New Oxford High School
APA Formatting Guide for Science
and Social Science Related Courses

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Introduction
This formatting guide will provide students, teachers, and parents of New Oxford High School with a consistent, academically accepted, and appropriate format for writing of science related courses. The styles included in these formatting guidelines aim to prepare students for future academic writing that they will encounter in their lives and careers.

The structures indicated in this formatting guide are based on the American Psychological Association’s (APA) suggestions for style and format. Please be aware that this is an ongoing document that changes periodically due to APA formatting changes. If any student or parent has further concerns or questions related to the formatting of academic writing, he/she should reference The Purdue Online Writing Lab (OWL) found at <owl.english.purdue.edu> or the Publication Manual of the American Psychological Association (Sixth Edition).

For citations for the Reference page, easybib.com does NOT work for APA format. Use Citation Machine instead.
Reliable Resources

➢ *Always use databases and journal websites first*

Possible domain types:

- .gov is U.S. government
- .mil is U.S. military
- .edu is an accredited post-secondary educational institution
- .com is a commercial, for-profit entity
- .org is a non-commercial, not for profit entity
- .int is an international organization
- .uk, .jp, ru, ca, .au, etc. are country identifiers

Evaluating the Web Page. Check for the following:

- Copyright: Found in the bottom banner. It should be current.
- Authority: Who is the author and what are his or her qualifications?
- Verifiability: Are sources provided?
- Timeliness: Is the information current? When was it posted/updated?
- Relevance: Does the material contain unsubstantiated generalizations? Is the copyright date current?
- Bias: Is the language emotional or inflammatory? Does the information represent a single opinion or range of opinions?
- Orderliness: Is the page arranged in an order that makes sense? Are underlying assumptions identifiable?
- Clarity: Is the information clearly stated? Does the author define important terms?
- Validity: Do the facts presented support the conclusions? When selecting a site, be sure it includes as many of the following as possible:
  - the author's name, title, and/or position.
  - the site's organizational affiliation, if any.
  - the date the page was created or updated.
  - contact information, such as email or snail-mail address.
General APA Computer Guidelines

Margins
- All margins should be set to one inch.

Spacing
- The entire document should be double spaced.
- The spacing between paragraphs (Line spacing before and after) should be set to zero.

Font – Use a clear font that is highly readable
- APA recommends the font of the document should be set to “Times New Roman”.
- The font size should be 12 points.

Page Header
- Running Head at the top of every page. To create a page header/running head, insert page numbers flush right. Then type "TITLE OF YOUR PAPER" in the header flush left using all capital letters. The running head is a shortened version of your paper's title and cannot exceed 50 characters including spacing and punctuation.

Titles in
- Book titles, journal names, magazine names, movies, newspaper names, online databases, TV series, and websites should always be italicized.
- Article titles, chapters in a book, lectures, pages in a website, poems, short stories, song titles, and speeches are always in “quotes” when used within the text.

Types of APA Papers

There are two common types of papers written in fields using APA Style: the literature review and the experimental report. Each has unique requirements concerning the sections that must be included in the paper.

Literature/Journal review

A literature review is a critical summary of what the scientific literature says about your specific topic or question. Often student research in APA fields falls into this category. Your teacher/professor might ask you to write this kind of paper to demonstrate your familiarity with work in the field pertinent to the research you hope to conduct.

A literature review typically contains the following sections:

- Title page
- Introduction section
- List of references
Some instructors may also want you to write an abstract for a literature review, so be sure to check with them when given an assignment. Also, the length of a literature review and the required number of sources will vary based on course and instructor preferences.

**Experimental report**

In many of the sciences, you will be asked to design and conduct your own experimental research. If so, you will need to write up your paper using a structure that is more complex than that used for just a literature review. Check out [https://owl.english.purdue.edu/owl/resource/670/1/](https://owl.english.purdue.edu/owl/resource/670/1/) for specific lab instructions.

This structure follows the scientific method, but it also makes your paper easier to follow by providing those familiar cues that help your reader efficiently scan your information for

- Why the topic is important (covered in your introduction)
- What the problem is (also covered in your introduction)
- What you did to try to solve the problem (covered in your methods section)
- What you found (covered in your results section)
- What you think your findings mean (covered in your discussion section)

Thus, an experimental report typically includes the following sections.

- Title page
- Abstract
- Introduction
- Method
- Results
- Discussion
- References
- Appendices (if necessary)
- Tables and/or figures (if necessary)

As with the literature review, the length of this report may vary by course or by journal, but most often it will be determined by the scope of the research conducted.
Title Page

The title page should contain the title of the paper, the author's name, and the institutional affiliation. Include the page header (described above) flush left with the page number flush right at the top of the page.

Type your title in upper and lowercase letters centered in the upper half of the page. APA recommends that your title be no more than 12 words in length 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.

Beneath the author's name, type the institutional affiliation.
APA Formatting Guide for Science and Social Science Related Courses

Samuel J. Colonial

New Oxford High School
Abstract

Begin a new page. Your abstract page should already include the page header (described above). On the first line of the abstract page, center the word “Abstract” (no bold, formatting, 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 be between 150 and 250 words.

A good abstract is

- accurate: Ensure that the abstract correctly reflects purpose and content
- nonevaluative: Report rather than evaluate: do not add to or comment
- coherent and readable: Write in clear and concise language.
- concise: Be brief, and make each sentence maximally informative, especially the lead sentence. Begin the abstract with the most important points. Include in the abstract only the four or five most important concepts, findings or implications.
(Sample Abstract from a college research paper)

Abstract

Investigations of male ornaments in the context of sexual selection have tended to focus on single ornaments, although many species of birds possess multiple ornaments. Understanding the evolution of multiple ornaments requires knowledge of correlations among ornaments in the same individual and the extent to which ornament expression reflects individual condition and behavior. Variations in four male ornaments in socially monogamous, bi-parental northern cardinals (Cardinalis cardinalis) was related to body size, indices of condition, level of parental care, and reproductive success. Redness of breast plumage positively predicted body size and negatively predicted nestling feeding rate. Bill color predicted current body condition, with birds with redder bills in better condition. Birds with smaller black facemasks had greater reproductive success. These results are consistent with the hypothesis that different ornaments in male cardinals provide information on different aspects of condition and behavior.
(Sample Abstract from a high school lab)

Abstract

The purpose of this lab was to measure the rate of photosynthesis when exposed to enough light and CO₂. After removing air from leaf disks, some were put in a cup of water, and some were put in a cup of bicarbonate. Both cups were placed under light. The leaf disks in the cup with bicarbonate were able to float. In conclusion, this lab proved that CO₂ is needed for plants to go through photosynthesis; the process creates glucose and oxygen, which is what caused the disks to float. Our hypothesis of an increased net photosynthesis is represented by faster floating disks because CO₂ is absorbed and O₂ is given off was correct.
APA Citations and Reference List

Perhaps the trickiest part to mastering APA Style is understanding the requirements for citing and listing secondary sources accurately. The following pages walk you through the details of writing citations and developing a reference page at the end of your paper. Read these guidelines carefully! It is important that you refer to your sources according to APA Style so your readers can quickly follow the citations to the reference page and then, from there, locate any sources that might be of interest to them. They will expect this information to be presented in a particular style, and any deviations from that style could result in confusing your readers about where you obtained your information.

Point of View and Voice

When writing in APA Style, you can use the first person point of view when discussing your research steps ("I studied ...") and when referring to yourself and your co-authors ("We examined the literature ...").

Clarity and Conciseness

Clarity and conciseness in writing are important when conveying research in APA Style. You don't want to misrepresent the details of a study or confuse your readers with wordiness or unnecessarily complex sentences.

Word Choice

You should even be careful in selecting certain words or terms. To increase clarity, avoid bias, and control how your readers will receive your information, you should make certain substitutions:

- Use terms like "participants" or "respondents" (rather than "subjects") to indicate how individuals were involved in your research
- Use terms like "children" or "community members" to provide more detail about who was participating in the study
- Use phrases like "The evidence suggests ..." or "Our study indicates ..." rather than referring to "proof" or "proves" because no single study can prove a theory or hypothesis

Avoiding Poetic Language

Writing papers in APA Style is unlike writing in more creative or literary styles that draw on poetic expressions and figurative language. These devices can detract from conveying your information clearly and may come across to readers as forced when it is inappropriately used to explain an issue or your findings.
Therefore, you should:

- minimize the amount of figurative language used in an APA paper, such as metaphors and analogies unless they are helpful in conveying a complex idea
- avoid rhyming schemes, alliteration, or other poetic devices typically found in verse
- use simple, descriptive adjectives and plain language that does not risk confusing your meaning

**APA citation basics**

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or referring to an entire book, article or other work, you only have to refer to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

**In-text citation**

**Capitalization, quotes, and italics/underlining**

- Always capitalize proper nouns, including author names and initials: D. Jones.
- If you refer to the title of a source within your paper, capitalize all words that are four letters long or greater within the title of a source: *Permanence and Change*. Exceptions apply to short words that are verbs, nouns, pronouns, adjectives, and adverbs: *Writing New Media, There Is Nothing Left to Lose*.
  
  **(Note:** in your References list, only the first word of a title will be capitalized: *Writing new media*.)
- Capitalize the first word after a dash or colon: "Defining Film Rhetoric: The Case of Hitchcock's *Vertigo*."
- Italicize the titles of longer works such as books, edited collections, movies, television series, documentaries, or albums: *The Closing of the American Mind; The Wizard of Oz; Friends*.
- Put quotation marks around the titles of shorter works such as journal articles, articles from edited collections, television series episodes, and song titles: "Multimedia Narration: Constructing Possible Worlds"; "The One Where Chandler Can't Cry."
Short quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

Long quotations

Place direct quotations that are 40 words, or longer, in a freestanding block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented 1/2 inch from the left margin, i.e., in the same place you would begin a new paragraph. Type the entire quotation on the new margin, and indent the first line of any subsequent paragraph within the quotation 1/2 inch from the new margin. Maintain double-spacing throughout. The parenthetical citation should come after the closing punctuation mark.

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

Summary or paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference, but APA guidelines encourage you to also provide the page number (although it is not required.)
According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).

**In-text citations**

**Citing an Author or Authors**

**A Work by Two Authors:** Name both authors in the signal phrase or in the parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use the ampersand in the parentheses.

Research by Wegener and Petty (1994) supports...

(Wegener & Petty, 1994)

**A Work by Three to Five Authors:** List all the authors in the signal phrase or in parentheses the first time you cite the source. Use the word "and" between the authors' names within the text and use the ampersand in the parentheses.

(Kernis, Cornell, Sun, Berry, & Harlow, 1993)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

(Kernis et al., 1993)

**Six or More Authors:** Use the first author's name followed by et al. in the signal phrase or in parentheses.

Harris et al. (2001) argued...

(Harris et al., 2001)

**Unknown Author:** If the work does not have an author, cite the source by its title in the signal phrase or use the first word or two in the parentheses. Titles of books and reports are italicized or underlined; titles of articles, chapters, and web pages are in quotation marks.

A similar study was done of students learning to format research papers ("Using APA," 2001).
Organization as an Author: If the author is an organization or a government agency, mention the organization in the signal phrase or in the parenthetical citation the first time you cite the source.

According to the American Psychological Association (2000),...

Two or More Works in the Same Parentheses: When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semicolon.

(Berndt, 2002; Harlow, 1983)

Electronic Sources

If possible, cite an electronic document the same as any other document by using the author-date style.

Kenneth (2000) explained...

Unknown Author and Unknown Date: If no author or date is given, use the title in your signal phrase or the first word or two of the title in the parentheses and use the abbreviation n.d. (for "no date").

Another study of students and research decisions discovered that students succeeded with tutoring ("Tutoring and APA," n.d.).

Sources Without Page Numbers

When an electronic source lacks page numbers, you should try to include information that will help readers find the passage being cited. When an electronic document has numbered paragraphs, use the abbreviation "para." followed by the paragraph number (Hall, 2001, para. 5). If the paragraphs are not numbered and the document includes headings, provide the appropriate heading and specify the paragraph under that heading. Note that in some electronic sources, like Web pages, people can use the Find function in their browser to locate any passages you cite.

According to Smith (1997), ... (Mind over Matter section, para. 6).

Note: Never use the page numbers of Web pages you print out; different computers print Web pages with different pagination.
Reference List: Articles in Periodicals

Basic Form

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized. If a DOI has been assigned to the article that you are using, you should include this after the page numbers for the article. If no DOI has been assigned and you are accessing the periodical online, use the URL of the website from which you are retrieving the periodical.


Article in Journal Paginated by Volume

Journals that are paginated by volume begin with page one in issue one, and continue numbering issue two where issue one ended, etc.


Article in Journal Paginated by Issue

Journals paginated by issue begin with page one every issue; therefore, the issue number gets indicated in parentheses after the volume. The parentheses and issue number are not italicized or underlined.


Article in a Magazine

Article in a Newspaper


Note: Because of issues with html coding, the listings below using brackets contain spaces that are not to be used with your listings. Use a space as normal before the brackets, but do not include a space following the bracket.

Reference List: Books

Basic Format for Books

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Note: For "Location," you should always list the city and the state using the two letter postal abbreviation without periods (New York, NY).


Edited Book, No Author


Edited Book with an Author or Authors

Reference List: Electronic Sources

Article From an Online Periodical

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.


doi:10.1108/03090560710821161


Article From a Database

Use APA citation tools found on database page


http://www.articlehomepage.com/full/url/
Newspaper Article


Online Encyclopedias and Dictionaries

Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry.

References


Exploring the Use of Data in Instruction

Joel T. Brosius

Immaculata University
**Introduction**

Since the onset of the No Child Left Behind legislation (NCLB) in 2001, school districts have come under an increasing amount of pressure to demonstrate improvements in student achievement. Local schools have been given the responsibility to close the achievement gap of underperforming students and address the individual needs of their at risk groups in an effort to meet the requirements for adequate yearly progress (AYP) (Shepard, Davidson, & Bowman, 2010). In order to meet this challenge, many schools are using “interim assessments” that are intended to evaluate, remediate and predict the progress of students as they prepare for “high stakes” state standardized tests (Buckley, Christman, Goertz & Lawrence, 2010). While many schools have chosen to develop locally crafted products to meet this end, a large number of districts have chosen commercially developed “benchmark assessments” to show the progress of their students. Regardless of their origins, districts have invested significant time and resources into the use of assessments in the attempt to gain the data necessary to evaluate both their own curricula and their student’s readiness to take their standardized tests (Henderson, Petrosino, Guckenberg & Hamilton, 2007). In each case, districts have reasoned that the data from interim assessments would be sufficient to identify weaknesses in core curricula, instruction and student learning prior to state administered tests (Forster & Souvignier, 2010).

**Review of the Literature**

**Overview**

One of the impacts of the NCLB legislation on school districts has been an increasing pressure to track the progress of students as they complete their coursework leading up to high-stakes testing. A common means of accomplishing this goal is to use commercially produced tests (called benchmark tests) periodically throughout a school year (Buckley et al., 2010).
Traditionally, these interim assessments have been used as prediction tools for a students’ future performance on standardized tests (Olson, 2005). Therefore, Olson (2005) claimed that benchmark assessments offer schools the opportunity to address predicted weaknesses in student understanding before they reach the high-stakes tests at the end of the semester. For this reason, many schools have placed a premium on the information provided by these products as evidence of student mastery.
(Sample FFA Speech)

The Importance of Farmland Preservation

Justin Klunk

New Oxford FFA

Conservation Public Speaking Contest

South Central Region

Brian J. Campbell

Vince Hall
Farmland Preservation

Introduction- Imagine how different our lives would be if we did not have farmers and farmland.

I. Quality of the environment
   A. Farmland vs. development
   B. Cause and effect

II. Food production system
   A. Supplies
      1. Local
      2. Global
   B. Employees

III. Economic stability
   A. Costs and contributions to economy
   B. Taxes

IV. Heritage and community character
   A. Statistics
   B. Community impact

V. Farmland protection program

Conclusion- There is no reason to ruin the life of farmers for development.
Hello, my name is Justin Klunk. I am a current member of the New Oxford FFA Chapter, and today I will discuss farmland preservation. Imagine how different life would be if there was no farmland. This impact would not only affect our scenery, but our economics also. Where would our food come from?

Farmland is very important to our environment. It provides food and cover for wildlife, helps control flooding, protects watersheds, and it maintains the air quality. Farmland also filters wastewater and recharges the ground water that we drink. In addition, the crops that the farmers plant have the potential to replace fossil fuels. There are about one billion acres of farmland in the United States today; converting this farmland to developments has very bad long-term impacts on the environment. Developments increase the pollution of rivers and streams as well as the possibility of flooding. Instead of filtering storm water naturally through the soil, it gushes off paved roads and roofs. Developments also produce more sediment, heavy metal contamination, and pollutants, such as road salt and runoff from lawn chemicals, which can lead to groundwater contamination. The higher the contamination of the groundwater, the less quality our drinking water has. The growth of developments increases the pollution of the air we breathe. The continued expansion of developments in our country and world is bad for the air that we breathe and the water that we drink which are both essential to our lives (Protection of the Environment, 2014).

The fact that food is produced on farms is common knowledge, but not everyone realizes how much food is actually produced on those farms. According to the World Census (2013), only two percent of Americans provide food for the other 98 percent. The farming system contributes over one trillion dollars to the United States’ economy.
each year. With the rapidly increasing population of the world, we must preserve our farmland. Many believe that a domestic food shortage is unlikely, but the United States census is projecting that the population will grow 42 percent in the next 50 years. The world population is increasing by 78 million annually with 95 percent of the people living in undeveloped regions. Currently, Asian countries are the leading purchasers of our commodities at about $23 billion per year. Japan and the Latin American countries each account for about $10 billion per year. The United States agriculture industry can insure the food supply of the world markets, if we can protect our farmland. The farms in the most danger of development are those within commuting distances of cities. These farms supply 30 percent of the grain products, 45 percent of the livestock, and 80 percent of the domestic fruit, vegetables, and dairy products that are produced in the United States. The food and farming system is also important to the employment of 23 million people, which is 17 percent of the labor work force. The conversion of productive agricultural land to development applications causes negative environmental and economic impacts (World Census, 2013).

From 2010 to 2014, there were more than nine million acres of rural land converted to developments. Almost half of that land was farmland. In that time period, development averaged about one million acres developed per year, and this rate has increased by 51 percent from the rate reported ten years ago. The acreage per person for housing has almost doubled in the last 20 years. Most of this land exists outside urban areas. Most development planners’ definition of a desirable community is taking scenic drives in the country and visiting pick-your-own fruit farms. Local heritage and sense of place are sometimes some of the most important qualities to rural communities. Open
spaces provide everyone with breathtaking views and maintain cultural and historical landscapes. Farms and ranches make the community unique and add to the quality of everyone’s life that lives and works there. The heritage of the United States is farming. Our democracy is rooted in a past filled with agriculture and was founded on the knowledge that everyone can own property and live off of it. This relationship with the history of agriculture is what connects Americans to history. The land that we have now is our inheritance from our ancestors, and we need to pass this on to the future generations of this country and this world (World Census, 2013).

There are programs that are helping to save farmland. One of the most popular is a publicly funded program known as the Farmland Preservation Program. This program has protected more than 500,000 acres of farmland and 4,500 farms from development just in Pennsylvania. The United States Government has also helped with the Farmland Protection Program. As of May 13, 2002, former president George W. Bush had signed the Farm Security and Rural Investment Act. The highlight of this bill was the one billion dollars for farmland protection. Another program that the government provided was the Purchase of Agricultural Conservation Easements. This program works by the government paying farmers to keep the land in farming. A country, state, tribal government, or land trust will hold the easement and receive a legal guarantee that the land will never be developed. The protection programs choose certain farms to protect, and the farms that are most often chosen first are the flat and well-drained areas where the land grows the best crops. This ground is also the most suitable for development, which is why it is so important to have these protection programs. The Farmland Preservation Program and the Agricultural Conservation Easement Program are saving
thousands of farms, but there are still thousands of farms that need the help (PACE, 2014).

Is it fair for one man to lose everything that he has ever known, so another man can get rich quickly? There is far more farmland being converted to developments than is necessary to provide housing for our growing population. Farming is the farmers’ lives and what they do, so why take it away from them? This concludes my presentation; thank you for your time. Are there any questions?
References

2002 Farm Bill (2014) Retrieved from American Farmland Trust web site:
  http://www.farmlandinfo.org/2002-farm-bill

National Resources Inventory (2014) Retrieved from American Farmland Trust web site:
  http://www.farmlandinfo.org/statistics

PACE (2014) Retrieved from American Farmland Trust web site:
  http://www.farmlandinfo.org/pace-status-state-programs-2013

Protection of the Environment (2014) Retrieved from American Farmland Trust web site:
  http://www.farmland.org/programs/protection/default.asp

World Census (2013) Retrieved from United States Census Bureau web site:
  https://www.census.gov/population/international/data/worldpop/table_population.php