# General APA Guidelines – 7th edition

### This handout will address APA 7<sup>th</sup> edition's student paper set-up only.

For helpful handouts for the APA 6<sup>th</sup> edition set-up, access through the Writing Center's web page, or make a request through the Writing Center's appointment page.

An APA 7<sup>th</sup> edition's student paper should be typed and double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use one font consistently throughout the paper. APA recommends using either a sans serif font such as 11-point Calibri, 11-point Arial, or 10-point Lucida Sans Unicode, or a sans serif font such as 12-point Times New Roman, 11-point Georgia, or 10-point Computer Modern. Your professor may have a preference, so check your assignment sheet for instructions. If no specific font style is noted, 12-point Times New Roman is considered a standard format.

**Note:** APA 7th provides slightly different directions for formatting the title pages of professional papers (e.g., those intended for scholarly publication) and student papers (e.g., those turned in for credit in high school or college-level courses). This handout will address "student papers" only. Please consult an APA manual or a Writing Center tutor for professional paper help.

#### **Major Paper Sections**

Your essay should include four major sections: the Title Page, Abstract (if required), Main Body, and References.

## **Title Page**

Begin with inserting a **page header** (also known as the "**running head**") at the top of every page. For a student paper, this will consist of page number only flush right.

- Choose "Insert" on the top MS Word tool bar (next to "Home")
- Move to the right on tool bar to "Page Number" and click
- Choose "Top of Page"
- Choose "Plain Number 3
- Finally, double click below the gray line to close insert function and proceed with the below

The title page should contain the **title** of the paper, the **author's name**, and the **institutional affiliation**. A student paper should also include the **course number and name**, **instructor name**, and **assignment due date**. Include the page header flush left with the page number flush right at the top of the page (see example).

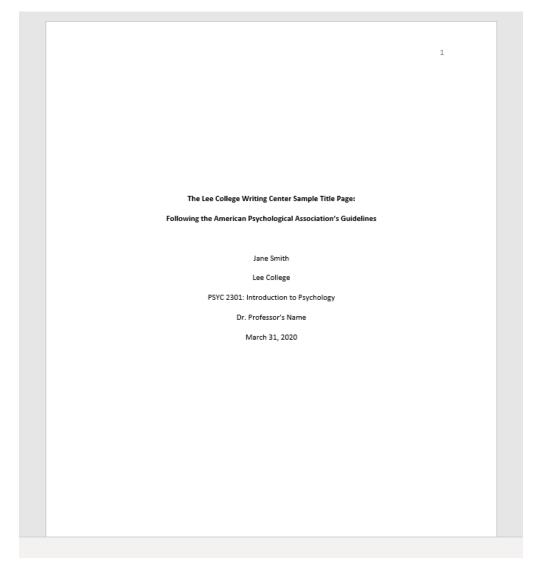
Type your **title** in upper and lowercase letters centered in the upper half of the page. The title should be centered and written in boldface. APA recommends that your title be focused and succinct, and that it should not contain abbreviations or words that serve no purpose. Your title may take up one or two lines. All text on the title page, and throughout your paper, should be double-spaced.

Beneath the title, type the **author's name**: first name, middle initial(s), and last name. Do not use titles (Dr.) or degrees (PhD).

Beneath the author's name, type the **institutional affiliation**, which should indicate the location where the author(s) conducted the research.

# Student APA title page

**\*\*\***NOTE**\*\*\***The following is a basic title page example. Be aware that instructors may request their own specific title page guidelines.



# Abstract (optional section that may/may not be required)

Begin a new page. Your abstract page should already include the repeating **page header**. On the first line of the abstract page, center and bold the word "Abstract" (no italics, underlining, or quotation marks).

Beginning with the next line, write a concise summary of the key points of your research (do not indent). Your abstract should contain at least your research topic, research questions, participants, methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph, double-spaced. Your abstract should typically be no more than 250 words.

You may also want to list keywords from your paper in your abstract. To do this, indent as you would if you were starting a new paragraph, type *Keywords:* (italicized), and then list your keywords. Listing your keywords will help researchers find your work in databases.

Abstract A large body of assessment literature suggests that students' evaluations of their teachers (SETs) can fail to measure the construct of teaching in a variety of contexts. This can compromise faculty development efforts that rely on information from SETs. The disconnect between SET results and faculty development efforts is exacerbated in educational contexts that demand particular teaching skills that SETs do not value in proportion to their local importance (or do not measure at all). This paper responds to these challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary- definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCCs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale, pedagogies, educational assessment, faculty <sup>j</sup> evelopment	2
to measure the construct of teaching in a variety of contexts. This can compromise faculty development efforts that rely on information from SETs. The disconnect between SET results and faculty development efforts is exacerbated in educational contexts that demand particular teaching skills that SETs do not value in proportion to their local importance (or do not measure at all). This paper responds to these challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary- definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	Abstract
efforts that rely on information from SETs. The disconnect between SET results and faculty development efforts is exacerbated in educational contexts that demand particular teaching skills that SETs do not value in proportion to their local importance (or do not measure at all). This paper responds to these challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary- definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	A large body of assessment literature suggests that students' evaluations of their teachers (SETs) can fail
efforts is exacerbated in educational contexts that demand particular teaching skills that SETs do not value in proportion to their local importance (or do not measure at all). This paper responds to these challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values.	to measure the construct of teaching in a variety of contexts. This can compromise faculty development
value in proportion to their local importance (or do not measure at all). This paper responds to these challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values.	efforts that rely on information from SETs. The disconnect between SET results and faculty development
challenges by proposing an instrument for the assessment of teaching that allows institutional stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values.	efforts is exacerbated in educational contexts that demand particular teaching skills that SETs do not
stakeholders to define the teaching construct in a way they determine to suit the local context. The main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values.	value in proportion to their local importance (or do not measure at all). This paper responds to these
main innovation of this instrument relative to traditional SETs is that it employs a branching "tree" structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values.	challenges by proposing an instrument for the assessment of teaching that allows institutional
structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary- definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	stakeholders to define the teaching construct in a way they determine to suit the local context. The
definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	main innovation of this instrument relative to traditional SETs is that it employs a branching "tree"
that this structure can allow stakeholders to define the teaching construct by changing the order and sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	structure populated by binary-choice items based on the Empirically derived, Binary-choice, Boundary-
sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	definition (EBB) scale developed by Turner and Upshur for ESL writing assessment. The paper argues
teaching skill. The paper concludes by outlining a pilot study that will examine the differences between the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	that this structure can allow stakeholders to define the teaching construct by changing the order and
the proposed EBB instrument and a traditional SET employing series of multiple-choice questions (MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	sensitivity of the nodes in the tree of possible outcomes, each of which corresponds to a specific
(MCQs) that correspond to Likert scale values. <i>Keywords</i> : college teaching, student evaluations of teaching, scale development, EBB scale,	teaching skill. The paper concludes by outlining a pilot study that will examine the differences between
Keywords: college teaching, student evaluations of teaching, scale development, EBB scale,	the proposed EBB instrument and a traditional SET employing series of multiple-choice questions
	(MCQs) that correspond to Likert scale values.
pedagogies, educational assessment, faculty $ eq$ evelopment	Keywords: college teaching, student evaluations of teaching, scale development, EBB scale,
	pedagogies, educational assessment, faculty $ equal  extsf{equation}$

#### **APA Abstract Page**

Please see Sample APA Paper resource to see an example of an entire APA paper.

Resource:

Purdue Online Writing Lab. (n.d.). *General APA guidelines*. Purdue Online Writing Lab. <u>https://owl.purdue.edu/owl/research\_and\_citation/apa\_style/apa\_formatting\_and\_style\_guide/ge\_neral\_format.html</u>