Missouri Career Education

Exploring Career Clusters

A modular, hands-on approach to career exploration by Career Clusters©

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology and Communications

Business, Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing, Sales & Service

Science, Technology, Engineering & Mathematics

★ Transportation, Distribution & Logistics ★

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Advisory Committee

The Advisory Committee for the *Exploring Career Clusters* model course project spent many hours reviewing materials and provided keen insights to direct and shape the curriculum materials. We are sincerely indebted to them for their unselfish service.

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Mr. Mitch Comer	Technology Education Teacher	Camdenton High School
Mr. Dee Crosby	Technology Education Teacher	Lange Middle School
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Assessment Recommendations

The purpose of this module is to introduce students to the myriad of Career Fields available within each career cluster being studied. It is **EXPLORATORY**. It should help students gain insight into their own interests and abilities, and learn important information to help them plan their high school courses/major and subsequent postsecondary educational program. As such, the assessment should reflect this and focus primarily on the quality of the students' experiences (not just their skill level) and their ability to complete a meaningful career search, incorporating this information into their Educational Career Plans.

The following is a recommended combination of modules and student assessment guide:

Participation	10
Unit 1: *Arts, A/V Technology and Communications*	30
Unit 2: *Information Technology*	30
Unit 3: *Transportation, Distribution and Logistics*	30
Total	**100%**

Some activity sheets may be very simple to complete (i.e., may only have a few lines to complete), the Learning Activity includes the "teacher talk" and class discussion. The learning will occur before the activity sheet is completed. A scoring guide or rubric should be established for these activities. See the *Individual Student Record*, page 5.

Individual Student Record

Student: _____ Period: _____ Semester: _____

Learning Activity	Points Possible	Points Earned
Transportation, Distribution and Logistics		
Career Field Matching Activity		
Round Table Exploration Activity		
Transportation Package Design		
Transportation Contract		
Transportation Scheduling		
Transportation Tracking		
Warehousing Systems Design		
Bar Coding		
Warehousing Operations		
Interest Assessment		
Career Search Identity		
Educational Career Plan (4-year Plan)		
Total Points		

Transportation, Distribution and Logistics
Student Competencies

The following competencies selected for this unit were taken directly from the Career Cluster Resources for *Transportation, Distribution and Logistics (*www.careerclusters.org*).*

Career Cluster Knowledge and Skills

- Read, understand and respond to English language technical and workplace documents to effectively function in the workplace/jobsite.

- Apply active listening skills to obtain and clarify information.

- Develop and interpret tables, charts and figures to support written and oral communications.

- Perform math operations to complete jobsite/workplace tasks such as estimating and calculating loads and volumes.

- Formulate ideas, proposals and solutions to problems.

- Analyze and evaluate ideas, proposals and solutions to problems.

- Use Internet applications to acquire information.

- Use presentation applications.

- Explain the role and major functions of a TDL organization.

- Explain the major components and benefits of health, safety and environmental management systems in TDL organizations.

- Demonstrate personal commitment to safety, health and environment policies and procedures.

- Select, inspect and use personal protective equipment (PPE) such as safety glasses and respiratory protection to ensure a safe workplace/jobsite.

- Recognize differences in ethical and legal responsibilities.

- Organize work teams to effectively manage assignments.

- Use conflict resolution skills to maintain a smooth workflow.

Career Cluster Knowledge and Skills (continued)

- Identify and demonstrate positive work behaviors and personal qualities.

- Identify and explore career opportunities in one or more career fields.

- Read and explain the various aspects of service contracts to ensure compliance.

- Recognize the relationship between the various parties to a contract in order to interpret responsibilities.

- Access appropriate resources and identify the roles, rights and responsibilities of an employee and an employer.

- Exhibit behaviors showing you are reliable and dependable.

- Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.

- Select tools, machinery and equipment to match requirements of the job.

Career Field Knowledge and Skills

- Develop and manage transportation plans to move people and/or goods to meet customer requirements.

- Develop logistics solutions for customers.

- Prepare, process and store incoming and outgoing goods and materials.

- Improve Safety, Health and Environmental System performance.

Introducing the Transportation, Distribution, & Logistics Cluster

The cluster of careers found in *Transportation, Distribution and Logistics* encompasses planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. This Career Cluster is divided into seven distinct fields made up of specialties/occupations: *Transportation Operations; Logistics Planning and Management Services; Warehousing and Distribution Center Operations; Facility and Mobile Equipment Maintenance; Transportation Systems/Infrastructure Planning, Management and Regulation; Health, Safety and Environment Management;* and *Sales and Services*. Each group represents a particular phase of the movement of goods, materials and people around the world. Keep in mind that specialties/occupations may cross over to other fields due to the multileveled tasks involved. For example, the safety engineer will be involved with the health and welfare of workers which would include how warehousing is arranged or distribution centers are setup. Sales representatives may be involved with warehousing operations in order to keep products available when needed.

Each field has distinct knowledge and skill requirements as well as shared common knowledge and skill requirements. Students who understand these relationships will be prepared and able to make informed career decisions. Students should be given the opportunity to explore and investigate not only the traditional career options of sales representative, truck driver and auto mechanic, but should be encouraged to touch on the many other related occupations found in this Career Cluster (see *Transportation, Distribution and Logistics Fields Chart* page 11).

Teacher Preparation

The suggested scenario for this unit is the design and operation of a transportation and distribution system to transport and distribute the packaged Hopping Peg Game board. Review the whole project and decide on any alterations to make to the scenario. The option is available to make all or a portion of project a simulation or "real life" activity. That is, students may set up a real transportation system or simulate one electronically and/or graphically. It is possible to choose a scenario of your own design. If so, include as many occupations as time permits.

Introduce the unit with a short activity which helps students quickly grasp the breadth and depth of this Career Cluster. Be sure to have every student engaged so they can begin the unit of study with the big picture of this Career Cluster.

Prepare a bulletin board display illustrating the seven fields (*Transportation Operations; Logistics Planning and Management Services; Warehousing and Distribution Center Operations; Facility and Mobile Equipment Maintenance; Transportation Systems/Infrastructure Planning, Management and Regulation; Health, Safety and Environment Management;* and *Sales and Services*) found in the *Transportation, Distribution and Logistics* cluster. Be sure to include photos/illustrations of non-typical careers such as warehouse manager or air traffic controller. List under each category some of the key skills and knowledge needed.

Remember, the use of bulletin boards, web searches, posters and engaged projects will assist students in learning about and participating in various career experiences.

> **Reference -** "Transportation, Distribution and Logistics Career Fields", *"Career Cluster Resources for Transportation, Distribution and Logistics, National Association of State Directors of Career Technical Education Consortium"* (www.careerclusters.org)

> Fields:
> - Transportation Operations
> - Logistics Planning and Management Services
> - Warehousing and Distribution Center Operations
> - Facility and Mobile Equipment Maintenance
> - Transportation Systems/Infrastructure Planning, Management and Regulation
> - Health, Safety and Environment Management
> - Sales and Services

> Handout: *Transportation, Distribution and Logistics Fields Chart (page 11)*
> This handout is for teacher reference for the student activity *Field Matching Activity*. The chart should not be given to students until after the completion of this activity.

Suggested Activities

Introduction to the Cluster
Choose one of the following activities or design an appropriate activity that will allow students to comprehend the wide array of occupations involved in their built world.

1. How Many Jobs?
Use a PowerPoint presentation and/or photos and drawings to show various transportation systems which include land, water, rail and air and an exhaustive list of jobs. Have students or teams of students match the job titles to the photos.

2. It's Just a Delivery Company, Isn't It?
UPS® (United Parcel Service) is the largest private parcel delivery company in the world. It began in 1907 in Seattle, Washington as a local delivery company. Today, it has more than $42 billion of revenue with more than 407,200 employees worldwide. From small delivery vans to jumbo 747® Jets, UPS® delivers over 3.75 billion packages and documents to more than 200 countries and territories. The UPS fleet of vehicles numbers more than 91,700 with an additional 268 jet aircraft. There are more than 6,700 company retail outlets plus 17,000 authorized outlets. All of these services are supported by 15 mainframe computer systems with 471 terabytes of memory storage. UPS® has its own satellite for worldwide communications between delivery employees, network sites and customers.

Use a PowerPoint presentation and/or photos and drawings to demonstrate the vast number of occupations available in a transportation, logistics and distribution company. Have students, or teams of students, select from a list of jobs that would be involved in the operation and maintenance of the UPS® delivery system.
(Reference: http://www.ups.com/content/us/en/about/history/index.html)

3. *The Jobs Down Under!*

Using a PowerPoint presentation and/or photos of mass transit systems such as the New York City subway system or the Chicago Elevated System, have students, or teams of students, select from a list the jobs involved in the operation and maintenance of a mass transit system. Upon completion of the activity, discuss with students the various occupations needed to operate and maintain such systems. Be sure to point out occupations that are not obvious.

4.   *Other Resources*

Video overview of careers available in Transportation
http://realvideo.acinet.org/asxgen/16/00-0000.16.wmv.asx

Career Overview - Transportation
http://www.careeroverview.com/transportation-careers.html

Railroad industry careers video
http://www.aar.org/pubcommon/video/youthCommodity.wmv

U.S. Department of Labor, Bureau of Statistics
http://www.bls.gov/oco/oco1011.htm
http://www.bls.gov/k12/index.htm

Maritime Job Descriptions
http://www.marad.dot.gov/acareerafloat/jobdesc.htm

Emints.org, Ethemes
http://www.emints.org/ethemes/index.shtml

Webquest.org, web resources for inquiry-based instructional activities
www.webquest.org

Field Matching

Have students match (even if they have to guess) random lists of occupations to the three Career Fields found in the *Transportation, Distribution and Logistics* cluster. Discuss with students what makes up each field (see *Student Career Field Matching Activity*, page 12). This activity is designed to help students focus on the vast occupational opportunities available to them in this Career Cluster. It is not important at this point in the course they are able to recognize most of these occupations. It is important they begin to see their possibilities. Discuss with students the differences between the seven Career Fields without listing the various occupations. Use the following activity or design an appropriate activity that will allow students to comprehend the wide array of occupations involved in their built world. You should review the list and become familiar with the occupations listed
(www.collegeboard.com/csearch/majors_careers/profiles and www.stepfour.com/jobs).

![Transportation, Distribution & Logistics logo] Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Sample of Career Specialties / Occupations						
Air/Space Transportation: Transportation managers—air * Airplane pilots/copilots * Commercial pilots * Flight engineers * Flight attendants *Dispatchers-air * Traffic managers * Air traffic controllers *Aircraft cargo handling supervisors * Airfield operations specialists * Other airlines operations and support jobs **Rail Transportation:** Transportation managers---rail * Dispatchers-rail * Traffic managers * Locomotive engineers, * Locomotive firers * Railyard conductors and yardmasters * Railroad brake, signal and switch operators (including train crew members and yard workers) * Railyard engineers, dinkey operators, and hostlers * Other railyard and terminal operations and support jobs **Water Transportation:** Transportation managers—water * Dispatchers—water * Traffic managers * Captains * Mates * Pilots of water vessels * Sailors and marine oilers * Able seamen * Ordinary seamen * Ship and boat captains * Ship engineers * Motorboat operators * Bridge and lock tenders * Other port/harbor/waterway/marina operations and support jobs **Road Transportation** Transportation managers—road * Dispatchers--Truck/bus/taxi, traffic managers * Truck drivers-heavy * Truck drivers-tractor-trailer * Truck drivers—light or delivery services * Bus drivers-transit and intercity * Bus drivers-school * Taxi drivers and chauffeurs * Truck/bus/taxi terminal operations and support jobs **Transit Systems:** Transportation managers—mass transit * Dispatchers-bus * Traffic managers Dispatchers-rail * Traffic managers * Bus drivers—transit and intercity * Subway and streetcar operators * Other terminal operations and support jobs	Logisticians * Logistics managers * Logistics Engineers * Logistics analysts * Logistics consultants * International logistics	Warehouse managers * Storage and distribution managers * Industrial and packaging engineers * Traffic, shipping and receiving clerks * Production, planning, expediting clerks * First-line supervisors/managers of helpers * Laborers, and material movers-hand * First-line supervisors/managers of transportation and material-moving machine and vehicle operators *Laborers and freight, stock and material movers, hand * Car, truck and ship loaders * Packers and packagers-hand * Other packaging/packing/material handling and moving jobs	**Facility:** Facility maintenance managers and engineers * Industrial equipment mechanics *Industrial electricians, * Electrical/electronic technicians * Other facility/terminal maintenance jobs **Mobile Equipment:** General--Mobile equipment maintenance managers * Electrical and electronic installers and repairers—transportation equipment * Mobile heavy equipment mechanics Air/Space—Aerospace engineering and operations technicians * Aircraft mechanics and service technicians * Airframe mechanics * Power plant mechanics * Aircraft engine specialists * Aircraft body and bonded structure repairers * Avionics technicians. Water—Motorboat mechanics * Ship mechanics and repairers * Motorboat mechanics * Automotive/truck mechanics and body repairers Rail—Rail car repairers * Signal and track switch repairers * Rail locomotive and car mechanics and repairers Road—Electronic equipment installers and repairers—motor vehicle * Automotive body and related repairers * Automotive glass installers and repairers * Automotive service technicians and mechanics * Automotive master mechanics * Automotive specialty technicians * Bus and truck mechanics and diesel engine specialists*Motorcycle mechanics	General—Intermodal-- Urban and regional planners * Civil engineers * Engineering technicians * Surveying and mapping technicians * Government service executives * Environmental compliance inspectors Air/Space—Air traffic controllers * Aviation inspectors Road—Traffic engineers * Traffic technicians * Motor vehicle inspectors * Freight inspectors, Rail—Railroad inspectors Water—Marine cargo inspectors * Vessel traffic control specialists Transit—Public transportation inspectors Other---Other government agency managers * Regulators * Inspectors, other federal/state/local transportation agency jobs	Health and safety managers * Industrial health and safety engineers * Environmental scientists and specialists * Environmental science and protection technicians * Environmental managers and engineers * Environmental compliance inspectors * Safety analysts	Marketing managers, * Sales managers * Sales representatives—transportation/logistics services * Reservation, travel and transportation agents/clerks * Cargo and freight agents * Customer service managers, * Customer service representatives * Customer order and billing clerks * Cashiers, counter and rental clerks

Pathway/Field						
Transportation Operations	**Logistics Planning and Management Services**	**Warehousing and Distribution Center Operations**	**Facility and Mobile Equipment Maintenance**	**Transportation Systems/ Infrastructure Planning, Management, and Regulation**	**Health, Safety and Environ-mental Management**	**Sales and Service**

Cluster K&S
Cluster knowledge and skills ♦Academic Foundations ♦Communications ♦Problem Solving and Critical Thinking ♦Information Technology Applications ♦ Systems ♦ Safety, Health and Environmental ♦Leadership and Teamwork ♦Ethics and Legal Responsibilities ♦Employability and Career Development ♦Technical Skills

Student Name:

Date Assignment Due: Date Assignment Submitted:

Activity Satisfactorily Complete: Activity Not Completed:

Student Career Field Matching Activity

The *Transportation, Distribution and Logistics* Career Cluster is divided into seven fields according to the tasks of planning, managing, servicing, storing and transporting of goods and people. Our transportation system is made up of not only road, water, air/space and rail transportation, but the storage, temporary and long term, of gas, liquid and solid materials. In addition to these transportation and storage systems, the servicing of these systems along with safety concerns involves a long list of occupations. Without these occupations, the world economy as we know it would come to a complete stop.

The seven fields for the *Transportation, Distribution and Logistics* Career Cluster are:

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____

Occupation – Field Matching

Given the list below, place the number of the field from the above list next to the occupation it matches. <u>If you think</u> an occupation could match more than one of the fields, you may put more than one number. Be ready to say why you think the occupation matches the field or fields you listed.

_____	**Warehouse Manager**	_____	**Warehouse Manager**
_____	**Mobile Equipment Maintenance Manager**	_____	**Mobile Equipment Maintenance Manager**
_____	**Safety Analyst**	_____	**Safety Analyst**
_____	**Flight Attendant**	_____	**Flight Attendant**
_____	**International Logistics Manager**	_____	**International Logistics Manager**
_____	**Environmental Specialist**	_____	**Environmental Specialist**
_____	**Sales Manager**	_____	**Sales Manager**
_____	**Car, Truck and/or Ship Loader**	_____	**Car, Truck and/or Ship Loader**

_____	**Logistics Consultant**	_____	**Logistics Consultant**
_____	**Railroad Inspector**	_____	**Railroad Inspector**
_____	**Able Seamen**	_____	**Able Seamen**
_____	**Airplane Pilot**	_____	**Airplane Pilot**
_____	**Industrial Electrician**	_____	**Industrial Electrician**
_____	**Environmental Compliance Inspector**	_____	**Environmental Compliance Inspector**
_____	**Customer Service Manager**	_____	**Customer Service Manager**
_____	**Logistics Analyst**	_____	**Logistics Analyst**
_____	**Air Traffic Controller**	_____	**Air Traffic Controller**
_____	**Industrial and Packaging Engineer**	_____	**Industrial and Packaging Engineer**
_____	**Motorcycle Mechanic**	_____	**Motorcycle Mechanic**
_____	**Environmental Engineer**	_____	**Environmental Engineer**
_____	**Storage and Distribution Managers**	_____	**Storage and Distribution Managers**
_____	**Bridge and Lock Tender**	_____	**Bridge and Lock Tender**
_____	**Power Plant Mechanic**	_____	**Power Plant Mechanic**
_____	**Motor Vehicle Inspector**	_____	**Motor Vehicle Inspector**
_____	**Pilots of Water Vessels**	_____	**Pilots of Water Vessels**

Student Name: ANSWER KEY

Date Assignment Due: Date Assignment Submitted:

Activity Satisfactorily Complete: Activity Not Completed:

Student Career Field Matching Activity

<div style="border: 2px solid red; color: red;">

This activity should not be "scored" for right or wrong answers. The intent is to expose students to the very wide array of occupational options they have in this Career Cluster. "Scoring" should be based on the student's effort in completing the assignment. The teacher should be actively involved with this activity and use it as an appropriate segue into class discussion about occupational opportunities.

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The *Transportation, Distribution and Logistics* Career Cluster is divided into seven fields according to the tasks of planning, managing, servicing, storing and transporting of goods and people. Our transportation system is made up of not only road, water, air/space and rail transportation, but the storage, temporary and long term, of gas, liquid and solid materials. In addition to these transportation and storage systems, the servicing of these systems along with safety concerns involves a long list of occupations. Without these occupations, the world economy as we know it would come to a complete stop.

The seven fields for the *Transportation, Distribution and Logistics* Career Cluster are:

1.	Transportation Operations	2.	Logistics Planning and Management Services
3.	Warehousing and Distribution Center Operations	4.	Facility and Mobile Equipment Maintenance
5.	Transportation Systems/Infrastructure Planning, Management and Regulation		
6.	Health, Safety and Environment Management	7.	Sales and Services

Occupation – Field Matching

Given the list below, place the number of the field from the above list next to the occupation it matches. If you think an occupation could match with more than one of the fields, you may put more than one number. Be ready to say why you think the occupation matches the field or fields you listed.

3	**Warehouse Manager**	**4**	**Warehouse Manager**
4	**Mobile Equipment Maintenance Manager**	**5**	**Mobile Equipment Maintenance Manager**
6	**Safety Analyst**	**1**	**Safety Analyst**

1	Flight Attendant	7	Flight Attendant
2	International Logistics Manager	4	International Logistics Manager
6	Environmental Specialist	4	Environmental Specialist
7	Sales Manager	3	Sales Manager
3	Car, Truck and/or Ship Loader	4	Car, Truck and/or Ship Loader
2	Logistics Consultant	5	Logistics Consultant
5	Railroad Inspector	4	Railroad Inspector
1	Able Seamen	1	Able Seamen
1	Airplane Pilot	3	Airplane Pilot
4	Industrial Electrician	7	Industrial Electrician
6	Environmental Compliance Inspector	5	Environmental Compliance Inspector
7	Customer Service Manager	1	Customer Service Manager
2	Logistics Analyst	3	Logistics Analyst
5	Air Traffic Controller	4	Air Traffic Controller
3	Industrial and Packaging Engineer	1	Industrial and Packaging Engineer
4	Motorcycle Mechanic	7	Motorcycle Mechanic
6	Environmental Engineer	5	Environmental Engineer
3	Storage and Distribution Managers	1	Storage and Distribution Managers
1	Bridge and Lock Tender	2	Bridge and Lock Tender
4	Power Plant Mechanic	5	Power Plant Mechanic
5	Motor Vehicle Inspector	7	Motor Vehicle Inspector
1	Pilots of Water Vessels	4	Pilots of Water Vessels

Round Table Exploration

Students should begin this unit by getting a broad overview of the types of occupations they will find in this Career Cluster. They need to see the big picture first before exploring individual occupations.

Teacher Preparation

Set up stations around your classroom/lab with short activities that represent the seven fields of occupations which are *Transportation Operations; Logistics Planning and Management Services; Warehousing and Distribution Center Operations; Facility and Mobile Equipment Maintenance; Transportation Systems/Infrastructure Planning, Management and Regulation; Health, Safety and Environment Management;* and *Sales and Services*. Identify enough occupations so no more than two or three students are working at any one station. Be sure to include occupations such as warehouse manager and railyard engineer, as well as typical occupations such as auto mechanic and airline pilot.

Suggested Activities

> *Round-Table Explorations Activity*
> Have students rotate through each station (See *Student Round-Table Exploration Activity worksheet, page 18*). On this worksheet, the students select the level of education/training and basic skills **they think** they would need to have to successfully work in that occupation (area career center, community college, or university). Students will research specific career occupations later in the unit of study (print enough *Student Round Table Exploration Information* sheets, page 17, and *Activity* sheets, page 18, for each student).

> *Round-Table Exploring Examples*
> Captains of Transportation - Set up an area that displays different modes of transportation. Use photos and/or models to show land, water, air, rail and aerospace transportation systems. Have students identify the titles of the operators of each example.

> Transporting Containers - Set up a series of different shaped boxes. Have students develop an arrangement of the boxes so they will be in the smallest volume for shipping. Have them identify occupations that would solve these types of problems.

> *Class Discussion*
> Discuss various academic and career preparation requirements for each of the stations explored by students. Help students understand the differences between each educational level and occupational level of Technician, technologist and professional (see *Student Round-Table Exploration Information* sheets, page 17, and *Definitions of Three Levels of Occupations* sheet, page 30).

Student Round Table Exploration Information

Every occupation requires a minimum amount of training and/or education and certain basic skills. As you rotate through each of the Occupation Stations, you will be asked to match the education and the skills **you think** are needed to enter that occupation. Below is a list with a brief description of each level. Use these definitions to determine the level needed for each occupation you examine.

Required Education Levels

No Schooling – not completing high school or dropping out at an age allowed by law

High School GEP (General Education Program) – graduating from high school with a general education or college preparatory program

High School CEP (Career Education Program/Area Career Center) – graduating from high school with a program in one of the career education occupations

On-the-Job Training/Apprenticeship – learning a job while you are working in that job (may or may not require a high school diploma)

Trade School – school that teaches specialized skills for specific occupations (can be public schools, private schools, or trade unions)

Military Training – similar to trade schools in that you are taught specialized skills for a specific occupation in the military (requires a minimum of a high school diploma)

Community College (2-year) – two-year college education that leads to an associate's degree and may include specialized technical skills

College/University (4-year) – four-year college education that leads to a bachelor's degree and may include higher levels of specialized technical skills, engineering, science and mathematics on a professional level

College/University (graduate degree) – education after a bachelor's degree in professional Career Fields such as engineering, science, medicine, law, management or education

Required Skills

Reading – Ability to read and comprehend at a high school level

Writing – Ability to write simple and complex sentences with correct spelling, grammar and punctuation which allows for clear communication

Calculating – Ability to perform simple mathematical operations such as add, subtract, multiply and divide and comprehend simple geometric relationships (this may include reading and measuring with a ruler or tape measure)

Computer Literacy – Ability to perform basic computer operations such as save and retrieve files, word processing and spreadsheet operations

Problem Solving/Critical Thinking – Ability to clearly identify and solve problems through a defined process

Leadership/Teamwork – Ability to successfully lead a group and work with a group to accomplish a task or solve a problem

Student Round Table Exploration Activity

Student Name: _____

Date Assignment Due: _____   **Date Assignment Submitted**: _____

_____ **Activity Satisfactorily Completed**   _____ **Activity Not Completed (see notes below)**

Fill in the required spaces below after you have completed the activity for each station.

OCCUPATION: _____

Check (√) the minimum level of education needed for entry to this occupation:

_____ No School   _____ High School (GEP)   _____ Community College (2 years)

_____ Trade School   _____ Military Training   _____ College/University (4 years)

_____ High School (CEP)   _____ On-the-Job Training   _____ College/University (graduate degree)

Check (√) all the required skills needed for entry to this occupation:

_____ Reading   _____ Writing   _____ Calculating

_____ Computer Literacy   _____ Leadership/Teamwork   _____ Problem Solving/Critical Thinking

Reflective Response:

*Use complete sentences, correct spelling and correct punctuation when completing the
statements below. Be sure to read what you write to make sure it is clear to you and others.*

I think this occupation would be fun to work in because or I do not think this occupation
would be fun to work in because:

An example of how I might use problem solving in this occupation is:

An example of how I might use teamwork in this occupation is:

The reason I checked _____ as the minimum level of education needed for
this occupation is:

The reasons I checked these skills needed for this occupation are:
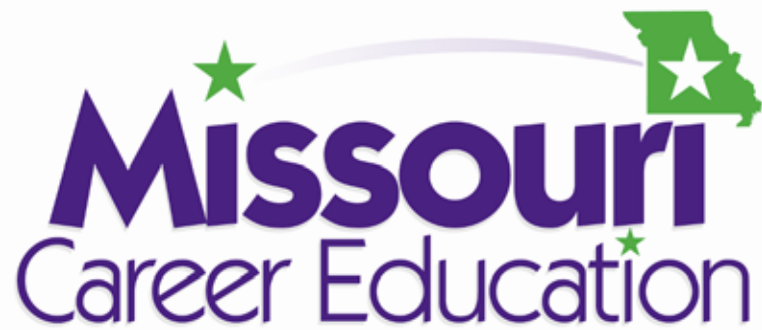
Exploration

Transportation Operations Career Field

Transportation, Distribution and Logistics Career Fields:

⭐ Transportation Operations ⭐

Logistics Planning and Management Services

Warehousing and Distribution Center Operations

Facility and Mobile Equipment Maintenance

Transportation Systems/Infrastructure Planning, Management, and Regulation

Health, Safety and Environmental Management

Sales and Service

**Possible Careers: Airline Pilot • Aircraft Cargo Handler • Railyard Conductor • Traffic Manager • Bridge &
Lock Keeper • Captain • Transportation Manager • Truck Driver • Subway Operator**

Transportation Operations

Our society moves by transportation. Transportation is vital to the economy and security of our
nation. It provides mobility of goods, people and services. Transportation allows people access
to jobs, recreation, cultural and social activities, education and even health care. Value is added
to the products we buy by moving them from point to point in a timely manner. The
transportation world provides jobs and consumes resources that increase the demand for jobs.

The world of transportation has become extremely complex because of advancements in
communications and transportation vehicles. Changes in regulatory and legal structures have
also become extremely complex.

Transportation is much more than trucks, planes and trains. It is much more than privately
owned vehicles. Transportation also involves roads, rails, canals, docks, pipelines and even high
power electric lines. Anywhere you find movement of people or goods, you find a transportation
system.

Teacher Preparation

Prepare a bulletin board or other visual display that illustrates our transportation world. Include
road, rail, water (sea and canal), air and space forms of transportation. Be sure to include a
mixture of gender and ethnicity in your displays. Have on hand several different types of
technical writing examples for students to view.

Prepare to discuss and demonstrate the various modes of transportation, including the
maintenance and control of transportation systems. Help students recognize the need to consider
not only the traditional occupations of driving a truck or working on a car, but managing systems
or designing safety systems. You may want to arrange to have an engineer or manager from the
Department of Transportation visit with your students about highway construction and safety or
perhaps a spokes person from a transportation company to talk about how goods are moved
across the country.

This scenario presents a challenge for the Student Transportation and Distribution Company
(STDC) to contract with a manufacturing supplier to transport their product to warehouse
locations and from there to retailers.

Suggested Activities

> ***Transportation Package Design***
> The first step is to evaluate the product to be transported and design a bulk package.
> Students will determine the best way to bulk package the product in order for the end user
> (the retailer) to display the item.

Transportation Contract
Students must estimate the cost of transporting the product based on such criteria as mode of transport (road, rail, water or air), quantity and weight, location destination and time of delivery. With this information, the company can complete the transportation contract.

Transportation Scheduling
This activity will give your students the opportunity to develop a schedule for pickup and delivery of the product. This includes the scheduling of product handlers to load and unload the product. They will also need to calculate the cost of operating the transportation vehicles.
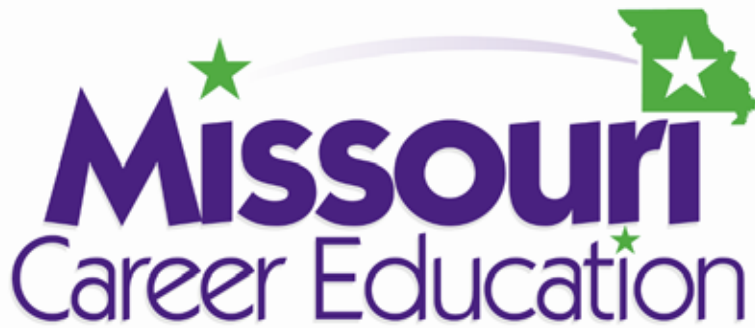
Transportation Tracking
Students will set up and operate a communications system to track the movement of the product from terminal to terminal.

Scenarios
For additional activities see the Cluster Scenario section on page 25.

References/Resources

http://www.itsdocs.fhwa.dot.gov//JPODOCS/REPTS_TE//14118.htm

Exploration

Warehousing and Distribution Center Operations Career Field

Transportation, Distribution and Logistics Career Fields:

Transportation Operations

Logistics Planning and Management Services

⭐ **Warehousing and Distribution Center Operations** ⭐

Facility and Mobile Equipment Maintenance

Transportation Systems/Infrastructure Planning, Management, and Regulation

Health, Safety and Environmental Management

Sales and Service

Possible Careers: Warehousing Manager • Packaging Engineer • Stock & Materials Mover • Ship Loader •
Production Planning Clerk • Shipping/Receiving Clerk • Machine & Vehicle Operator

Warehousing/Distribution Center Operations

Warehousing is very important to any country's economy. It is one of the oldest activities in business. Warehousing connects the producer of products and the retailer. The function of the warehouse is to collect goods from the manufacturer, store them for a period of time, then ship the goods down the logistic line. In the beginning, warehousing was done by hand from moving materials to recording stats on the business. Now, most warehousing is highly automated. The demand for shorter delivery times, mixed goods, multiple delivery sites and cost cutting continues to drive for even more automation.

Ordering, billing, tracking and moving goods when automated make for faster and more efficient warehousing. Bar coding is one of the major systems used today for automation. But efficiency is also improved by organizing the process for higher density per square foot and the movement of goods within the warehouse.

Teacher Preparation

Prepare a bulletin board or other visual display that illustrates our warehousing world. Include examples of the various types of warehousing such as freezer, refrigerated, fruits, vegetables, hardware, auto parts, etc. Show some of the many jobs found in warehousing such as parts technicians, shippers and receivers, traffic managers, truck drivers and couriers. Be sure to include a mixture of gender and ethnicity in your displays. Have on hand several different types of technical writing examples for students to view.

Prepare to discuss and demonstrate the various types of warehousing, including automation and moving systems. Help students recognize the need to consider not only the traditional occupations of driving a forklift or driving a tractor trailer, but maintaining robotic and automated systems. You may want to arrange to have a warehousing manager or an automation engineer visit with your students about the movement and storage of various types of goods.

This scenario presents a challenge for the Student Transportation and Distribution Company (STDC) to contract with a manufacturing supplier to warehouse and distribute their product to retailers.

Suggested Activities

Warehousing Systems
The first step is to design and set up a warehousing system to store and distribute merchandise.

Bar Coding Warehousing
A major automation system used today in warehousing for the control and movement of merchandise is bar coding. In this activity, students will design a bar coding system for the STDC.
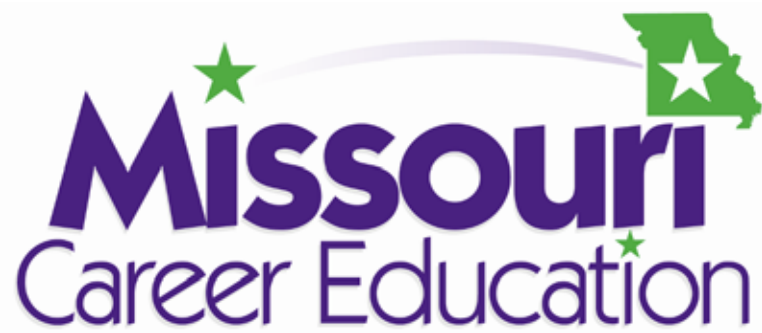
Warehousing Operations
This activity will give students the opportunity to operate a warehousing system that receives and ships merchandise to the retailer.

Scenarios
For additional activities see the Cluster Scenario section on page 25.

References/Resources: http://www.nextsteps.org/steps/oct01/labour.htm

Cluster Scenario

Examples

Cluster Scenario Examples

Transportation, Distribution and Logistics
Student Scenario, contributed by Kent Hannah, Eldon High School

This activity is designed to give the student(s) an opportunity to design the flow of raw materials to the manufacturing plan and the finished product to the consumer's hands using a flow chart planning technique. This assignment can be done by an individual student or as a team assignment.

Scenario

The Wal-Cart Co. chain of 1000 variety stores with locations in 48 states has placed an order for 100,000 Hopping Leg Game Boards. There are five distribution centers located throughout the United States serving these stores. Wal-Cart Co. wants an equal number of units shipped to each distribution center. Each unit should be individually packaged in hanging display bags and boxed 20 per case box for the redistribution process.

Assignment

Part A
Create a flow chart of the materials/supplies flow to the hopping peg game board manufacturing plant and the completed product from the manufacturing plant to the consumer's hands.

Part B
Identify careers necessary to accomplish the movement of materials and finished products to complete the Wal-Cart Co. order. Add career tags identifying those careers to the flow chart. The career tags may have the job title or may also include training requirements, training location, and salary added.

Part C
Students should select five careers of interest to them and perform an Internet search to obtain information on education requirements, training location, job location, and salary.

Part D
Design/Build the box/packing to contain 20 hopping peg game boards. Specify the pallet/crate size to ship the products to the distribution centers to satisfy Wal-Cart Co. packaging specifications. Student should use real world specifications. The instructor should call a freight company in advance to obtain the freight company's approval for a student to call or obtain the following information directly:

> Current freight rates
> How rates are determined (weight, size, destination)
> Pallet size
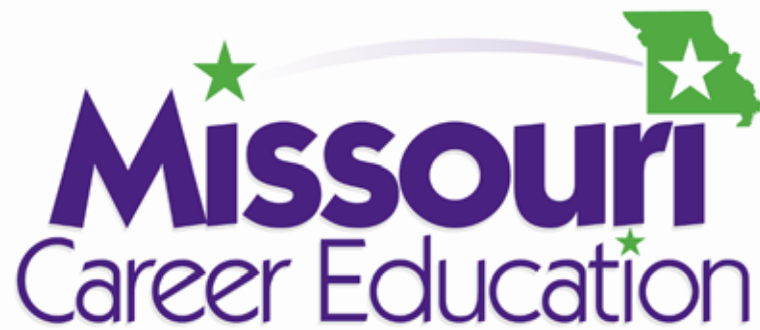
Career Search

Transportation, Distribution, and Logistics

Introduction to Career Search

Students have spent the last few weeks in hands-on experiences within this Career Cluster gaining an understanding of and an appreciation for various occupations. They should also have gained some understanding of what knowledge and skills are needed to enter these occupations. This unit of study is intended to help the student gain more detailed information about specific occupations that interest them. Before attempting the search, your students should take an interest survey to give them insight and direction. Students will then be ready to select their occupations of interest and complete the career search. Remember, a major objective of this course is for students to gain an educated understanding of career options within specific clusters.

Teacher Preparation

There are several references available for teachers and students. Review these references before finalizing lessons and before students begin their career search. Visit with your guidance counselor(s) at the beginning of this course to coordinate efforts and arrange time for the counselor to help. Contact a area career center to arrange class presentations and/or a tour of the center facilities and programs.

> Note: Teacher enthusiasm for this unit will be a huge encouragement for students. Help students understand that good planning now will save them time and money later. Emphasis the fact plans can change and what students select now can be altered at any point in their high school and/or college life. Additionally, encourage students to share their findings with their parents or guardians.

Although there are many resources available in print and online which can be used, Missouri Kuder (http://mo.kuder.com) is the official college and career planning program recognized by Guidance & Placement Services, Division of Career Education, Department of Elementary and Secondary Education. A guidance counselor will be able to help access the website.

Prepare a bulletin board that displays various educational options after high school in this career cluster. Be sure to include both local and distant schools, as well as low to high cost schools.

    Resources:
- Missouri Kuder, http://mo.kuder.com
- Missouri Guidance and Placement Services, http://dese.mo.gov/divcareered/career_plan.htm
- Explore Careers, http://www.iseek.org/sv/10000.jsp
- Gettech, http://gettech.org/default2.asp
- Vocational Information Center, http://www.khake.com
- Technology Careers, http://www.fieldstotechnology.org
- Career Voyages, US Government, http://www.careervoyages.gov
- My Future.com, http://www.myfuture.com
- Thinkquest.com, http://library.thinkquest.org/11720/

Suggested Activities

Interest Assessment (if not taken previously)
(This activity will only need to be completed once in the semester.) Take the interest assessment (Kuder® Career Search with Person Match), the skills inventory (Kuder Skills Assessment) and print out the Composite Report from these two. If possible, enlist the help of the school guidance counselor. Go to http://mo.kuder.com/ to find the assessment documents.

Career Search Identity
You will want to make sure your students have the *Arts, A/V Technology and Communications Career Fields Chart* (page 11) available so they can select occupations relevant to this career cluster search. Decide how many searches the students should complete. It is suggested that they complete one search for each of the occupational levels: technician, technologist and professional. Consider asking them to complete more if time permits.

> Handout: *Definitions of the Three Levels of Occupations* (page 29)
> This handout will give the students a brief description the three levels of occupations students might find in any Career Field. This is a way of recognizing different levels of education and skills needed for an occupation.

> Handout: *MLA Citation Style* (page 35) and *APA Crib Sheet* (page 38)
> The students will be asked to cite their sources of information. These handouts will give them the correct format for citing different sources. Review this with them. Consider checking with the school English teachers and/or librarian to confirm the style(s) being taught in your building.

Career Center Presentation (if not completed previously)
Contact your career center director or guidance counselor and make arrangements for a tour of the center facilities and a presentation of the programs the center offers. If it is not possible to tour the facilities, arrange for presentations by career center faculty in your classroom or lab. Make sure the presentations include photos. If possible, make a video tour of the center with interviews by faculty and students.

> Handout: *Career Center Information* (teacher designed)
> Design an information sheet with appropriate questions about the various programs offered by your career center in the cluster area of *Transportation, Distribution, and Logistics*. Include such topics as the type of activities for students, certifications available, types of jobs after the program, transferability to college and characteristics students should possess to be successful in each program.

Four-Year High School Plan
Enlist the assistance of the guidance counselor. Have the students identify courses that will prepare them for post high school employment and/or higher education programs. Use Missouri Kuder and the *Missouri Educational Career Plan* (Transportation, Distribution and Logistics) form (page 33) and also found at http://dese.mo.gov/divcareered/career_plan.htm.

Definitions of the Three Levels of Occupations

TECHNICIAN

Technicians typically build, repair, maintain and/or operate specialized, complex, technical equipment and systems. A technician receives technical training through an apprenticeship program (on-the-job), a technical certification program or a two-year associate degree college program.

TECHNOLOGIST

Technologists typically work as technical managers and must be able to understand theories and apply the principles and concepts of mathematics, science and applications of computer fundamentals. Generally, a technologist is college educated with a four-year degree, which includes general education, technical specializations and technical management.

PROFESSIONAL

A professional is a person who has an occupation requiring training in the liberal arts or the sciences and usually advanced study (course work after the bachelor's degree or a master's degree) in a specialized field such as, but not limited to, architects, engineers, upper level managers, certified accountants and educators.

**Career Fields: Transportation Operations ● Logistics Planning and Management Services ●Warehousing
and Distribution Center Operations ● Facility and Mobile Equipment Maintenance ● Transportation
Systems/Infrastructure Planning, Management and Regulation ● Health, Safety and Environmental
Management ● Sales and Service**

Student Career Search Identity

Student Name:_____ **Graduation Year:** _____

Activity Completed: _____ **Activity Assessment:** _____

Your career search is designed to help you gain understanding and knowledge about career possibilities within your interest of the Career Cluster *Transportation, Distribution and Logistics*. Based on your recent experiences in this class and the interest assessment you took in Kuder, you will choose at least one occupational field and an occupation from each of the three levels of occupations: technician, technologist and professional. When you have completed your search, you will:

1. know what level of education you must have.

2. know what technical skills you must have.

3. know what academic skills you must have.

4. know what the working conditions will be.

5. know what the average wage/salary will be.

6. know what the outlook for jobs will be.

7. know where the jobs will be found.

You should select your occupations from the *Transportation, Distribution and Logistics Fields Chart*. Within each field, occupations can be divided into three levels: 1) technician, 2) technologist and 3) professional. You are to select one occupation from each of the occupational levels which may be from one field or all three fields. Your teacher can help you decide what level your choice of occupation falls under. Complete the following information:

Occupations I will research:

_____   Technician: _____
<div align="center">Field</div>   <div align="center">Occupation</div>
_____   Technologist: _____
<div align="center">Field</div>   <div align="center">Occupation</div>
_____   Professional: _____
<div align="center">Field</div>   <div align="center">Occupation</div>

Career Fields: Transportation Operations ● Logistics Planning and Management Services ●Warehousing and Distribution Center Operations ● Facility and Mobile Equipment Maintenance ● Transportation Systems/Infrastructure Planning, Management and Regulation ● Health, Safety and Environmental Management ● Sales and Service

Student Career Search Identity

Career Field: _____ **Student Name:** _____

Activity Completed: _____ **Activity Assessment:** _____ **Graduation Year:** _____

Occupation: _____ Level: ___Technician ___Technologist ___Professional

Sources of Information - Refer to Bibliographic Style Sheet for correct format to cite references: _____

Work Activities - Provide at least four activities this person would do on the job:

Work Conditions - List at least three physical conditions you would work under and if you would be required to work with other people:

  Are you required to work with other people? _____ Yes _____ No

Skills, Abilities and Knowledge - List the required skills, abilities and knowledge in each of the areas listed below:

  Communication: _____

  Math Level: _____

  Science Knowledge: _____

  Technical Knowledge: _____

  Tool/Equipment Skill: _____

Preparation - Check all education or training you need to enter this occupation:

  ___ High School Diploma   ___ GED   ___ On-The-Job Training/Apprenticeship

  ___ Technical   ___ University   Other _____

  Length and Location of preparation: _____

Wages - List the hourly wage and the annual expected income:

  Per Hour: _____   Per Month: _____   Per Year: _____

Outlook (Will there be jobs available in this occupation in the future?)

  # of Jobs available: _____   In five years, 20____: _____   In ten years, 20____: _____

Major Employers and Job Locations - What type of companies will hire you and where will you live?

  1. _____   4. _____

  2. _____   5. _____

  3. _____   6. _____

EDUCATIONAL CAREER PLAN

Career Path: Industrial & Engineering Technology

Career Cluster: Transportation, Distribution and Logistics

Career Field: _____

Graduation Year: _____

Date: _____

Student Name: _____

Student Signature: _____

Advisor Signature: _____

Parent/Guardian Signature (if required):

_____

	9th Grade	*10th Grade*	*11th Grade*	*12th Grade**
High School	English I	English II	English III	English IV
	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Trigonometry or Statistics	Trigonometry or Statistics
	Physical Science or Biology I	Biology I or Chemistry	Chemistry or Physics	Physics or Environmental Science
	Geography/State History	World History	American History	Economics/Government
	PE/Health or Fine Arts	*PE/Health or Fine Arts*		Personal Finance
				Practical Art (if needed)
	Career Major Elective(s) Project Lead the Way TechConnect Construction Technology Education	Career Major Elective(s) Project Lead The Way TechConnect Construction Technology Education	**Career Major Coursework:** HVAC · Drafting CAD Carpentry · Housing & Interior Design Construction Technology I · Masonry Construction Technology II · Plumbing Drafting and Design · Project Lead The Way · Technical Writing	
	Additional Coursework Foreign Language or Computer Technology	***Additional Coursework*** Foreign Language or Computer Technology		
	Area Career Center	***Community College***	***College/University***	***Other***

Postsecondary	❑ HVAC ❑ Building Maintenance ❑ Cabinetmaking ❑ Carpentry ❑ Construction Trades ❑ Drafting CAD ❑ Masonry ❑ Plumbing	❑ Construction Technology ❑ Drafting and CAD ❑ Engineering Technology ❑ HVAC-R ❑ Housing & Interior Design ❑ Surveying	❑ Architecture ❑ Civil Engineering ❑ Construction Management ❑ Education ❑ Electrical Engineering ❑ Industrial Technology ❑ Urban Planning	❑ Apprenticeship ❑ Military ❑ On-the-Job Training

Career Enhancement Options	*Work-based Learning Opportunities*	**Relevant High School Intra-Curricular/Co-Curricular Experiences**		**Graduation Exams**

	After School Employment
	
	Cooperative Occupational Experience
	
	Internship/Mentorship
	
	Job-Shadowing
	
	On-The-Job Training
	
	Service Learning
		Career and Technical Student Organization:
		
		   SkillsUSA
		
		   Technology Students of America (TSA)
		
		Other high school activities:
				___U.S. Constitution
				
				___MO Constitution

Adapted from National Career Cluster

*12th grade year should include at least 3 academic courses including college prep math or science.

Note: All Career and Technical Education courses count as a practical arts credit.

MLA Citation Style

This guide provides a basic introduction to the MLA citation style. It is based on the 6th edition of the <u>MLA Handbook for Writers of Research Papers</u> published by the Modern Language Association in 2003.

Copies are available at the Vanier Library Reference Desk, in the Webster Library Reference Collection and on 3-hour Reserve (Webster). The call number for the handbook is LB 2369 G53 2003.

The <u>MLA Handbook</u> is generally used for academic writing in the humanities. The handbook itself covers many aspects of research writing including selecting a topic, evaluating sources, taking notes, plagiarism, the mechanics of writing, the format of the research paper as well as the way to cite sources.

This guide provides basic explanations and examples for the most common types of citations used by students. For additional information and examples, refer to the <u>MLA Handbook</u>.

Parenthetical references in the text

Parenthetical documentation allows you to acknowledge a source within your text by providing a reference to exactly where in that source you found the information. The reader can then follow up on the complete reference listed on the Works Cited page at the end of your paper.

◆ In most cases, providing the author's last name and a page number are sufficient:

In response to rapid metropolitan expansion, urban renewal projects sought "an order in which more significant kinds of conflict, more complex and intellectually stimulating kinds of disharmony, may take place" (Mumford 485).

◆ If there are two or three authors, include the last name of each:

(Winks and Kaiser 176)

(Choko, Bourassa and Baril 258-263)

◆ If there are more than three authors, include the last name of the first author followed by "et al." without any intervening punctuation:

(Baldwin et al. 306)

◆ If the author is mentioned in the text, only the page reference needs to be inserted:

According to Postman, broadcast news influences the decision-making process (51-63).

Parenthetical documentation is not used for electronic or web documents if there is no pagination.

Further examples and explanations are available in Chapter 6 of the <u>MLA Handbook</u>.

Works Cited

The alphabetical list of works cited that appears at the end of your paper contains more information about all of the sources you've cited allowing readers to refer to them, as needed. The main characteristics are:

◆ The list of Works Cited must be on a new page at the end of your text

◆ Entries are arranged alphabetically by the author's last name or by the title if there is no author

◆ Titles are underlined (not *italicized*) and all important words should be capitalized

◆ Entries are double-spaced (for the purposes of this handout, single-spacing is used)

Below are some examples of the most common types of sources including online sources (web and databases).

Book with one author

Mumford, Lewis. <u>The Culture of Cities</u>. New York: Harcourt, 1938.

Book with two or three authors

Francis, R. Douglas, Richard Jones and Donald B. Smith. <u>Destinies: Canadian History Since Confederation</u>. Toronto: Harcourt, 2000.

Book with more than three authors

Baldwin, Richard et al. <u>Economic Geography and Public Policy</u>. Princeton: Princeton UP, 2003.

Two or more books by the same author

Replace the author's name by three hyphens and arrange alphabetically by the book's title

Postman, Neil. <u>Amusing Ourselves to Death: Public Discourse in the Age of Show Business</u>. New York: Viking, 1985.

---. <u>The Disappearance of Childhood</u>. New York: Vintage, 1994.

Anthology or compilation

Abate, Corinne S., ed. <u>Privacy, Domesticity and Women in Early Modern England</u>. Burlington, VT: Ashgate, 2003.

Work in an anthology or an essay in a book

Naremore, James. "Hitchcock at the Margins of Noir." <u>Alfred Hitchcock: Centenary Essays</u>. Eds. Richard Allen and S. Ishii-Gonzalès. London: BFI, 1999.

Book by a corporate author

Associations, corporations, agencies and organizations are considered authors when there is no single author

<u>Organisation for Economic Cooperation and Development</u>. Action Against Climate Change: The Kyoto Protocol and Beyond. Paris: OECD, 1999.

Article in a reference book or an entry in an encyclopedia

If the article/entry is signed, include the author's name; if unsigned, begin with the title of the entry

Guignon, Charles B. "Existentialism." <u>Routledge Encyclopedia of Philosophy</u>. Ed. Edward Craig. 10 vols. London: Routledge, 1998.

A translation

Kafka, Franz. <u>The Metamorphosis</u>. Trans. and Ed. Stanley Corngold. New York: Bantam, 1972.

A government publication

Canada. Dept. of Foreign Affairs and International Trade. <u>Freedom From Fear: Canada's Foreign Policy for Human Security</u>. Ottawa: DFAIT, 2002.

United Nations. Dept. of Economic and Social Affairs. Population Division. Charting the Progress of Populations. New York: UN, 2000.

Book in a series

Bloom, Harold, ed. <u>André Malraux</u>. Modern Critical Views. New York: Chelsea House, 1988.

Article in a journal

Ferrer, Ada. "Cuba 1898: Rethinking Race, Nation and Empire." <u>Radical History Review</u> 73 (1999): 22-49.

Man, Glenn K. S. "The Third Man: Pulp Fiction and Art Film." <u>Literature Film Quarterly</u> 21.3 (1993): 171-178.

Article in a newspaper or magazine

Semenak, Susan. "Feeling Right at Home: Government Residence Eschews Traditional Rules." <u>Montreal Gazette</u> 28 Dec. 1995, Final Ed.: A4.

Driedger, Sharon Doyle. "After Divorce." <u>Maclean's</u> 20 Apr. 1998: 38-43.

A review

Kirn, Walter. "The Wages of Righteousness." Rev. of Cloudsplitter, by Russell Banks. <u>New York Times Book Review</u> 22 Feb. 1998: 9.

Kauffmann, Stanley. "A New Spielberg." Rev of <u>Schindler's List</u>, dir. Steven Spielberg. <u>New Republic</u> 13 Dec. 1993: 30.

Television or radio program

"Scandal of the Century." Narr. Linden MacIntyre. <u>The Fifth Estate</u>. CBC Television. 23 Jan. 2002.

Sound recording

Ellington, Duke. "Black and Tan Fantasy." <u>Music is My Mistress</u>. Musicmasters, 1989.

Film, video recording or DVD

<u>The Shining</u>. Dir. Stanley Kubrick. Perf. Jack Nicholson, Shelley Duvall. Warner Bros., 1980.

<u>Macbeth</u>. Dir. Roman Polanski. Perf. Jon Finch, Francesca Annis and Nicholas Selby. 1971. DVD. Columbia, 2002.

Musical composition, published score

Beethoven, Ludwig van<u>. Symphony no. 4 in B-flat major, op. 60</u>. Mineola, NY: Dover, 2001.

Work of art, photographed, in a book

Cassatt, Mary. <u>Mother and Child</u>. 1890. Wichita Art Museum, Wichita. American Painting: 15601913. By John Pearce. New York: McGraw, 1964. Slide 22.

• Article from a database

Provide the same information as you would for a printed journal article and add the name of the database, the platform of the database (if applicable), the access provider (Concordia University Libraries), the date of access and the general URL for the database

NOTE - If the article is in HTML only, pagination is not required. However, you can include the start page followed by a hyphen, a space and then a period. If a PDF version is available, provide pagination.

Brennan, Katherine Stern. "Culture in the Cities: Provincial Academies During the Early Years of Louis XIV's Reign." <u>Canadian Journal of History</u> 38.1 (2003): 19-42. CBCA Complete. ProQuest. Concordia University Libraries. 29 Mar. 2004 <http://www.proquest.com>.

Dussault, Marc and Bruce G. Barnett. "Peer-assisted Leadership: Reducing Educational Managers' Professional Isolation." <u>Journal of Educational Administration</u> 34.3 (1996): 5- . ABI/INFORM Global. ProQuest. Concordia University Libraries. 29 Mar. 2004 <http://www.proquest.com>.

Heming, Li, Paul Waley and Phil Rees. "Reservoir Resettlement in China: Past Experience and the Three Gorges Dam." <u>The Geographical Journal</u> 167.3 (2001): 195-212. Academic Search Premier. EBSCOhost. Concordia University Libraries. 29 Mar. 2004 <http://search.epnet.com>.

• Web page

"Joyce Wieland." <u>Celebrating Women's Achievements: Women Artists in Canada</u>. 2000. National Library of Canada. 29 Mar. 2004. <http://www.nlc-bnc.ca/women/h12-523-e.html>.

• Internet site

<u>Legends of our Times: Native Ranching and Rodeo Life on the Plains and Plateau</u>. 22 Jan. 1999. Canadian Museum of Civilization. 29 Mar. 2004. <http://www.civilisations.ca/aborig/rodeo/rodeo00e.html>.

• Article in online periodical

Sehmby, Dalbir S. "Wrestling and Popular Culture." <u>CCLWeb: Comparative Literature and Culture</u> 4.1 (2002). 29 Mar. 2004 <http://clcwebjournal.lib.purdue.edu/clcweb02-1/sehmby02.html>.

Revised:
March 2004

APA CRIB SHEET
Dr. Abel Scribe PhD - October 2006

The *APA Crib Sheet* is a concise guide to using the style of the American Psychological Association in writing research papers. It is based on the current fifth edition of the APA *Publication Manual*. The latest version is at www.docstyles.com. The *Crib Sheet* is routinely updated; it is the product of many contributors. This version was revised in Fall 2006 by Dr. Abel Scribe PhD. Doc Scribe is not affiliated in any way with the APA--this style sheet is free! Freeware Copyright 2006 by Dr. Abel Scribe PhD.

Crib Sheet Contents

General Style Notes
- Abbreviations
- Biased Language
- Capitalization
- Compound Words
- Emphasis (Italics-Quotes)
- Numbers & Statistics
- Punctuation & Lists
- Quotations
- Terminology

Page Formats
- Text Details
- Title & Text pages (graphic)
- Headings & Subheadings
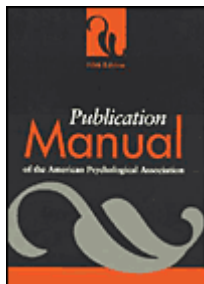- References & Tables (graphic)
- Tables (notes)

Research Documentation
- Text Citations
- Reference Lists

Sample References
- Anonymous Works
- Articles in Journals
- Books & Chapters
- Conference Papers
- Newspapers & Magazines
- Reference Works
- Reports & Papers
- Web Pages

READ ME

APA style is the style of writing used by journals published by the American Psychological Association (APA). The style is documented in the *APA Publication Manual* (5th ed., 2001). The APA *Manual* began as an article published in *Psychological Bulletin* in 1929, the product of a 1928 conference of anthropologists and psychologists who gathered "to discuss the form of journal manuscripts and to write instructions for their preparation" (APA, 2001, p. xix). The APA first published the guidelines as a separate document called the *Publication Manual* in 1952. Today the manual is in its fifth edition, and *APA style* is widely recognized as a standard for scientific writing in psychology and education, used by over a thousand research journals.

APA Manual at Amazon.com: (Paperback $26.95) (Spiral Bound $33.95).

Some of the more common rules and reference sources in APA style are covered in the APA *Crib Sheet*. However, this document is no substitute for the 440 page APA *Manual*, which has evolved into a comprehensive style guide. The APA *Manual* should be purchased by any serious student preparing an article, theses, or dissertation in psychology or education. It answers question you may not think to ask. The APA *Crib Sheet* has no affiliation with the American Psychological Association. It began as a "community service" project by Professor Dewey, and has become the most widely consulted resource on APA style on the Internet.

The APA *Manual* draws a distinction between *final manuscripts* such as class papers, theses, and dissertations, and *copy manuscripts* to be submitted for review and publication. The *APA Crib Sheet* follows the instructions given in chapter six for "Material Other Than Journal Articles" (APA, 2001, pp. 321-330). Final manuscripts differ from copy manuscripts in these ways:

- *Spacing*. "Double-spacing is required throughout most of the manuscript. When single-spacing would improve readability, however, it is usually encouraged. Single spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations" (APA, 2001, p. 326).

- *Figures, tables, and footnotes*. "In a manuscript submitted for publication, figures, tables, and footnotes are placed at the end of the manuscript; in theses and dissertations, such material is frequently incorporated at the appropriate point in text as a convenience to readers" (APA, 2001, p. 325).

The most notable **additions and changes** to fifth edition of the APA *Manual* (2001) include:

- *Electronic sources* require new formats in references. The formats previously featured on the APA Web site have been superseded. Several formats are included in the *Crib Sheet*.

- *Italics or underline?* "Use the functions of your word-processing program to create italic, bold, or other special fonts or styles following the style guidelines specified in this *Publication Manual*" (APA, 2001, p. 286).

- *Hanging indents.* "APA publishes references in a *hanging indent* format. . . . If a hanging indent is difficult to accomplish with your word-processing program, it is permissible to indent your references with paragraph indents" (APA, 2001, p. 299).

Acknowledgements are noted at the end of the Crib Sheet. The *APA Crib Sheet* can be freely distributed, but not sold! A good faith effort has been made to assure the accuracy of this document, both by the author and by the many people who have offered suggestions. The *APA Crib Sheet* has benefited greatly from their insight and expertise. The more comprehensive *Writer's Guide to APA Psychology* is aviable free at www.docstyles.com.

APA EDITORIAL STYLE (TEXT RULES)

These Style Notes cover details commonly encountered when drafting a research paper. These are also the details that knowledgeable readers are likely to note when you get them wrong. You may elect to apply your own best judgment on the more esoteric features, as long as you remember to be slavishly consistent throughout your paper.

Abbreviations

Use acronyms only for long, familiar terms (MMPI).
- Explain what an acronym 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).
- To form plurals of abbreviations, add s alone, without apostrophe (PhDs, IQs, vols., Eds).

Use periods when making an abbreviation within a reference (Vol. 3, p. 6, pp. 121-125, 2nd ed.)
- Use two-letter postal codes for U.S. state names (e.g., GA for Georgia) in references (write the state name out in text).
- Use the abbreviation **pp.** (plain text) in references to newspaper articles, chapters in edited volumes, and text citations only, *not* in references to articles in journals and magazines.
- Use **hr** for hour or hours, **min** for minutes, **s** for seconds, **m** for meter or meters (all in plain text, no period, no bold font).
- In using standard abbreviations for measurements, like m for meter, do not add an s to make it plural (100 seconds is 100 s).

Do not use Latin abbreviations in the text unless they are inside parentheses. An exception is made for et al. when citing a source. For example, "Smith et al. (2002) found monkeys measured higher in IQ tests than grad students." Instead, write out the equivalent word or phrase:

cf. [use **compare**]	**etc.** [use **and so forth**]	**viz.** [use **namely**]
e.g. [use **for example**]	**i.e.** [use **that is**]	**vs.** [use **versus**]

- Do not use the old abbreviations for subject, experimenter, and observer (S, E, O).
- Do not use periods within degree titles and organization titles (PhD, APA).
- Do not use periods within measurements (lb, ft, s) except inches (in.).

Avoiding Biased and Pejorative Language

In general, avoid anything that causes offense. The style manual makes the following suggestions:

DO NOT use . . .	When you can use . . .
ethnic labels (e.g., Hispanic)	geographical labels (e.g., Mexican Americans if from Mexico)
"men" (referring to all adults)	"men and women"
"homosexuals"	"gay men and lesbians"
"depressives"	"people with depression"

Correct Use of the Terms "Gender" and "Sex"

- The term "gender" refers to culture and should be used when referring to men and women as social groups, as in this example from the *Publication Manual:* "sexual orientation rather than gender accounted for most of the variance in the results; most gay men and lesbians were for it, most heterosexual men and women were against it" (APA, 2001, p. 63).

- The term "sex" refers to biology and should be used when biological distinctions are emphasized, for example, "sex differences in hormone production."

- Avoid gender stereotypes. For example, the manual suggests replacing "An American boy's infatuation with football" with "An American child's infatuation with football" (see APA, 2001, p. 66).

Sensitivity to Labels

Be sensitive to labels. A person in a clinical study should be called a "patient," not a "case." Avoid equating people with their conditions, for example, do not say "schizophrenics," say "people diagnosed with schizophrenia." Use the term "sexual orientation," not "sexual preference." The phrase "gay men and lesbians" is currently preferred to the term "homosexuals." To refer to all people who are not heterosexual, the manual suggests "lesbians, gay men, and bisexual women and men" (APA, 2001, p. 67).

Ethnic labels can be tricky, and the manual has a lot to say about them. For example, "American Indian" and "Native American" are both acceptable usages, but the manual notes that there are nearly 450 Native American groups, including Hawaiians and Samoans, so specific group names are far more informative, such as *Hopi* or *Lakota.*

- Capitalize *Black* and *White* when the words are used as proper nouns to refer to social groups. Do not use color words for other ethnic groups. In racial references, the manual simply recommends that we respect current usage. Currently both the terms "Black" and "African American" are widely accepted, while "Negro" and "Afro-American" are not. These things change, so use common sense.

- The terms *Hispanic, Latino,* and *Chicano* are preferred by different groups. The safest procedure is use geographical references. Just say "Cuban American" if referring to people from Cuba.

- The term *Asian American* is preferable to *Oriental*, and again the manual recommends being specific about country of origin, when this is known (for example, Chinese or Vietnamese). The manual specifies that hyphens should not be used in multiword names such as Asian American or African American.

- People from northern Canada, Alaska, eastern Siberia, and Greenland often (but not always!) prefer *Inuk* (singular) and *Inuit* (plural) to "Eskimo." But some Alaska natives are non-Inuit people who prefer to be called Eskimo. This type of difficulty is avoided by using geographical references. For example, in place of "Eskimo" or "Inuit" one could use "indigenous people from northern Canada, Alaska, eastern Siberia, and Greenland."

- In referring to age, be specific about age ranges; avoid open-ended definitions like "under 16" or "over 65." Avoid the term *elderly. Older person* is preferred. *Boy* and *Girl* are acceptable referring to high school and and younger. For persons 18 and older use *men* and *women.*

In general, call people what they want to be called, and do not contrast one group of people with another group called "normal." Write "we compared people with autism to people without autism" not "we contrasted autistics to normals." Do not use pejorative terms like "stroke victim" or "stroke sufferers." Use a more neutral terminology such as "people who have had a stroke." Avoid the terms "challenged" and "special" unless the population referred to prefers this terminology (for example, Special Olympics). As a rule, use the phrase "people with _____" (for example, "people with AIDS," not "AIDS sufferers").

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).

Commas

- Do not use commas to separate parts of measurement (9 lbs 5 oz). Use the metric system, as a rule.
- Use commas before "and" in lists, for example, height, width, and depth.
- Use commas between groups of three digits, for example, 1,453.
- Use commas to set off a reference in a parenthetical comment (Patrick, 1993).
- Use commas for seriation within a paragraph or sentence. For example, "three choices are (a) true, (b) false, and (c) don' t know." Use semicolons for seriation if there are commas within the items. For example, (a) here, in the middle of the item, there are commas; (b) here there are not; (c) so we use semicolons throughout.
- Use commas in exact dates, for example, April 18, 1992 (but not in April 1992).

Compound Words

Compound words are two or more words that work together in a specified order. This order cannot be reversed or rearranged without destroying the compound word's meaning. A dictionary is the best guide to spelling and usage. If it is not in the dictionary it is not likely a hyphenated compound, but check the following rules for possible exceptions. If it is in the dictionary, use the first spelling given.

"With frequent use, open or hyphenated compounds tend to become closed (*on line* to *on-line* to *online*). Chicago's general adherence to Webster does not preclude occasional exceptions when the closed spellings have become widely accepted, pronunciation and readability are not at stake, and keystrokes can be saved" (CMS, 2003, p. 300).

General Rules

Full-time compound words are hyphenated whatever their role in a sentence—as an adjective or a noun. "The court-martial hearing is set for 1000 hours. The hearing will determine whether a court-martial is warranted." *Court-martial* is a full-time compound word (as is "full-time"). This information is given in a dictionary.

Conditional compounds are hyphenated as **adjectives**, but not when used as nouns.

1. *Adjectival compound.* "The counselor suggested a *role-playing* technique to reduce the stress of encounters, but cautioned that *role playing* alone would not solve the problem." *Role-playing* is a compound adjective, but not a compound noun.

2. *Add a hyphen* to any prefix attached to a proper noun, capitalized abbreviation, or number. For example, the *post-Freudian* era, the *pre-1960s* civil rights movement, the many *non-ASA* journals in sociology.

3. *Fractions.* "When . . . a fraction is considered a single quantity, it is hyphenated [whether it is used as a noun or as an adjective]" (CMS, 2003, p. 383). *One-fourth* the audience was comprised of former refugees. A *two-thirds* majority was required to pass the initiative.

4. *Made-up compound.* A compound may be of the *made-up-for-the-occasion* variety: "The *up-to-date* figures were unadjusted." But when these terms are used in the predicate they are not hyphenated: The compound word was *made up for the occasion.* "The unadjusted figures were *up to date.*"

5. *Serial compounds.* When two or more compound modifiers have a common base, this base is sometimes omitted in all but the last modifier, but the hyphens are retained. Long- and short-term memory, 2-, 3-, and 10-minute trials.

6. *Do not hyphenate* a compound term using an adverb ending in *-ly.* "The widely used term was not yet in the dictionary. Such clearly understood terms are eventually documented if they endure."

👉 **Avoid confusion!** A *re-creation* is not the same as *recreation*. Does "the fast sailing ship" refer to a ship that was designed for speed, or one that is making an unusually fast passage? If the former, then it is a *fast* sailing ship. If it is the latter, then it is a *fast-sailing* ship (CMS, 1993, p. 203).

Prefixes

Through long usage most common prefixes do not require a hyphen: *aftereffect, antifreeze, cofounder, Internet, microwave, oversight, preempt, reexamine, supermarket, unbiased, underground*. There are many exceptions. When in doubt check a dictionary. Note the following exceptions:

1. *Same two letters.* If the prefix puts the same two letters together, a hyphen is sometimes inserted. For example, write: anti-industrial, co-op, non-native, post-trial. But also write: cooperative, coordinate, nonnegotiable, overrate, overreach, overrule, reelect, unnamed.

2. *Superlatives-diminutives.* Some prefixes, best-, better-, ill-, lesser-, little-, well-, are hyphenated when they precede the noun they modify, but are not hyphenated when preceded by a modifier, or when used as a predicate adjective. The ill-advised attack failed, the strategy was ill advised.

3. *Weird terms.* If the prefix creates an unfamiliar or weird term, a hyphen may improve clarity. The Turabian *Guide* offers these examples: *pro-ally, anti-college* instead of *proally, anticollege* (1976, p. 101).

The following prefixes *always* require a hyphen.

Prefix	Example	Prefix	Example	Prefix	Example
all-	all-powerful leader	great-	great-grandfather	self-	self-reliant person
ever-	ever-faithful friend	half-	half-baked plan	still-	still-active volcano
ex-	ex-president	much-	much-loved pastor		

Emphasis: Italics or Quotation Marks?

Italicize or underline the titles of books, species names, novel or technical terms and labels (the first time only), words and phrases used as linguistic examples, letters used as statistical symbols, and the volume numbers in references to journal articles.

- Add emphasis to a word or short phrase by putting it intalics (the first time only). Use this sparingly!
- Add emphasis to a word or phrase in a quotation with italics, *followed by the note* [italics added] in brackets.
- Note a word used as a word, or a foreign term, with italics, for example, *hutte* means *hut* in German.
- Introduce a keyword or technical term (the *neoquasipsychoanalytic* theory), or identify endpoints on a scale (*poor* to *excellent*) with italics.
- Do not italicize foreign words that have entered common usage (et al., a priori, laissez-faire, arroyo).

Use quotation marks for:
- odd or ironic usage the first time--the "outrageous" use of social security funds to finance the deficit.

- article and chapter titles cited in the text but not in the reference list. (In Smith's (1992) article, "APA Style and Personal Computers," computers were described as "here to stay" (p. 311).

Do not use quotes to hedge, cast doubt, or apologize (e.g., he was "cured"). Leave off the quotes.

Numbers
"Use figures to express numbers 10 and above and words to express numbers below 10" as long as the numbers below 10 do not express precise measurements and are not grouped with numbers above 10 (APA, 2001, p. 122).

- Spell out common fractions, common expressions, and centruries (one-half, Fourth of July, twentieth century).
- Spell out numbers beginning sentences (Thirty days hath September . . .).
- To make plurals out of numbers, add *s* only, with no apostrophe (the 1950s).
- When numbers below 10 must be mixed with numbers above 10 in the same sentence they should be written as numerals. For example, write "the students trying out for the soccer team included 5 girls and 16 boys."
- Use words and numerals with two numbers in series (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). "We studied 30 subjects—two year olds–who cried an average of 1 hr 20 min per day.
- Use metric abbreviations with physical measure (4 km) but not when written out (many *meters* distant).
- Use the percent symbol (%) only with figures (5%) not with written numbers (five percent).
- Put a leading zero before decimal fractions less than one (e.g., 0.25 km), unless the fraction can never be greater than one as in probabilities (e.g., $p < .01$).
- Ordinal numbers follow the same rules as other numbers. Spell out ordinals below 10: first, second, . . . ninth. Use numerals for ordinals 10 and above: 10th, 43rd, 99th, and so on. Exception—the *twentieth* century.

☞ APA style has a special set of numbers that are always written as numerals. These are "numbers that represent time; dates; ages; sample, subsample, or population size; specific numbers of subjects or participants in an experiment; scores and points on a scale; exact sums of money; and numerals as numerals" (APA, 2001, p. 124).

Statistics
- Most symbols for statistics are placed in italics (exceptions are very rare).
- Place a space before and after all arithmetic operators and signs (= , < , > , - , + , etc.).

Nonstandard symbols are used for some common statistics (:check the APA *Manual*, Table 3.9, for a complete list of accepted symbols):

M = mean ($\overline{\pmb{x}}$),
SD = standard deviation **(** σ),
Mdn = median,
SS = sum of squares (ΣX^2).

Descriptive Statistics & Inferential Statistics

Descriptive statistics give summary information about a sample or population, such as the average (mean) or standard deviation of some characteristic. For example, "Abigail Scribe has a GPA of 3.65, which is below the average for students accepted at Ivy and Oak University (M = 3.85, SD = 0.21)." Descriptive statistics may be presented in the text with the appropriate syntax (e.g., "a GPA of 3.85"). When referred to indirectly they are set in parentheses, as with (M = 3.85, SD = 0.21).

Inferential statistics reason from a sample to the characteristics of a population, often expressed as a probability. For example, "Abbie Scribe has a chance of being accepted at Ivy and Oak University ($p < .15$), but counselors advise her that her odds are not great based on last year's applicants, $X^2(2, N = 2247) = 2.81, p < .15$ (one-tailed)." Inferential statistics are presented in the text (no parentheses) with "sufficient information to allow the reader to fully understand the results of the analysis. . . . [Which] depends on the analytic approach selected" (APA, 2001, p. 138). Examples from the APA *Manual* (2001):

"$t(60) = 1.99, p = .03$ (one-tailed), $d = .50$; $X^2(4, N = 90) = 10.51, p = .03$."

The first number in parentheses is degrees of freedom of the analysis; the N in the X^2 statistic is the sample population.

Punctuation & Lists
- Do not use a colon or other punctuation after an introduction which is not a complete sentence such as this one, or any other sentence in the body of text which flows into an extended quote. The quote "picks up where the sentence leaves off" and provides the punctuation.
- Use a dash (an em dash or double hyphen) when there is a sudden interruption like this one--zoiks!--in the flow of a sentence. Overuse "weakens the flow of the writing" (APA, 2001, p. 81).
- Use parentheses to introduce an abbreviation, for example, the galvanic skin response (GSR).

- When enumerating a series of topis or subjects: (a) introduce each topic with a letter in parenthese, (b) following a colon, to (c) emphasize their distinctiveness. This is called enumeration or seriation.
- When listing separate paragraphs in a series, use a number and a period, not parentheses and letters.
  1. The first paragraph goes here.
  2. The second paragraph goes here.

Space once after all punctuation, including:

- after commas, colons, and semicolons;
- after punctuation marks at the ends of sentences;
- after periods that separate parts of a reference citation
- after periods of the initials in personal names (e.g., J. R. Zhang).

Do not space after internal periods in abbreviations (e.g., a.m., i.e., U.S.) or around colons in ratios (APA 2001, 291).

☞ **No bullets?** The APA *Publication Manual* makes no mention of using bullets in research papers. There are no examples of the use of bullets in recent publications. "Bullets (heavy dots . . .) make good visual signposts in unnumbered lists but can lose their force if used too frequently" (CMS, 2003, p. 272).

Quotations

Quotations must be placed in quotes or indented as a block quote. All quotations must include a citation referring the reader to the source document. As a matter of form quotations should be integrated into the flow of your text, and may be edited to do so.

- Reproduce a quote exactly. If there are errors, introduce the word *sic* italicized and bracketed—for example, "the speaker stttutured [*sic*] terribly"—immediately after the error to indicate it was in the original.
- When the author is introduced in the text the page number follows the quotation, but the date follows the author's name. Smith (1999) reported that "the creature walked like a duck and quacked like a duck" (p. 23). The abbreviation "p." for page ("pp." for pages) is lower cased.
- Without an introductory phrase, the author, date, and page are placed together. For example, It was reported that "the creature walked like a duck and quacked like a duck" (Smith, 1999, p. 23).
- If a quote begins in what is mid-sentence in the original, the first word may be uppercased to open a sentence. "Quotations should be integrated into the flow of your text." Do not write "[Q]uotations should be. . . ." Conversely, a uppercased word should be lowercased "as a matter of form" without indicating the change.
- Expand or clarify words or meanings in a quotation by placing the added material in quotes. For example, "They [the Irish Republican Army] initiated a cease-fire."
- Use three dots with a space before, between, and after each (ellipsis points) when omitting material, four if the omitted material includes the end of a sentence (with no space before the first). Do not use dots at the beginning or end of a quotation unless it is important to indicate the quotation begins or ends in midsentence.
- "The punctuation mark at the end of a sentence [in a quotation] may be changed to fit the syntax [without indicating the change in the text]" (APA, 2001, p. 119).
- Double quotation marks may be changed to single quotes, and the reverse, without indicating the change.
- Add emphasis in a quotation with italics, *followed by the note* [italics added] in brackets.

Block Quotes

For quotations over 40 words in length, indent and single space the whole block (double space in papers for review or publication). Indent the first line five spaces (one-half inch, 1.25 cm) if there are paragraphs within the long quotation after the first. Add the citation *after* the final punctuation in a block quote.

☞ Block quotes may be single spaced in research papers, but must be double spaced in copy manuscripts submitted for publication or review (see APA, 2001, p. 326).

Terminology

Despite dictionary advice to the contrary, APA style insists that *data* is the plural form of *datum*. Preferred forms of words are (see APA, 2001, p. 89):

appendix (*appendixes not* appendices)   phenomenon (*phenomena* is plural)
datum (*data* is plural only!)   schema (*schemas* is plural)
matrix *(matrices not* matrixes)

Internet terms are in a state of transition. Whatever form you use, be consistent!

- **e-mail** The *hyphenated form is found in the AMA, APA, CMS, and MLA style manuals!* The *e* is never uppercased except at the beginning of a sentence.
- **Internet [Net]** Internet is a proper noun.
- **electronic mailing list [listserv]** The APA manual notes that *Listserv* is a trademarked name for an *electronic mailing list* (the term it prefers instead).

- **Since** is used in its temporal sense: "Since 11:00 AM all air traffic was shut down." That is, the term introduces events after a specific point in time. Use *since* to mean "after that" not "because" (2001, p. 57).

- **Web** This is a proper noun. When *Web* is used in an open compound term (or with a hyphen when used as an adjective), as in *Web page*, *Web* is uppercased. When the compound term is closed, *Web* is spelled lowercased, as in *webmaster*.

- **Web based [Web-based]** This term was found in the APA manual, spelled open as a noun. It was found in *Wired Style* spelled with a hyphen used as an adjective (1999, p. 173).

- **Web page [Web page]** This term is spelled open. When a compound term is spelled open (without a hyphen), or as a compound adjective (with a hyphen), as in *Web page, Web-page design*, then *Web* is uppercased.

- **Web site [Web site]** This term is spelled open.

- **webmaster, web. . .** Most Web terms (except *Web ring*) are spelled lowercased and closed (without a hyphen): *webcam, webcast, webhead, webmail, webzine*, etc. (then again, there's also *WebTV)*. But some of these terms should probably be spelled open in formal writing—*Web cam, Web cast, Web mail, Web TV.*

- **While** is used in its precise temporal sense. For example, "While Tom is a good fellow, he's not all that bright" makes sense in everyday conversation. *While* in this context means "even though." But in the temporal sense, the example reads, "*During the time* (While) Tom is a good fellow, he's not all that bright." This makes no sense. Write instead, "*Whereas* or *Although* Tom is a good fellow, he's not all that bright."

PAGE FORMATS

The APA *Manual* notes that "the size of the type should be one of the standard typewriter sizes (pica or elite) or, if produced from a word processing program, 12 points" (2001, p. 285).

☞ The body of the paper should be in a *serif typeface* (like Courier or Times Roman) with lettering on figures in a sans serif typeface (such as Helvetica or Arial).

Centered Title in the Style of the
American Psychologist

Abstract

An abstract is not too common a feature in a student paper, but required when submitting any paper for publication in an APA journal. This is a good feature for students, especially for graduate students, to emulate in their work. An abstract is a brief concise description of the research--what you were looking for, why, how you went about it, and what you found. It is limited to 120 words in APA style. Absent an abstract, proportion the title and author block on the page. Note the use of italics.

Author M. Lastname
University Affiliation
Professor/Class
Date

1

Short Title Header 2

Centered Title in the Style of the
American Psychologist

Psychology papers should not begin with the heading *Introduction.* All papers begin with an "introduction."

Level A Heading

Double space the text. Credit the works of others, as well as direct quotes, to their authors. Multiple citations go alphabetically (Alt, 2001; Baca, 1999; Car 2004).[1]

Level B Heading: Block Quotes

Quotes of 40 words or longer are indented and single-spaced. These *block quotes* are usually introduced with a colon. For example, Thoreau (1854/1960) argued that:

The mass of men lead lives of quiet desperation. What is called resignation is confirmed desperation. From the desperate city you go to the desperate country, and have to console yourself with the bravery of minks and muskrats. . . . But it is a characteristic of wisdom not to do desperate things. (p. 10)

Run-in paragraph heading. Use sentence caps, in italics, ending with a period or other punctuation.

[1]Footnotes go *inside* the margins!

Text Details

- Abstracts are limited to 120 words (APA, 2001, p. 13).

- Double space the text, but *single space* within block quotes, references, and the abstract. This is suggested in chapter 6 of the APA *Manual*, "Material Other then Journal Articles" (see "Read Me" at the beginning of the *Crib Sheet.*

- Footnotes are rarely used in APA papers, except for author affiliation and contact information--the *author note*. If you need to add an explanatory note make it an endnote.

- Hyphenation should not occur at the end of lines, only between words when necessary. Right justifying a paper can introduce ambiguities with uncertain hyphenation, a *ragged right* margin is preferred in research writing.

- Indent paragraphs, block quotes, and hanging indents one-half inch (1.25 cm or five to seven spaces).

- Keyword emphasis requires the use of italics, but only the first time a term is used. If the intent is to indicate odd or ironic usage, use quotation marks.

- Margins should be at least 1" all around (about 2.5 cm).

- Page numbers are required on every page: Number pages consecutively.

- The page header summarizes the title in a few words. The header and page number go inside the margin space, double spaced above the text, next to the right margin, except on the title page.

- Word processor features—such as bold and italic fonts and hanging indents—should be used as appropriate.

Headings?

APA headings follow a complex hierarchy, with provision for up to five levels. These come, in descending order, as levels 5, 1, 2, 3, 4. But if up to three levels of headings are required, use levels 1, 3, and 4, in that order. If four levels are required, insert level 2 between levels 1 and 3. If five levels are required, start with level five and work down in order (5, 1, 2, 3, 4). Confused? Most papers will need no more than three levels. To avoid confusion these are labeled A, B, and C (APA levels 1, 3, and 4 respectively) (see APA, 2001, pp. 114–115).

Level A Heading Centered and Set in Heading Caps

Level B Heading: At Left Margin, Italicized, in Heading Caps

    Level C heading: Indented, italicized, sentence caps. These *paragraph* or *run-in* headings end with a period (or other punctuation); are not complete sentences.

Use headings in the order presented. Level A and B headings do not end with punctuation except to add emphasis with an exclamation point or question mark. Do not begin a paper with the heading *Introduction,* this is understood.

Line Spacing?

☞ "Double-spacing is required throughout most of the manuscript. When single-spacing would improve readability, however, it is usually encouraged. Single spacing can be used for table titles and headings, figure captions, references (but double-spacing is required between references), footnotes, and long quotations" (APA, 2001, p. 326). This directive applies only to research papers presented as *final manuscripts*. See "Read Me."

References & Tables

Table Notes

Number tables consecutively as they appear in your text. Use only whole numbers, no 5a, 5b, etc. See recent issues of the *American Psychologist* or other APA journals for more complex table layouts. "Tables are efficient, enabling the researcher to present a large amount of data in a small amount of space" (APA, 2001, p. 147).

- Place tables close to where they are first mentioned in your text, but do not split a table across pages. (Tables in papers submitted for review or publication are placed on separate pages at the end of the paper.)

- Label each table beginning with the table number followed by a description of the contents in italics.

- Horizontal rules (lines) should be typed into tables; do not draw them in by hand.

- 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 or units of measurement within a column. "Use a zero before the decimal point when numbers are less than one" (APA, 2001, p. 128). 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. These may be general notes, footnotes, or probability notes.

- General notes follow the word *Note: (in italics)* and are used to expalin general information about the table, such as the source.

- Footnotes are labeled "a, b, c, etc." and set in superscript. They explain specific details.

- Probability notes are indicated by asterisks and other symbols to indicate statistical significance. This is explained in the probability 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 larger [greater] probability receives the fewest asterisks [the smaller or lessor probability gets more asterisks]" (APA, 2001, p. 170).

- You may both single space and double space within a table to achieve clarity. Tables in papers submitted for review or publication (only!) must be double spaced throughout.

Short Title Header 10

References

Allport, G. W. (1979). *The nature of prejudice*. Cambridge, MA: Addison-Wesley. (Original work published 1954)

Berry, D. S., & Pennebaker, J. W. (1993). Nonverbal and verbal emotional expression and health. *Psychotherapy and Psychosomatics, 59,* 11–19.

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.

Goleman, D. (1991, October 24). Battle of insurers vs. therapists: Cost control pitted against proper care. *New York Times*, pp. D1, D9.

Morse, S. S. (1995). Factors in the emergence of infectious diseases. *Emerging Infectious Diseases, 1*(1). Retrieved October 10, 1998, from http://www.cdc.gov/ncidod/EID/eid.htm

Stephan, W. G. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (3rd ed., Vol. 2, pp. 599–658). New York: Random House.

Wilson, E. O. (1998, March). Back from chaos. *Atlantic Monthly, 281*, 41–62

Short Title Header 8

Place tables and figures in the text close to where they are first discussed. In manuscripts for publication they come at the end of the paper on separate pages.

Table 1

Homicides by Race of Victim: United States 1993

Race	Population[a]	Homicides	Rate[b]
Black[c]	29,986	12,114	40.5*
White	199,686	12,153	6.1
Other	19,038	635	3.3**
Total[d]	248,710	24,932	10.0

Note: Data developed from the *Statistical Abstract of the United States: 1993*.
[a]Population in 1000s. [b]Rate per 100,000 persons in the population. [c]The rate for Black males was 69.2, for White males 9.0. [d]About one-half the "Other" category was comprised of Asian Americans and Native Americans.
*$p < .05$, two-tailed test. **$p < .01$, two-tailed test.

There are three kinds of notes that may be added to a table: general notes (indicated by the word *Note* in italics), specific notes (noted with superscript letters), and probablitiy notes. Readers rarely study tables--think small, concise, focused.

RESEARCH DOCUMENTATION

Text Citations Use the author-date format to cite references in text. For example: as Smith (1990) points out, a recent study (Smith, 1990) shows. . . . Every source cited in your text--and only those sources cited in your text--are referenced in the reference list.

Source	Citation	Source	Citation
No Author	(*Short Title*, 2004) ("Short Title," 2004)	**Chapter**	(APA, 2001, chap. 6)
1 Author	(Smith, 2005) (Smith, 2005, p. 123)	**Data File**	(Corporate Author, 2002
2 Authors	(Smith & Jones, 2004, pp. 123-126)	**In Press**	(Adams, in press)
3/5 Authors	(Smith, Jones, and Garcia, 2003) Next Cite: (Smith et al., 2003, p. 123)	**Message/E-Mail**	(A. B. Smith, personal communication, January 1, 2004)
6 Authors+	(Smith et al., 2002, pp. 123-456)	**Multiple**	(Adam, 2003; Baca, 2004; Burton, 2002)
Corporate Acronym	(United Nations [UN], 1999) Next Cite: (UN, 1999, p. 123)	**No Date Reprint**	(Smith, n.d.) (Freud, 1920/2002)

- Citations with three to five authors list all authors in the first citation; the lead author *et al.* (and others) in subsequent citations: first, (Smith, Jones, Andrews, Baker, & Charles, 2001); next, (Smith et al., 2001).

- Citations with six or more authors list the lead author *et al.* in all citations.

- The first time "et al." is used in a citation the year is included. If the citation is repeated in the same paragraph, the year may be omitted. For example (Smith et al., 2002, p. 22), then (Smith et al., p. 23).

- Join the last name in a multiple-author citation with *and* (in text) or an ampersand (&) in reference lists and parenthetical citations. For example: As Smith and Sarason (1990) point out, the same argument was made in an earlier study (Smith & Sarason, 1990).

- If a group is readily identified by an acronym, spell it out only the first time. For example, "As reported in a government study (National Institute of Mental Health [NIMH], 1991) . . . ." The next citation gives just the initials and year, (NIMH, 1991).

- If the author is unknown or unspecified, use the first few words of the reference list entry (usually the title), for example: ("Study Finds," 1992). Remember to use *heading caps* in the text when noting a title; always use *sentence caps* in references!

- Reprints cite the he original publication date and reprint date if both are known, for example: (James, 1890/1983). Translations of classics note the date of the translation: (Aristotle, trans. 1931).

- For e-mail and other "unrecoverable data" use personal communication, for example: (C. G. Jung, personal communication, September 28, 1933). These do not appear in the reference list.

- Always cite page numbers after quotations. For example, the author stated, "The effect disappeared within minutes" (Lopez, 1993, p. 311). Or, Lopez (1993) found that "the effect disappeared within minutes" (p. 311).

- If there are two or more citations that shorten to the same lead author and date, give as many additional names as needed to identify them, e.g., (Smith, Jones, et al., 1991) and (Smith, Burke, et al., 1991).

- When citing multiple works by the same author, arrange dates in order. In general, use letters after years to distinguish multiple publications by the same author in the same year, e.g., (Johnson, 1988, 1990a, 1990b).

Reference Lists

List references alphabetically by author. When there are multiple works by the same author, list references by date, the most recent *last*.

1. Use prefixes if they are commonly a part commonly part of the surname (e.g., *de Chardin* comes before *Decker*, *MacGill* comes before *McGill*. But do not use *von* (e.g,, write: Helmholtz, H. L. F. von).

2. Disregard apostrophes, spaces, and capitals in alphabetizing; *D'Arcy* comes after *Daagwood*, *Decker* comes after *de Chardin*. Single-author citations precede multiple-author citations (Zev, 1990 then Zev et al., 1990).

3. Alphabetize corporate authors by first significant word. Do not use abbreviations in corporate names.

Abbreviations

👉 Use the abbreviation p. (pp.) before page numbers in encyclopedia entries, multi-page newspaper articles, chapters or articles in edited books, but **not** in journal or magazine article citations, where numbers alone are used. The following abbreviations are commonly used in APA references:

chap. chapter	**No.** number	**Pt.** part	**Trans.** translator
ed. edition [**Rev. ed.** revised]	**p. (pp.)** page (pages)	**Suppl.** supplement	**Vol.** volume (as in Vol. X)
Ed. (Eds.) editor(s)	**para.** paragraph	**Tech. Rep.** technical report	**vols.** volumes (as in xx vols.)

Basic Rules

1. *Authors & editors.* List up to six authors to a work, if more than six add et al. Invert all authors' names, using first & middle initials. Withe two or more authors place an ampersand> & < before the final name. Note, unless they are serving in place of authors in a reference, editors' names go in their normal order (First. M. Last).

2. *Character Spacing.* Space once after all punctuation except inside abbreviations, ratios, and URLs where no space is required (APA, 2001, pp. 290–291). Space once after the periods in references and initials.

3. *City, State.* Include the country or state except with the following cities: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, San Francisco, Amsterdam, Jerusalem, London, Milan, Moscow, Paris, Rome, Stockholm, Tokyo, and Vienna (APA, 2001, p. 217). Use postal abbreviations for states, provinces.

4. *Date.* Use the month-day-year format for full dates, but see the sample references for newspapers.

5. *E-documents.* When quoting electronic documents without page numbers, cite paragraph numbers if given, after the paragraph symbol or abbreviation *para.* (e.g., Smith, 2000, ¶ 17). If there are no paragraph numbers, cite the nearest preceding section heading and count paragraphs from there (e.g., Smith, 2000, Method section, para. 4).

6. *E-mail* and other "unrecoverable data" are cited as a personal communication, for example: (A. B. Carter, personal communication, April 1, 2005). These do not appear in the reference list.

7. *Titles of Works.* All titles require sentence caps (all words lowercase except for the first word, first word after a colon, and proper nouns). Article titles are not placed in quotes in references (they are when mentioned in the text). Italicize titles of books, reports, working and conference papers, dissertations, and similar documents.

Sample References

Anonymous or Unknown Author:

Annual smoking attributable mortality, years of potential life lost and economic costs: United States 1995-1999. (2002). *Morbidity and Mortality Weekly Report, 51*, 300-303.

Citation: ("Annual Smoking," 2002). Use heading caps when citing titles in text citations.

Articles in Research Journals:

Abelson, R. P. (1997). On the surprising longevity of flogged horses: Why there is a case for the significance test. *Psychological Science, 8*, 12-15.

Citation: (Abelson, 1997). APA style places the volume (but not the issue number in a volume) in italics with the name of the journal.

Two to three authors:

McGlynn, E. A., & Brook, R. H. (2001). Keeping quality on the policy agenda. *Health Affairs (Millwood), 20*(3), 82-90.

Citation: (McGlynn & Brook, 2001).

Three to five authors:

Miller, F. G., Emanuel, E. J., Rosenstein, D. L., & Straus, S. E. (2004). Ethical issues concerning research in complementary and alternative medicine. *JAMA, 291*, 599-604.

First Citation: (Miller, Emanuel, Rosenstein, & Straus, 2004); next citations: (Miller et al., 2004).

Six authors:

Mokdad, A. H., Bowman, B. A., Ford, E. S., Vinicor, F., Marks, J. S., & Koplan, J. P. (2001). The continuing epidemics of obesity and diabetes in the US. *JAMA, 286*, 1195-1200.

All citations: (Mokdad et al., 2001).

More than six authors:

McGlynn, E. A., Asch, S. M., Adams, J., Keesey, J., Hicks, J., & DeCristofaro. A., et al. (2003). The quality of health care delivered to adults in the United States. *New England Journal of Medicine, 348*, 2635-2645.

All citations: (McGlynn et al., 2003). In the reference list the first six authors, then add *et al.*

Group author & online variants:

Hypericum Depression Trial Study Group. (2002a). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA, 287,* 1807–1814.

Citation: (Hypericum Depression Trial Study Group, 2002). Cite the full name of a corporate author.

Electronic formats:

Hypericum Depression Trial Study Group. (2002b). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial [Electronic version]. *JAMA, 287,* 1807–1814.

Many documents are now available online as exact facsimile copies of the print original (usually in Adobe's PDF format). References to these facsimiles just add the note [Electronic version] to the reference. If the document is not an exact copy of a print version—"(e.g., the format differs from the print version or page numbers are not indicated)"—add the date you retrieved the document and the URL to the reference (APA, 2001, p. 271).

Hypericum Depression Trial Study Group. (2002c). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA, 287,* 1807–1814. Retrieved July 7, 2002, from http://www.jama.org/articles.html

Annual Review:

Andresen, E. M., Diehr, P. H., & Luke, D. A. (2004). Public health surveillance of low-frequency populations. *Annual Review of Public Health, 25*, 25-52.

Book review:

Camhi, L. (1999, June 15). Art of the city [Review of the book *New York modern: The arts and the city*]. *Village Voice*, p. 154.

Journals paged by issue (online):

Barry, J. M. (2004). The site of origin of the 1918 influenza pandemic and its public health implications [Commentary]. *Journal of Translational Medicine, 2*(3), 1-4. Retrieved November 18, 2005, from http://www.translational-medicine.com/content/2/1/3

Conway, L. G., III. (2001). Number and age of citations in social-personality psychology over the lifespan of the field: Older and wiser? *Dialogue, 16*(2), 14-15.

Add the issue in the volume (in parentheses in plain text) to these reference after the volume number.

Regular column:

Coyle, J. T. (2003). Use it or lose it--do effortful mental activities protect against dementia? [Perspective]. *New England Journal of Medicine, 348*, 2489-2490.

Special issue or supplement:

Seligman, M. E. P., & Csikszentmihalyi, M. (Eds.). (2000). Positive psychology [Special issue]. *American Psychologist, 55*(1).

Troiano, R. P., & Flegal, K. M. (1998). Overweight children and adolescents: Description, epidemiology, and demographics. *Journal of Pediatrics, 101*(Suppl. 2), 497-504.

Books and Chapters:

Group author:

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

Citation: (American Psychological Association [APA], 2001); next citation (APA, 2001). Note: "Author" is used for the publisher's name above when the author and publisher are identical, an APA quirk.

Three to five authors:

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago: University of Chicago Press.

Citation: (Booth, Colomb, & Williams, 1995); next citation (Booth et al., 1995).

Chapter or section in a book (online & print):

Beers, M. H., & Berkow, R. (1999). Mood disorders. In *The Merck manual of diagnosis and therapy* (17th ed., sec. 15, chap. 189). Retrieved January 17, 2003, from http://www.merck.com/pubs/mmanual/ section15/chapter189/189a.htm

Stephan, W. G. (1985). Intergroup relations. In G. Lindzey & E. Aronson (Eds.), *The handbook of social psychology* (3rd ed., Vol. 2, pp. 599–658). New York: Random House.

Citations: (Beers & Berkow, 1999, chap. 189); (Stephan, 1985).

Edited book (two or more editors):

Friedman, H. S. (Ed.). (1990). *Personality and disease*. New York: Wiley.

Guyatt, G., & Rennie, D. (Eds.). (2002). *Users' guides to the medical literature: A manual for evidence-based clinical practice*. Chicago: American Medical Association.

Edition other than the first (two authors):

Strunk, W., Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

Reprint/translation (one author & editors):

Ebbinghaus, H. (1913). *Memory* (H. A. Rueger & C. E. Bussenius, Trans.). New York: Teachers College. (Original work published 1885)

Citation: (Ebbinghaus, 1885/1913).

Conference Papers:

Published (referenced as a chapter in an edited book):

Christensen, S., & Oppacher, F. (2002). An analysis of Koza's computational effort statistic for genetic programming. In: J. A. Foster, E. Lutton, J. Miller, C. Ryan, & A. G. Tettamanzi (Eds.), *Genetic programming* (pp. 182-91). EuroGP 2002: Proceedings of the 5th European Conference on Genetic Programming; Kinsdale, Ireland, April 3-5, 2002. Berlin: Springer.

Unpublished (more than six authors):

Shrout, P. E. (Chair), Hunter, J. E., Harris, R. J., Wilkinson, L., Strouss, M. E., Applebaum, M. I., et al. (1996, August). *Significance tests—Should they be banned from APA journals?* Symposium conducted at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.

Newspapers and Magazines:

Magazine article:

Gardner, H. (1991, December). Do babies sing a universal song? *Psychology Today,* 70-76.

Newspaper articles (online/letter):

Goleman, D. (1991, October 24). Battle of insurers vs. therapists: Cost control pitted against proper care. *New York Times*, pp. D1, D9.

Markoff, J. (1996, June 5). Voluntary rules proposed to help insure privacy for Internet users. *New York Times.* Retrieved April 1, 1997, from http://www.nytimes.com/library/cyber/week/yo5dat.html

O'Neill, G. W. (1992, January). In support of DSM-III [Letter to the editor]. *APA Monitor*, pp. 4-5.

Reference Works:

Alderson, A. S., & Corsaro, W. A. (2000). Cross-cultural analysis. In E. F. Borgatta (Editor-in-Chief) & R. J. V. Montomery (Managing Editor), *Encyclopedia of sociology* (2nd ed., Vol. 1, pp. 546-553). New York: Macmillan Reference USA.

Bergman, P. G. (1998). Relativity. In *Encyclopedia Britannica* (15th ed., Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Croatia. (1991). In *The new encyclopedia Britannica: Micropaedia*. Chicago: Encyclopedia Britannica.

Merriam-Webster collegiate dictionary (10th ed.). (1993). Springfield, MA: Merriam-Webster.

Organisation for Economic Co-operation and Development. (2004). *OECD health data 2004* [CD-ROM]. Paris, France: Author.

Multivolume references:

Kotz, S., Johnson, N. L., & Read, C. B. (1982–1988). *Encyclopedia of statistical sciences* (10 vols.). New York: Wiley.

Middleton, J., & Rassam, A. (Eds.). (1995). *Encyclopedia of world cultures: Vol. IX. Africa and the Middle East.* Boston: G. K. Hall & Co.

Statistical abstract:

Bureau of the Census. (1993). Higher education price indexes: 1965–1991. In *Statistical abstract of the United States: 1993* (113th ed., Table 277). Washington, DC: US GPO.

Reports, Software, Theses:

Computer software:

Dr. Abel Scribe PhD. (2006). AScribe! APA reference manager (Version 6.0) [Computer software]. Available from Doc's Web site: http://www.docstyles.com

Government report online accessed through GPO database:

National Institute of Mental Health. (2002). *Breaking ground, breaking through: The strategic plan for mood disorders research of the National Institute of Mental Health* (Publication No. 0507-B-05). Retrieved January 19, 2003, from NIMH Web site via GPO Access: http://purl.access.gpo.gov/GPO/LPS20906

Citation: (National Institute of Mental Health [NIMH], 2002); next citation (NIMH, 2002).

Monograph online:

Foley, K. M., & Gelband, H. (Eds.). (2001). *Improving palliative care for cancer* [Monograph]. Retrieved July 9, 2002, from the National Academy Press Web site: http://www.nap.edu/books/ 0309074029/html/

Homeland Security Council. (2005, November 1). *National strategy for pandemic influenza* [Monograph]. Washington, DC: The Whitehouse. Retrieved November 2, 2005, from http://www.whitehouse.gov/ homeland/pandemic-influenza.html

Pamphlet-brochure

Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* (4th ed.) [Brochure]. Lawrence, KS: Author.

Technical report (print/online versions):

Taylor, B. N. (1995a, April). *Guide for the use of the International System of Units (SI)* (NIST Special Publication 811, 1995 Edition). Gaithersburg, MD: National Institute of Standards and Technology.

Taylor, B. N. (1995b, April). *Guide for the use of the International System of Units (SI)* (NIST Special Publication 811, 1995 Edition). Retrieved June 25, 2003, from National Institute of Standards and Technology Web site: http://physics.nist.gov/Document/sp811.pdf

Theses or dissertation:

Downey, D. B. (1992). *Family structure, parental resources, and educational outcomes*. Ph.D dissertation, Department of Sociology, Indiana University, Bloomington, IN.

Web Pages:

Department of Health and Human Services, Center for Complementary and Alternative Medicine. (n.d.). *St. John's Wort and the treatment of depression*. Retrieved January 19, 2003, from National Institutes of Health Web site: http://nccam.nih.gov/health/stjohnswort/

Dewey, R. A. (2002). *Psych Web*. Retrieved January 25, 2003 from http://www.psywww.com/

Purdue University Online Writing Lab. (2003). *Using American Psychological Association (APA) format* (Updated to 5th edition). Retrieved February 18, 2003 from the Purdue University Online Writing Lab at http://owl.english.purdue.edu/handouts/print/research/r_apa.html

State Abbreviations Used in References

AL	Alabama	**GA**	Georgia	**MD**	Maryland	**NM**	New Mexico	**SD**	South Dakota
AK	Alaska	**GU**	Guam	**MA**	Massachusetts	**NY**	New York	**TN**	Tennessee
AS	American Samoa	**HI**	Hawaii	**MI**	Michigan	**NC**	North Carolina	**TX**	Texas
AZ	Arizona	**ID**	Idaho	**MN**	Minnesota	**ND**	North Dakota	**UT**	Utah
AR	Arkansas	**IL**	Illinois	**MS**	Mississippi	**OH**	Ohio	**VT**	Vermont
CA	California	**IN**	Indiana	**MO**	Missouri	**OK**	Oklahoma	**VA**	Virginia
CO	Colorado	**IA**	Iowa	**MT**	Montana	**OR**	Oregon	**VI**	Virgin Islands
CT	Connecticut	**KS**	Kansas	**NE**	Nebraska	**PA**	Pennsylvania	**WA**	Washington
DE	Delaware	**KY**	Kentucky	**NV**	Nevada	**PR**	Puerto Rico	**WV**	West Virginia
DC	Dist. Columbia	**LA**	Louisiana	**NH**	New Hampshire	**RI**	Rhode Island	**WI**	Wisconsin
FL	Florida	**ME**	Maine	**NJ**	New Jersey	**SC**	South Carolina	**WY**	Wyoming

Acknowledgements

The APA Crib Sheet is built upon the venerable APA Crib Sheet by Professor Dewey (see below). The Crib Sheet was brought up to date with the current APA *Publication Manual* (5th ed.; 2001) by Doc Scribe in 2004. The sections on compound words, quotations, terminology, page format, statistics, text citations, and references have been added, revised, or expanded by Doc Scribe.

From the original APA Crib Sheet:

> This page is a summary of rules for using APA style. The version you are reading was revised 10/10/96, edited and revised again on September 5, 2000 with Bill Scott of the College of Wooster, and updated in February 2004 by Doc Scribe. I have made every effort to keep this document accurate, but readers have occasionally pointed out errors and inconsistencies which required correction. I am grateful to them and invite additional feedback. This document may be reproduced freely if this paragraph is included. --Russ Dewey, rdewey@georgiasouthern.edu]

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