



Texas Wesleyan University

Department of Graduate Counseling

Student Writing Guide

Introduction to the 6th edition APA manual

and

Graduate Writing Requirements

Table of Contents

Introduction to Student Writing Guide	2
<u>SECTION ONE</u>	
Overview of the 6 th Edition APA Manual	3
Basic Formatting for 6 th Edition APA	5
Example of APA formatted Title Page	7
Changes Related to the Reference List	8
Academic Writing and APA 6 th Edition Tutorials and Resources	9
<u>SECTION TWO</u>	
Fundamentals of Graduate-level Writing	10
Checklist for Good Writing	14
Common Writing Errors	17
Plagiarism, Paraphrasing and Policies	20
When an Annotated Bibliography is Required	21
<u>SECTION THREE</u>	
Grading Rubrics for Papers and Oral Presentations	24
Supplement to Grading Rubric	26

Student Guide

Department of Counseling at Texas Wesleyan University

This *Student Guide* introduces and briefly highlights several key components of quality academic writing, adherence to APA (2009) 6th Edition format and style, and the expectations of the Department of Counseling faculty for students' fulfillment of writing and research learning objectives.

This *Student Guide* does not replace the information it references. The responsibility for quality academic writing and research falls on the individual student. It is the intent of this *Student Guide* to familiarize students with the expectations of quality academic writing and interaction with published, scholarly resources. Therefore, although this *Student Guide* contains valuable information and resources available for assistance with meeting writing objectives, students are encouraged to actively seek out writing assistance through APA's (2009) *Publication Manual of the American Psychological Association* (6th ed.) and Texas Wesleyan University's Academic Success Center.

Membership in the profession of counseling bears both the privilege and the responsibility to adhere to common principles, values, and professional competencies, many of which are revealed in academic writing. Viewed in this manner, the quality of a student's academic writing can be said to partially reflect one's commitment to professionalism and the integrity upon which our discipline is based. The Department of Counseling hopes that the level of academic quality, including that displayed in academic writing, parallels the development of one's person and the professional roles which we are training students to assume.

SECTION ONE

OVERVIEW OF THE 6TH EDITION APA MANUAL

Listed below are various components of the APA manual that are important and essential to using the manual in an effective manner. It is not an all inclusive listing and therefore it is the student's responsibility to consult the manual for specifics. Brackets are used to indicate specific sections and/or page numbers within the APA manual where more detailed information is located.

Introduction: Organization of the 6th Edition.....[p. 4]
Specific Changes in the 6th Edition.....[p. 4]

Chapter 2: Manuscript Structure and Content including Elements of a Manuscript

- [2.01 – 2.05] – Title, Name, Abstract and Introduction
 See [8.03] – for Running Head information
- [2.11] – References
- [2.13] – Appendices and Supplemental Materials
[p. 41] – *Sample Papers*

Chapter 3: Writing Clearly and Concisely

- [3.01 – 3.03] – Length, Organization and Levels of Headings
- [3.05 – 3.11] – Basic information on Writing Styles
- [pp. 70 – 76] – *Reducing Bias in Language*
- [3.18 – 3.23] – Reference Guide to Grammar and Usage

Chapter 4: Mechanics of Style

- [4.01 – 4.38] – Reference Guide to Punctuation, Spelling, etc.

Chapter 6: Crediting Sources

- [6.01 – 6.02] – Plagiarism
- [6.03 – 6.10] – Proper Methods to Quote / Paraphrase
- [6.11 – 6.21] – Citing References in Text – one author, etc.
- [6.22 – 6.25] – Constructing the Reference List
- [6.27 – 6.30] – Reference Components (Author, Publication Date, etc.)
- [6.31 – 6.32] – *Electronic Sources and Locator Information (NEW changes) including using DOIs.*

Chapter 7: Reference Examples

- [7.01 – 7.11] – Examples of Various Types of References

Chapter 8: The Publication Process

- [8.03] – Formatting, Line Spacing, Paragraphs and Indentation, Spell Checking

Basic Formatting for 6th Edition APA

1. Document Set-Up and General Format

- Set double-spaced line and paragraph spacing throughout the entire document.
- Set margins to 1” on all four sides.
- Type all text with 12-point Times New Roman font, the preferred typeface in APA.
- Adopt a five-space paragraph indent throughout the main body of text.
- Save the document in the format requested by your instructor, typically Word (.doc), Rich text (.rtf), or Adobe Portable Document Format (.pdf).
- If your instructor asks for a hard copy, print on 8 ½ x 11” white paper and staple it in the top-left corner (no binders, jackets, paper clips, or folded edges, please).

2. Title Page

- In the page header, insert a left-justified Running head: THAT CAPTURES THE TOPIC. Insert a page number on the right margin.
- Centered on the page, type your Title. Below the title line, type your Name. Below your name, type your University Affiliation.

3. Organization of the Paper

- Before writing the paper, create an outline to organize your main ideas. The major points (sections) and sub-points (sub-sections) will correspond to various levels of headings, as below. Most papers will use 2-3 levels of headings. Levels 1-5 are used in consecutive order as below.

Centered, Boldface, Uppercase and Lowercase Heading

Flush Left, Boldface, Uppercase and Lowercase Heading

Indented, boldface, lowercase paragraph heading ending with a period

Indented, boldface, italicized, lowercase paragraph heading ending with a period.

Indented, italicized, lowercase paragraph heading ending with a period

4. Abstract

- If called for, include an abstract that briefly summarizes the key points and findings.
- Abstract does not exceed the word limit provided by the instructor or publication.
- Abstract is titled, Abstract, and centered on a new page.
- The first line of Abstract text is not indented.

5. **Introduction**

- Begin the paper with 1-2 sentences that introduce the topic and present the research question or problem.
- Be direct with what issue/concern you plan to address in your paper. Use an active voice rather than a passive voice. E.g. “Mott (1994) found that divorce affected children...This study / paper is an attempt to better understand an adolescent’s experience of divorce.”
- Write an “A-B’C” sentence that tells the reader how you will fulfill the stated purpose. This sentence (a) completes the introduction paragraph, and (b) follows APA (2009) seriation rules.
- The introductory paragraph specifies the main points (sections) and sub-points (sub-sections) of the paper. By default, the introductory paragraph also specifies headings.

6. **Body**

- Clear, thorough, and well-supported (cited) discussion of each of three or more main points. The body of your paper should follow the A-B-C sequence outlined in your introduction.
- Each main point (section) is introduced with a new paragraph and heading.

7. **Conclusion**

- The conclusion paragraph (section) summarizes the entire paper and begins with a closing phrase, such as, “In summary. . .”
- Restate your topic and purpose statement.
- Avoid discussing new information in your conclusion.
- If requested, include a brief discussion about implications, personal reactions, and recommendations in a separate conclusion paragraph.

(No more than 12 words in length; can take up one or two lines. Page number justified right but in header area, not in body of paper. Do not use boldface, italics or underlining. Always count the title page as 1 even if you don't print a page number on it. See p. 229 of 6th edition APA manual for more information)

Texas Wesleyan Example of an APA Paper

William Wesleyan

Texas Wesleyan University

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

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

Changes Related to the Construction of the Reference List

Your reference list always comes at the end of the paper. It enables the reader to quickly and easily locate any source you cited within your paper. Any source cited in the text must be in the reference list and, vice versa; any reference citation must also appear in the paper.

There is one major change with the 6th edition manual that is important to note here. As a rule, all references will contain an author's name (or names in the cases of more than one author) usually in the following format: last name, first initial [or initials of first name and middle name] followed by a period, the date of publication in parentheses followed by a period, the title of the article or book followed by a period, and the name of the publication data (i.e., name of journal, magazine, etc.) in italics, followed by a period. With the 6th edition, the researcher / author is required to utilize **the DOI (Digital Object Identifier) system**. The purpose of this system is to facilitate easy identification and utilization of electronic content [any journal article, etc. found online through an electronic source] by providing a unique alphanumeric string to each source.

When listing your article / book used as a reference use the following format in your reference list: doi:xxxxxxx. It is possible that the DOI number will be quite long so copying and pasting is advisable if possible. Should your electronic article / book not have a DOI number, simply list the home page URL. Furthermore, it is important that you test this link before final submission of your paper. For more specific information on this change, the reader is referred to pages 188 – 192 and pages 198 – 205 of the 6th edition APA manual.

Academic Writing and APA 6th Edition Tutorials and Resources

What's New in the APA 6th Edition?

[What's New?](#)

- <http://www.apastyle.org/manual/whats-new.aspx>

Learning APA 6th Edition Format and Style*

[Learn APA](#)

- <http://www.apastyle.org/learn/>
- * Pay particular attention to the section titled “Browse Learning Resources” and items such as bias-free language, grammar and usage, references, headings, and punctuation.

FAQ's About APA 6th Edition

[FAQ's About APA](#)

- <http://www.apastyle.org/learn/faqs/index.aspx>

The Basics of APA Format and Style

[Video Tutorials on APA](#)

- <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Mastering the APA 6th Edition

[Online APA Course](#)

- <http://www.apastyle.org/learn/courses/4210700.aspx>

Texas Wesleyan University's Writing Tutorial Center

[TWU's Writing Center](#)

- <http://www.txwes.edu/arc/onlinewritinghelps.htm>

The OWL at Purdue APA Site

[The OWL at Purdue for APA](#)

- <http://owl.english.purdue.edu/owl/resource/560/01/>

The OWL at Purdue Grammar Site

[The OWL for Grammar](#)

- <http://owl.english.purdue.edu/owl/>

Avoiding Plagiarism

[The OWL for Plagiarism](#)

- <http://owl.english.purdue.edu/owl/resource/589/01/>

Merriam-Webster's Collegiate Dictionary

[Merriam-Webster's](#)

- <http://www.merriam-webster.com/>

SECTION TWO

FUNDAMENTALS OF GRADUATE-LEVEL WRITING

All Good Writing (of any level)...

- Demonstrates mechanical skills, including grammar, spelling, and punctuation suitable for publication.
- Is well organized, with main ideas introduced early on and defended, expounded on, and refined throughout the paper.
- Is coherent, unified, concise and clear.
- Uses proper sentence structure.
- Uses proper transitions to connect paragraphs.
- Uses proper verb tenses
- Avoids overuse of passive voice.
- Explores and explains worthwhile content.
- Is free from filler phrases, verbal tics, and space-wasters.
- Is aware of its audience.
- Situates itself within a discipline, discourse community, or scholarly field.

Undergraduate vs. Graduate Writing

UNDERGRADUATE:

- Is mechanically correct
- Is concise
- Is clear though not necessarily interesting
- May or may not demonstrate new ideas
- Contains citations when required
- Uses transition words
- Exactly conforms to outside models of argumentation, such as the Toulmin method of legal argument or classical rhetorical theory.
- Is written for a general audience or for the teacher
- Will, with revision, be presentable at an undergraduate conference or in a general-interest publication.

GRADUATE:

- Is mechanically skillful
- Is concise though also nuanced
- Is engaging, stylish, and interesting, and speaks with your own voice
- Explores a topic or research question in an original way
- Demonstrates extensive research, usually more than five references
- Has a strong organizational frame
- The paper moves from point to point in the way you want your audience's thoughts to move; structure grows out of content
- Is written for a professional audience
- Will, with any necessary revisions, be publishable in a professional journal or presentable at a good conference

EXAMPLE:

An Undergraduate Thesis (Introduction)

Adolescent Depression and Attachment

Depression affects over 20% of adolescents. It is a disorder that disturbs their mood, causes a loss of interest or pleasure in activities they should enjoy, and makes them irritable. It has been concluded that several things are thought to be correlated with depression in adolescents. Some examples include, a failure to individuate, insecure attachments, negative parental representations, etc (Milne & Lancaster, 2001; Olsson, Nordstrom, Arinell, & Knorrning, 1999). In the present paper, the role attachment plays in adolescent depression is investigated. It is hypothesized that insecurely attached adolescents, (ambivalent or avoidant), will display higher levels of depression related symptoms than securely attached adolescents. The following five literature reviews attempt to demonstrate and support the hypothesis.

A Graduate-Level Paper (Introduction)

Father Absence and Single Parent Homes

Crime and juvenile delinquency, gang membership, poverty, academic failure, and teen pregnancy have been associated with father absence (Esbensen, 2000; Hines; 1997; McLanahan, 1999; Pollack, 1998; Popenoe, 1998). While the research does not prove a cause-and-effect relationship between the experience of growing up without a father and these social and emotional concerns, the research does support the hypothesis that father absence can contribute

to maladjustment on the part of a child/adolescent, and these problems may continue into adulthood.

Regardless of the reason for the father's absence, children experience the loss in varying degrees. For many children/adolescents, questions arise such as: "Who is my father?" "Does my father not love me?" The absence creates an environment of confusion and for many, an environment of ambiguous loss; needing to grieve the absent father but also knowing he may still be alive "out there."

In Summary...

- DO make sure your mechanics are correct.
- DO make sure you have not committed any undergrad errors (inconsistent paragraphing, weak transitions, lazy research, etc.).
- DO make sure you understand APA formatting (see <http://owl.english.purdue.edu> for help).
- DO be willing to revise through many drafts.
- DO get to the point (but don't oversimplify!).
- DO learn from and refer to enough authorities to demonstrate that you have done extensive research and know your subject matter.
- DO work on your "writerly" voice, eliminating verbal tics and other distracters and making your prose as clear, concise, and engaging as possible.
- DO remember that you are a professional writing for other professionals.
- DO read work you admire and talk to your professors

Checklist for Good Writing

Use these tips to construct your papers:

- ❑ Start your paper with an introduction. Begin the introduction with one or two sentences to introduce the topic in a broad sense. A good introduction can consist of a question or a global statement of the problem under consideration. For example, “Many children in the United States lack access to competent counseling.” Or, “What has the counseling profession done to increase access to mental health care for children from low-income families?”
- ❑ Then, once the topic has been introduced, present a clearly written purpose sentence for your paper. E.g. “This paper explores the resources available for poor families seeking better mental health care” – example of using active voice not passive voice.
- ❑ Once the paper’s topic and purpose have been introduced, present an “A-B-C sentence” that tells the reader how you will fulfill the purpose of the paper. This A-B-C sentence should end the introductory paragraph. Here is a sample A-B-C sentence: “Counseling is a difficult task when clients (a) do not attend appointments, (b) are not honest with their counselors, and (c) resist the change process.” A topic sentence can have as many “ABC” phrases as necessary to cover the topics for the paper. The “A-B-C sentence” tells the reader what topics he or she can expect to encounter in your paper. *It cannot be stressed enough how important a good topic sentence is to the overall success of the paper.* A topic sentence represents a topic outline for the paper and a “road map” for the reader. Furthermore, when the topic sentence is placed at the *end* of the introduction, it serves as a “diving board,” or a smooth transition into the paper.
- ❑ Once the introductory paragraph has been constructed, the next step is to discuss each of the three (or more) topics introduced in the A-B-C topic sentence. If necessary, use appropriate headings to organize your paper and to highlight the three (or more) topics that you address in the paper. For example, the second paragraph (or section) from the sample topic sentence above would address the “(a)” section of the sentence. That is, the second paragraph would discuss clients who “do not attend appointments.” Next, the

third paragraph (or section) would discuss the “(b)” section of the sentence, or clients who “are not honest with their counselors.” The fourth paragraph (or section) would address the “(c)” section of the sentence, or “clients who resist the change process.” If you have more topics in your topic sentence, your paper would go on to develop until all of the sections of the topic sentence have been covered.

- ❑ The concluding paragraph (or section) should be a review of the entire paper. A good conclusion begins with some type of closing phrase, such as “In conclusion,...” or “In summary,...” Then, review all the main points that you have made in your paper. Start with a restatement of the paper’s topic in the broadest sense. Then, restate the purpose of your paper (in past tense; e.g., “this paper explored the resources available to families seeking better mental health care”). Then, restate—in different words—the main point(s) of each of your sections. This is a closing, or concluding paragraph. *No new information should be introduced at this time.* Finally, end the paper with *one* closing statement that looks to the future of the topic discussed in the paper. For example, write “As the counseling profession reaches out to children of lower-income families, access to mental health care for these young clients will improve.”

- ❑ If appropriate to the assignment (that is, asked for), your personal views, opinions, or reactions to the assignment can be discussed in a second paragraph in the conclusion section of your paper.

NOTE ALSO: Adequately developed paragraphs typically have at least 3 sentences. These sentences include an introductory sentence, a topic sentence, and a closing sentence. Many, if not most, paragraphs will have more than three sentences: An introductory sentence, a topic sentence, one or more supporting sentences about that topic, and a closing sentence. Note that only *one* topic is addressed in a paragraph. If you begin a new topic, begin a new paragraph.

- ❑ Direct quotes and references must always be presented according to APA format:

Examples:

- According to Johnson (2006), “The sun is hot” (p. 42).

- Johnson (2006) stated: “The sun is hot” (p. 42).
- “The sun is hot” (Johnson, 2006, p. 42).

References must be of good quality. *Wikipedia* references will result in point deductions.

- The paper should be effectively organized. Your writing must have unity and be focused. Further, each paragraph should develop the subject of your paper.
- The paper must demonstrate critical thinking skills. It should demonstrate that you have thought about the topic carefully, and that you understand the topic.
- Words must be spelled correctly. Sentences must be free of grammatical, syntax, and punctuation errors. The paper must use Standard American English usage. Scholarly writing avoids slang, chat room words and abbreviations.
- You must be able to prepare a well-conceptualized, organized, written composition on a given topic using appropriate language and style for the purpose of the assignment. Chapters 1 and 2 of the *APA Publication Manual* provide excellent guidance on expressing ideas and avoiding basic writing mistakes.
- Be sure to follow all of the instructions for the assignment.*** Review the instructions before you submit your paper to make sure that you have included *all* of the required elements of the assignment. Proofread your paper for grammar, syntax, spelling, formatting, and “flow” errors. By “flow,” I mean that your paper flows well from one topic to the next, is easy to follow, and makes sense.
- These simple tips will help in all papers no matter what the length. Once practiced a few times, this format will become part of your great writing skills!

Common Writing Errors

Confusing Words

1. Affect v. Effect: Most of the time, *affect* is a verb, and *effect* is a noun. There are a few **exceptions, but they are rare.**
 - a. The sermon affected me greatly.
 - b. The speaker had a great effect on me.
2. Lie v. Lay: *Lie* does not require an object; *lay* does require an object. Note: Do not be confused by the past tense of these verbs either. The past tense of *lie* is *lay*; the past tense of *lay* is *laid*.
 - a. I need to lie down for awhile.
 - b. I lay down for an hour and felt better.
 - c. Please lay the book on the table before you go.
 - d. He laid the book on the table before he went.
3. Compliment v. Complement: A *compliment* is a nice thing someone says or does for someone else; it can be a noun or a verb. A *complement* is something that supplements something else; it completes.
 - a. You gave me a great compliment when you asked me to be on this committee.
 - b. Allison's publishing skills are a great complement to Emily's writing.
4. Good v. Well: *Good* is an adjective; *well* is an adverb.
 - a. You gave me a good performance evaluation.
 - b. My performance evaluation went very well.
5. Accept v. Except: *Accept* means to acknowledge, allow, recognize, or approve; *Except* means to exclude. *Except* also means "with the exception of..."
 - a. I accepted his candidacy for the job.
 - b. Except a man be born again, he will not enter the kingdom of heaven.
6. Principle v. Principal: *Principle* is an adjective that refers to a rule to follow. *Principal* as an adjective means "the most important." *Principal* can also be a noun referring either to a high-ranking school administrator or an amount of debt incurred.
 - a. Our guiding principle should always be love of our fellow man
 - b. The principal rule for writing is not to plagiarize.
7. Stationery v. Stationary: *Stationery* is a type of paper you write on. *Stationary* means immovable.
 - a. The stationery was marked with the school seal.
 - b. This computer station is stationary.

8. There v. They're v. Their: **There** is a location word. The combination "**there is**" also indicates that something exists. **Their** is a plural possessive adjective. **They're** means "they are."
- Your book is over there.
 - There is no way I'm going to Sri Lanka this summer.
 - Their t-shirts were worn inside out to cover up the logos.
 - They're going to go to Madagascar in June.
9. To v. Two v. Too: **To** is a preposition indicating direction. **Two** is a number. **Too** means also.
- I'm going to Campus North for a coffee.
 - I tired enough that I may need to drink two cups.
 - Do you want to come along too?
10. Fewer v. Less: **Fewer** is used with items you can count; **less** is used with items you measure.
- I have fewer friends now that I'm older.
 - I have less courage than I did when I was young.
11. Everyday v. Every day: **Everyday** means ordinary. **Every day** means each day of the week.
- These are my everyday clothes.
 - I wear scrubs to work every day.
12. Apart v. A part: **Apart** means separately; **a part** means a piece or a unit of the whole.
- I hate spending the weekends apart from my friends.
 - Spending time together is a part of true friendship.
13. Roll v. Role: Used as a noun, **roll** is a list. It is also a verb that describes a physical movement that involves turning end over end. **Role** is a part that one plays or a duty one fulfills.
- I'm going to take on the role of leading music.
 - I will take the roll when everyone is seated.
 - Stop rolling your pen around on the desk.
14. Council v. Counsel: A **council** is an administrative body; a **counsel** is someone giving legal advice. **To counsel** means to advise.
- I will present the zoning request to the Fort Worth City Council.
 - I wish to converse with legal counsel before I proceed.
 - Can you counsel me about my finances?
15. Further v. Farther: **Further** means "extent"; **farther** refers to distance.
- Let's take this argument a step further.
 - I climbed farther up the mountain than he did.
16. It's/Its/Its: **It's** is "it is"; **its** is a possessive pronoun; **Its'** is not a word.
- It's going to snow.
 - The dog has its bone.

Agreement

17. Subject-Verb Agreement

- a. Each of the boys is going to church Sunday.
- b. The team are not playing as a unit.

18. Pronoun-Antecedent Agreement

- a. Each of the students has his book.

Modification

19. Avoid Dangling Modifiers: Every clause or phrase acting as an adverb or adjective must modify another word or phrase in the sentence in a grammatical fashion.

- **Incorrect:** Walking into the doctor's office, the new wallpaper caught my attention.
 - o Note: The underlined portion *should* modify the adjective "I," since it describes what I was doing; however, the word "I" is nowhere to be found.
- **Correct:** Walking into the doctor's office, I noticed the new wallpaper.
 - o Note: The underlined portion modifies "I."
- **Correct:** As I walked into the doctor's office, I noticed the new wallpaper.
 - o Note: The underlined portion modifies "noticed."

20. Avoid Misplaced Modifiers: Every adjective clause or phrase should modify the noun to which it is closest. Putting the clause beside another noun can lead to confusion.

- **Incorrect:** It is a bad idea to give pizza to people on paper plates.
 - o Note: The underlined portion modifies "people," which makes it sound like the people are standing on the paper plates.
- **Correct:** It is a bad idea to give people pizza on paper plates.
 - o Note: Now it's right: the pizza, not the people, is on the plate.

21. Avoid Squinting Modifiers: Make sure it is clear which word or phrase your clause modifies. If a word, clause, or phrase is equidistant between two possible referents, confusion could result.

- **Incorrect:** Thanks to the firefighters only he was rescued.
 - o Note: It is unclear if only modifies "firefighters" or "he," which means the sentences meaning is unclear.
- **Correct:** Thanks to the firefighters, he was the only one rescued.
 - o Note: Now "only" modifies "one"—he was the sole survivor.
- **Correct:** Thanks only to the firefighters, he was rescued.
 - o Note: Now the placement of "only" means that the firefighters acted alone.

Plagiarism

When a scholar submits another person's material as his/her own, that person commits plagiarism. If you use another author's work, you must appropriately attribute that work to its original source. If you use a direct quote, you must use quotation marks to indicate it is a word-for-word direct quote. This must be followed by the author, year and specific page number(s) from the original source enclosed in parentheses in the text and have the accompanying complete reference in the reference list.

Additionally, *if a quote is fewer than 40 words*, simply incorporate it into the body of the text using the format previously described. *If the quote is 40 words or more*, it must be placed in a block formation (indent the entire quote 5 spaces) and do not use quotation marks. The block quote must also be double-spaced for its entirety. See pages 170 - 171 of the 6th edition manual for specific instructions related to directly quoting from a source. Also refer to the Purdue website previously listed for more information on how to avoid plagiarism.

Paraphrasing

The APA manual also directs a researcher / author to apply proper citation in the text each time a source is paraphrased. But what is considered the proper way to paraphrase? Paraphrasing does not simply remove a few words from the original quotation. This would still be defined as plagiarism. Paraphrasing is using your own words to adequately describe an author's ideas with fewer words. One might successfully paraphrase a chapter in a book in two or three paragraphs. For more information go to:

<http://owl.english.purdue.edu/owl/resource/563/02/>

Other Policies at Wesleyan

Cheating or completing assignments for another person who will receive academic credit are impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work. Disciplinary action may be taken beyond the academic discipline

administered by the course instructor. Course exams may not be printed out. Any person possessing a hardcopy of a course exam will be in breach of copyright and may be held liable.

When an Annotated Bibliography is required

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Annotations vs. Abstracts:

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.

The Process:

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Choosing the Correct Format for the Citations:

In Graduate Counseling programs you will be required to use the **APA Citation Style**. The most current edition is the 6th edition.

Sample Annotated Bibliography Entry for a Journal Article:

The following example uses the APA format for the journal citation. NOTE: APA requires double spacing within citations.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51 (4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

SECTION THREE
GRADING RUBRICS FOR PAPERS AND
ORAL PRESENTATIONS

Instructor Grading/Evaluation Rubric for Papers

Content and Organization

Points Earned/Possible: ____/____

The paper provides evidence of a thorough, well-supported discussion of the assigned topic beginning with a clear introduction and purpose statement, continuing with a logical and thoughtful discussion, and concluding with a summary of key points and discussion of implications, recommendations, and personal reactions.

Comments:

APA (6th ed.) Style and Format

Points Earned/Possible: ____/____

- The paper uses headings and avoids bias, jargon, and an abundance of direct quotations.
- Discussion is well-supported by scholarly references, correctly cited in-text, and referenced on a separate page.

Comments:

Mechanics

Points Earned/Possible; ____/____

The paper contains no spelling or word usage errors, uses correct sentence structure, punctuation, syntax, subject/verb agreement, and singular and plural pronoun/antecedent agreement.

Comments:

Evidence of Quality in Academic Writing

Points Earned/Possible: ____/____

- The paper provides evidence of consideration for its intended audience.
- The paper provides evidence of in-depth understanding, critical thought, reflection, and synthesis captured in an authoritative, self-confident manner.
- The paper reviews the literature for all sides of an argument, topic, or research problem. All views are presented for their contributions to the topic.
- The paper stays focused on the central topic and gives consideration to inherent complexities and limitations.
- The paper provides evidence of valuable contributions to learning and new knowledge.

Comments:

Instructor Grading/Evaluation Rubric for Oral Presentations

Content and Organization

Points Earned/Possible: ____/____

- The presentation is clear and has a logical flow of ideas
- Major points are clearly stated
- Major points are supported by appropriate number of sources
- Transitions from point to point / slide to slide are smooth
- Length was appropriate

Comments:

Style

Points Earned/Possible: ____/____

- Speaker speaks clearly and confidently
- Speaker is not reading from paper but engaging audience
- Speaker kept appropriate eye contact with audience
- Speaker uses appropriate language for audience (correct grammar, etc.)
- Speaker asks for and fields questions
- Speaker demonstrated professional appearance

Comments:

Use of Communication Aids:

Points Earned/Possible: ____/____

- Handouts were given to audience that included references/citations
- Effectively used multimedia aids
- Aids enhanced presentation
- Aids were prepared in a professional manner
- Information / aids were organized and easy to follow
- Font on visuals large enough to be seen / read by audience

Supplement to Grading Rubric

	Content & Organization	APA (6th ed.) Format & Style	Mechanics	Evidence of Quality	Instructor Comments
“A” Excellent	<ul style="list-style-type: none"> -Topic is substantial -Introduction is clear and focused -Discussion is logical, neat, thoughtful, and synthesizes research -Summary reviews key points, answers research questions, and previews further inquiry 	<ul style="list-style-type: none"> -Headings are correctly used and formatted -Direct quotations are used for appropriate impact only -Paper uses non-biased, scholarly language & tone -Citations & References are correctly used and formatted 	<ul style="list-style-type: none"> -No spelling, punctuation, or grammatical errors 	<ul style="list-style-type: none"> -Consideration for intended audience is clear throughout -Depth of understanding, critical thought, reflection, & synthesis captured in an authoritative, self-confident manner. -Thorough review of literature contributes to knowledge -Focused on the central topic -Consideration given to inherent complexities and limitations. 	
“B” Acceptable	<ul style="list-style-type: none"> -Topic is interesting and has potential -Introduction is adequately focused and clear -Discussion is logical & lacks synthesis -Summary reviews key points and previews further inquiry but does not synthesize findings coherently. 	<ul style="list-style-type: none"> -Headings are used but incorrectly formatted -Inappropriate use of quotes is minimal -Attempts scholarly tone -Most citations & references are correctly used & formatted 	<ul style="list-style-type: none"> -Minimal and not distracting spelling, punctuation, and grammatical errors 	<ul style="list-style-type: none"> -Intended audience is minimally considered -Some critical thought and reflection evident & discussed with hesitation -Adequate but biased literature review -Focus shifts from central topic -Minimal consideration of complexities and limitations of the topic or question(s) 	

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Supplement to Grading Rubric Continued

	Content & Organization	APA (6th ed.) Format & Style	Mechanics	Evidence of Quality	Instructor Comments
“C” Developing	<ul style="list-style-type: none"> -Topic is interesting & is not substantial -Introduction lacks clarity; conflicts with content -Summary fails to review key points, answer research questions, or preview further inquiry 	<ul style="list-style-type: none"> -Headings not attempted -Overuse of quotations -Lacks scholarly tone -Most citations & references are incorrectly used & formatted 	<ul style="list-style-type: none"> -Multiple and distracting spelling, punctuation, and grammatical errors. 	<ul style="list-style-type: none"> -Intended audience is not addressed -Lacks evidence of critical thought and reflection; repeats existing literature or discussion -Lacks commanding tone -Inadequate & minimal literature review -Central topic is not clear -Lacks awareness or discussion of the topic's full scope 	
Unacceptable	<ul style="list-style-type: none"> -Topic, organization, and discussion are unacceptable 	<ul style="list-style-type: none"> -Paper, including use of headings, language, & tone needs substantial revision. -Citations and references are not used 	<ul style="list-style-type: none"> -Needs substantial editing for spelling, punctuation, and grammar. 	<ul style="list-style-type: none"> -No evidence of thorough, reflective, and exhaustive interaction with the topic and its scope 	