CITATIONS WITHIN YOUR TEXT

Throughout the text, document your research by citing the author and date of publication. This serves to briefly identify your sources, which will be described in more detail in the list of references following your paper.

Type of Source	In-Text Reference Examples*
One author	(Leki, 1992, p. 43)
Two authors	(Hutchinson & Rogers, 1987, p. 45)
Multiple authors	1st time: (Bates, Lane & Lange, 1993) subsequently: (Bates et al., 1993)
Group as author (if name is long, it can be abbreviated after the first citation)	1st time: (Center for Applied Linguistics [CAL], 1991) subsequently: (CAL, 1991)
Two or more works by different authors (when several different studies support your point) Arrange the authors in alphabetical order by last names.	(Bates, Lane & Lange, 1993; Brown, 1995; Leki, 1992)
Work without an author Cite the title and the year	("Literacy Volunteer Opportunities in the District of Columbia," 1997)
Electronic Sources since these sources do not provide page numbers, identify the source by paragraph	(Benton Foundation, 1998, ¶ 5) or (Benton Foundation, 1998, para. 5)

*When quoting directly, page number(s) must be provided. When paraphrasing, you are **not** required to provide the page or paragraph numbers, but you are *encouraged to do* so to allow interested readers to locate the source passages more easily (APA, 2001, p. 121).

• *Direct Quotation Examples*

"On early drafts, the primary focus of feedback should be on content, although some instructors may choose to mark some frequent errors that impede understanding" (Bates, Lane & Lange, 1993, p. 45).

O'Malley and Valdez Pierce (1996) recommended students who "may have been schooled in a system in their native country where teacher-centered modes of instruction did not invite students participation in assessment" be given "more time to adjust" to peer and self-assessments (p. 43).

• If a quotation contains 40 or more words, separate it from your text by (1) starting on a new line, (2) indent five spaces from the left margin, (3) single space the entire quotation, and (4) DO NOT use quotation marks:

> Though objectives will never be perfect, the act of trying to state course or program objectives will not only add structure to satisfying the students' language needs, but will also help the program leadership and its teachers to think through what it means to teach language in all of its complexity (Brown, 1995, p. 97).

• *Paraphrased Citation Examples*
According to Bates, Lane and Lange (1993) teachers should focus first on the content of the paper when giving feedback (p. 45).

Several authors view extensive error correction as an ineffective way of approaching student writing (Bates, Lane & Lange, 1993; Leki, 1992).

• *Other In-Text References*
When referring to tables or figures you created for your paper:
... as shown in Table 3, the results of the study... OR
...the results of the study (See Figure 3)...

BIBLIOGRAPHIC REFERENCES

The reference list at the end of your paper (sometimes referred to as "the bibliography") provides information your reader will need to find your sources. **Only sources which were used in your paper should be included.**

* All entries should be alphabetized according to the last name of the author (Brown, J.D.) or the first word of the group author (e.g., American Psychological Association).
* More than one work by the same author in the same year should be indicated by lower case letters (1996a).
* If there is no author, the entry is alphabetized by title (e.g., "Literacy Volunteer Opportunities in the District of Columbia").
* Begin the first line of each entry at the left margin, but subsequent lines should be indented five spaces.
* Titles are indicated by *italics*.
* Double space between each entry.

Sources used most frequently are in colored blocks.

Type of Source	Sample Reference
Book	Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. Portsmouth, NH: Boynton/Cook Publishers.
Book, group author	American Psychological Association. (1997). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
Book, no author or editor	*Merriam-Webster's collegiate dictionary* (10th ed.). (1993). Springfield, MA: Merriam-Webster.
Article or chapter in an edited book	Morley, J.D. (1991). Acquiring a Japanese family. In C.J. Verburg (Ed.), *Ourselves among others: Cross-cultural readings for writers* (pp. 134-145). New York: St. Martin's Press, Inc.
Journal article, one author	Johnston, B. (1997). Do EFL teachers have careers? *TESOL Quarterly*, *31*(4), 681-712.
Journal article, multiple authors	Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1998). On directness in communicative language teaching. *TESOL Quarterly*, *32*(1), 116-118.
Different works, same author (Arrange entries by same author by year of publication, the earliest first)	Lakoff, R. (1973). The logic of politeness, or minding or Ps and Qs. In Language, sex and gender. Cambridge: Cambridge University Press. (pp.162-194). Lakoff, R. (1975). *Language and woman's place*. New York: Harper and Row.
Newsletter article	Pope, J. (1998, June). Impressions of TESOL '98. *WATESOL News*, *28*(5), 7.
Newspaper article	Desruisseaux, P. (1998, December 11). Two-year colleges at crest of wave in U.S. enrollment by foreign students. *The Chronicle of Higher Education*, pp. A66-A68.

ERIC document (Educational Resources Information Center - microfiche)	Mead, J.V. (1992). *Looking at old photographs: Investigating the teacher tales that novice teachers bring with them* (Report No. NCRTL-RR-92-4). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 346082).
Unpublished paper presented at a conference	Obeid, D. (1998, March). *Third culture kid: A college student writing between worlds*. Paper presented at the American University Spring TESOL Conference, Washington, DC.
Presentations	Brady, B. (2003, October 2). *The communicative approach in a nutshell*. Lecture given at American University, Washington, DC.
Handouts	Brady, B. (2003, October 2). *Hourglass lesson blueprints*. Unpublished manuscript, American University, Washington, DC.
Classroom citations	Biesenbach-Lucas, S. (2003, October 14). *Speech Acts*. Lecture presented at class meeting at American University.
Personal communications are not recoverable data, therefore, they are NOT included in the ref. list. Cite them within your paper only.	The communicative approach is teaching the target language as a communication tool that enables the learners to use it for real world needs (B. Brady, personal communication, April 15, 2002).
Review of a book	Baldus, K. (1998). Teachers as course developers [Review of the book *Teachers as course developers*]. *TESOL Quarterly* 32(1), 162-163.
Internet article based on a print source	VandenBos, G., Knapp, S., & Doe, J. (2001). Email basics [Electronic version]. *Journal of Bibliographic Research*, 5, 117-123.
Article in an Internet-only journal	Fredrickson, B. L. (2000, March 7). Cultivating positive emotions to optimize health and well-being. *Prevention & Treatment, 3*, Article 0001a. Retrieved November 20, 2000, from http://journals.apa.org/prevention/volume3/pre0030001a.html
Chapter or section in an Internet document	Benton Foundation. (1998, July 7). Barriers to closing the gap. In *Losing ground bit by bid: Low-income communities in the information ago* (chap. 2). Retrieved August 18, 2001, from http://www.benton.org/Library/Low-Income/two.html
Daily newspaper article, electronic version available by search	Hilts, P. J. (1999, February 16). In forecasting their emotions, most people flunk out. *New York Times*. Retrieved November 21, 2000, from http://www.nytimes.com
Audio or Video recording	Costa, P. T., Jr. (Speaker). (1988). *Personality, continuity, and changes of adult life* (Cassette Recording No. 207-433-88A-B). Washington, DC: American Psychological Association.

FORMATTING & PUNCTUATION

* All academic papers should be double spaced.
* For longer papers, use a cover sheet which includes:
    •the title of the paper   •the course title and number   •the date
    •your name   •the professor's name
* **ALL** information which you gathered from books, articles, the internet, class lectures, interviews, etc. must be documented with a citation in the text and a full reference at the end of the paper.
* If a section heading or the section heading and its first couple lines appear at the bottom of a page, they should be spaced down to begin on the next page.
* Unless they extend over more than a page, charts, graphs, and other visuals should appear embedded in the text as close to the reference in the text as is reasonably possible.
* Pages should be numbered, preferably in the upper right hand corner. (Just number, 1, 2, 3.)

Symbol	Name	Use/Examples
" "	Double quotation marks	•To indicate that you have taken words directly from a source. •*Note: If a quotation is more than 40 words, it is indented from the left margins, single spaced, and quotation marks are <u>not</u> used. (See example above)*
' '	Single quotation marks	•To indicate a quote within another quote.
1	Footnote/Endnote	•To indicate material that is nice to have but not directly related to your argument or point. The small number refers to additional information included either at the bottom of the page or at the end of the paper. (Most word processing programs have automatic footnote functions.)
( )	Parentheses	•Used to indicate the citation information within the text. •Sometimes used for clarification, or to provide information which is interesting or helpful but not directly relevant to the argument of the sentence.
;	Semi-colon	•Used when you already have a lot of commas, to make your organization less confusing. •Used after certain logical connectors in complex sentences. In this case, only use the semi-colon when both parts of the sentence could stand on their own.
:	Colon	•To introduce lists •To substitute for expressions such as "i.e.," "such as," "namely," "that is to say," and other similar expressions in order to tighten wordy passages.
/	Slash	•Indicates that while two things have subtle and important differences, in this particular context, they can be considered the same.
--	Dashes	•Often used in a similar manner to parentheses, to clarify or provide additional information. •Sometimes used to avoid sentence fragments.
. . .	Points of elision	•Common in casual writing to indicate a break in thinking or the idea of "more of the same" •Used in formal writing to denote when part of a quotation is deleted for space or grammatical reasons.
[ ]	Brackets	•Used when something must be added or changed to a direct quote so it makes sense in the context of the paper.
A *A*	Boldface Italics	•Used to emphasize a key word or expression, to indicate foreign words, or to show that you are using a word in a special way that's different from its common meaning. •Titles are italicized in the Reference list.

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