

Guidelines for Using American Psychological Association Format for Psychology Research

Proposals

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How to Write a Research Proposal Using APA Style

Rules of Presentation

The APA Publication Manual not only specifies a format; it also describes the style that should be followed in a research report. Here are a few important guidelines:

- a. Write in a clear and concise style. Avoid long, awkward sentences.
- b. Use the past tense (e.g., "Smith showed") or present perfect tense (e.g., researchers have shown") in the Introduction section of your paper if you are referring to past events (past studies). Typically, the present tense is used with statements that have general applicability. Use the future tense to describe the method and analysis section of your proposal.
- c. Do not use 1st person personal pronouns in your report: "The following experiment will be conducted" is appropriate, whereas "I conducted the following experiment" is not.
- d. Avoid sexist language, including generic male nouns and pronouns. For example, "human evolution" is preferable to "the evolution of man."

Style

- a. The research proposal must be typed on standard size paper in 12-pt Times Roman. Paragraphs should be indented by 0.5-inch. (Go to Format – Paragraph – choose “first line” from line special pull down, make sure 0.5-inch is in the ‘left’ box)
- b. A margin of 1-inch (2.5-cm) is required on the left, right, top, and bottom of your pages. (Go to File – Page setup – Margins tab – change all margins to 1” or 2.54cm)
- c. Do not, however, justify the right margin (make sure to use the ‘align left’ button on the menu bar) or break words at the end of a typed line.
- d. Everything in the paper including text, tables, figure captions, and references should be double-spaced. (Go to Format – Paragraph – choose “double” from line spacing pull down) Do not use more than one space between paragraphs.
- e. The cover page should include the title, the author's name, the institution to which the report is presented, the relevant course, and the date (see example below)
- f. Your research proposal should be stapled in the top left corner.
- g. All pages (including title page) have a header on the left (1/2 inch from the top) consisting of a short title in all capital letters and the page number on the right. (Go to View – Header and Footer – type your short title, then close. Go to View – Page Layout to see your header.) (Go to Insert – Page numbers – select “Top of page” and “right” from pull down menus, make sure show number on first page is checked.)
- h. In the text, the numbers zero through nine should be presented in word form EXCEPT IN THE ABSTRACT. Numbers of two or more digits should be expressed as numerals. Any number that begins a sentence should be written in word form.

Example: Twenty-five female and 22 male volunteers participated in the present experiment.

Levels of Headings

Level 1 – Centered, Bold and Title Case

Level 2 – Flush Left, Bold and Title Case

Level 3 – Indented, bold and sentence case ending in a period.

Level 4 – Indented, bold, italicized and sentence case ending in a period.

Level 5 – Indented, italicized, and sentence case ending in a period.

All research proposals will have at least two levels of headings (the abstract, title, references, etc. and subheadings within the method section). If you have only two levels of headings, each first level heading (Abstract, Title, References, etc.) should be Level 1 - in Title Case. This means all main words are capitalized. They should also be centered on the page (Click on Align Center on the editing menu bar) and bold. Sub-headings should be Level 2 - aligned left (not indented but flush to the left margin) and in bold font with all main words capitalized. (Click on the B button on your menu bar.) If you have another level of heading (sub-sub-headings), they should be Level 3 - indented ½ inchbold, in sentence case (only a capital on the first word) and end with a period. Then continue typing on the same line. (See examples throughout this document.) Never leave a heading at the bottom of the page where the text begins on the next page. Use a page break (Go to Insert – Break – Page Break).

Tables and Figures

Most research proposals will not need tables and figures. When a complex design is involved, some information might be presented in figures or tables. Refer to all figures and tables in the written text. Do not use words graphs, pictures or drawings to refer to figures. It is important to provide clear explanations and to tell the reader what to look for in the figures. As usual, there is a strict format that tables and figures must follow.

A. Tables. The tables come at the end of the report, after the reference page(s) (And after any appendices. In tables the first letter of all main words in the title is capitalized. The title of the table is in italics but the words “Table 1” are not. In a table, make sure that the information is organized in a simple and logical way. Use horizontal borders above and below sections but not vertical borders between columns. (With a cell or group of cells in a table selected, Go to Table – Table Properties – Select the Table tab, click on Borders and Shading – Select the Border tab and click the appropriate button to get the border that you want for that cell (group of cells). Make sure apply to cell is selected, click okay. Make sure that ‘Hide Gridlines’ in the table menu is selected. Gridlines may show in grey but will not show in printed document.)

B. Figures. The figures are presented after the Tables (if any), at the end of the lab report. Each figure should appear on its own page and should be sized to take up most of the space on that page. The figure caption should be typed below the figure. “*Figure X.*” should be flush left, in italics (with a period) and followed by a brief explanation. The figures themselves are NOT labelled Figure 1 or Figure 2, etc at the top but only with the caption below the figure. Some rules to follow with figures:

- a. In a figure, the independent variable should be presented on the horizontal axis and the dependent variable should appear on the vertical axis.
- b. The units of measure must be specified. The top border and the right axis must be removed.

- c. All labelling should be horizontal except for the y-axis.
- d. All labelling should be in a sans serif font such as Arial and the font size should be no smaller than 8 pt and no larger than 14 pt.
- d. Your figure may include a legend if appropriate, positioned within the limits of the borders of the figure.
- e. In the text, the word "table" and "figure" are capitalized. Thus, always refer to "Figure 1", not "figure 1".

See examples from pages 20-22 for more information on tables and figures or chapter 5 of the APA manual.

Sections of a Research Proposal

The proposal is organized into five major sections. The names and order of these sections are as follows: abstract, introduction, method, analysis and references. It may also include appendices, tables, and figures.

- a. The title of each section (Abstract, Method, etc.) should be centered and bold, but not underlined. The Introduction section is titled with the title of your paper.
- b. Do not begin the method and analysis sections on a new page. Simply double space and begin the next section. (Unless the title falls alone at the bottom of a page)
- c. Start each of the title page, abstract, introduction, references and appendixes and tables and figures on a new page. (Use page break – Go to ‘Insert’, select ‘break’, then select ‘page break’)
- d. If you are required to include tables, figures, or appendixes, these items should appear after the References, in the following order: Appendixes, Tables, Figures.

Abstract

This is a brief, comprehensive summary of the study, and should not be more than 120 – 150 words and laid out in one single paragraph. The abstract should describe four things:

- 1. The problem under investigation or purpose of the study
- 2. The proposed participants, specifying pertinent characteristics (such as number, age, gender)
- 3. The experimental method, including materials/apparatus, data-gathering procedures, and complete test names, where applicable
- 4. The expected findings (hypotheses)

Some important points:

- a. The abstract should refer to previous research in the area, as well as, the purpose and content of your research.
- b. All abbreviations and acronyms must be defined, except units of measurement.
- c. All numbers should be in the digit form (Arabic) except those that begin a sentence.
- d. Terms should be defined and names of tests and drugs spelled out.
- e. Paraphrase; do not quote in the abstract.
- f. Be concise and specific.

Format:

- a. The abstract is started on a new page after the title page (page 2). (Use page break)
- b. The word 'Abstract' should be centered on the first line of the page.
- c. The beginning of the abstract starts on the next (double-spaced) line and is not indented.

Introduction

The introduction starts on the page following the abstract and it is labeled with the title of your paper. The introduction includes a review of the literature relevant to the topic. It should not include works of only tangential or general significance. The introduction should "funnel" the reader toward the hypotheses. It achieves this goal by first presenting general statements and then by becoming increasingly specific. You should end the introduction by giving a brief outline of your study and a statement of your hypotheses. This section should answer the following questions in a paragraph or two:

1. **Introduce the Major Purpose/Problem of your Study**
Orient the reader by providing one or two paragraphs that provides an overview of the purpose of your study, the problem under investigation, and a description of your research strategy and its conceptual link to your purpose.
2. **Provide the Relevant Background Material**
 - a. Assume the reader is familiar with your general area.
 - b. Avoid an exhaustive review of past studies.
 - c. Only review the studies that are directly relevant, highlight essential details, findings and conclusions.
 - d. Your review should provide a context for the study.
3. **The Development of your Research Question**
Indicate the precise relationship between the major purpose of your study and the research you have reviewed (shortcomings, gaps, puzzling findings, etc. that guided the development of your question.)
Clearly detail the logical connection between previous work and your research.
4. **Overview the Specific Linkage between Your Major Purpose and the Research Procedures You will Employ**
 - a. Orient the reader by providing an overview of the linkage between your problem and the research procedures you will use.
 - b. Make sure you define, in a GENERAL manner, what your procedures will be.
 - c. Clearly define all variable.
 - d. Formally state your hypotheses.

Method

The method describes what you are going to do in the experiment and how you will do it, so that another researcher can replicate your work. It follows directly after the introduction, and can include participants, apparatus/materials and procedure.

Participants. This subsection describes who the participants in the study will be (their species (if not human), age, sex), the procedures for selecting and assigning them, and the agreements and payments made. Only include detailed recruitment procedures if the recruitment is to be done in a unique or unusual way that contributes to the design of the study (hence might be replicated by someone in the future). Do not include typical classroom or phone recruitment methods.

- a. When a particular demographic characteristic is an experimental variable the proposed group should be described specifically (race, ethnicity, national origin).
- b. For nonhuman subjects, report the genus, species, or other specific identification, such as the location of the supplier.
- c. Give the total expected number of participants and the number to be assigned to each experimental condition.

Apparatus or materials. This subsection presents the apparatus, materials, or test(s) to be used in the experiment. Typically, the name and description of tests (describe questionnaires; do not just give title), any electronic or mechanical equipment, and any other lab equipment used is given here. Do not include trivial materials such as pencils or pens to fill out questionnaires. Detailed descriptions of complex apparatus may be included in an appendix.

Example:

The task is designed using the Micro-Experimental Laboratory software (Schneider, 1990) on an *i-Mac 20-inch* computer. Sixteen complex figures drawn from the Hidden Pattern Test of the Kit of Factor-Referenced Cognitive Tests (Ekstrom, French, & Harman, 1976) will be used in this task. These complex figures subtended 2.0° of visual angle at a distance of 85 cm. The complex figures and the model to be used in the proposed experiment are shown in Figure 1.

Procedure. This subsection summarizes each step to be used in the execution of the experiment. It includes the order of completion of the tasks involved, their duration, the variable(s) measured and scoring procedure(s). The design of the experiment, including the names and levels of the independent variables under study and the dependent variables measured, is also presented here. This section should be detailed enough to give the reader an accurate description of how the data will be collected. This section should NOT include the procedures for obtaining informed consent. Procedures begin when data collection begins.

Example:

Participants will be seated in front of a computer screen. A warning signal ("GET READY") will be first presented in the centre of the screen for one second. This will be followed, 500 ms later, by the model that will be presented centrally for another second. The complex figure will be then presented for 33 ms at either side of fixation and will be followed by a mask that will be presented until response. There will be two within-subject variables, namely, type of response (three figures where the model will be present, three figures where the model will be absent) and visual field (left, right). Gender and level of spatial ability (high, medium, low: based on the final distribution of standardized scores on the Hidden Figures Test and the Mental Rotations Test) will be between-subject variables. Reaction time and accuracy will be the dependent variables.

Analysis

This section should detail the methods that will be used to obtain composite scores for any variables that have complex measures (i.e., questionnaires). There should be a description of the types of statistical tests that will be employed including details about which variables will be analyzed using these tests.

Example:

Results of the Substance Use Questionnaire will be summarized to create several composite scores for each participant. The number of substances that participants report using at least once will be tallied for all substances giving a score with a possible range from 0 to 8. This will be referred to in the data analyses as the substance use score. The frequency with which participants reported using each substance will be given a score of 0, if they never tried it, 1, if they tried it once, 2, if they used it infrequently (twice or less in the last 3 months), 3, if they used it occasionally (less than once per week), or 4, if they used it daily. These frequency scores will be tallied for all substances giving a score with a possible range from 0 to 32. This will be referred to in the data analyses as the substance use frequency score. The results of questions one through five of the social exclusion questionnaire will be tallied to create a social exclusion score ranging from 5 (not excluded) to 35 (highly excluded). The results of victimization questionnaire will be tallied to create a victimization score ranging from 20 (not victimized) to 140 (highly victimized).

A multivariate analysis of variance will be conducted with gender and grade as the independent variables and substance use, social exclusion, and victimization as the dependent measures. A multivariate analysis of variance will be conducted with gender and grade as the between subject variables and participants substance use frequency scores for each drug (including tobacco, alcohol, marijuana prescription drugs, ecstasy, inhalants, non-prescription drugs and other), social exclusion, and victimization as the dependant variables. Tukey HSD posthoc tests will be used to identify any specific differences for significant multivariate tests.

Pearson product moment correlation coefficients will be calculated for the relations between all the dependent variables. Linear regression analyses will be conducted to see whether any of the social variables contribute significantly to the prediction of the substance use variables. These analyses will only be conducted for the substance use variables that are significantly correlated with the social variables.

References

This section, should present all of the sources included in your report and should not include any sources not mentioned in the lab report. The *APA Publication Manual* (2009) specifies several different formats depending on whether you are referring to a journal article, a book, or an article in a book. Pay careful attention to the punctuation. There are several general rules that always must be followed:

- a. All references cited in the text, or used for information must be cited on the reference page.
- b. Do not categorize the reference list by type of material (books, journal articles, or electronic sources). Instead, list all references in **alphabetical order** by the first author's last name. Be careful here. Do not change the order of the authors' names for a multi-author publication.

- c. The first line of each reference on the reference page is flush left. The subsequent lines of a reference are indented $\frac{1}{2}$ inch (Go to 'Format', 'Paragraph', under the indentation menu select 'Hanging' and make sure it says 'by 0.5-inch')
 - d. The reference page for this handout follows this format.
 - e. Each element of a reference (authors' names, date, article title, publication data) is separated from the next element by periods.
 - f. The spacing of the authors' names is important. Pay attention to the examples below. Note that the ampersand "&" replaces "and" between authors' names.
 - g. **Double-space** the entire reference list.
 - h. Multiple publications by the same author(s) are listed with the earliest publication first.
 - i. Underlining is no longer used, **use italics**.
- Only sources which are referred to directly in the text can be included in the references

For a reference drawn from a journal. Generally, journals are organized in volumes (one per year) and issues (from perhaps two to twelve per year) (e.g., Volume 37 of the Journal of Social Issues consists of journal issues published in 1981). The issue number is included in the reference only when the issues in a volume are not paginated consecutively, i.e., each new issue starts with page one rather than continuing from the previous issue. In the case of the Journal of Social Issues, the issue number would be included in parentheses after the volume number. Example 2 below, "Two authors, including issue number." It is more common to continue the pagination from one issue to the next within a volume. This is shown in Example 1. Therefore, in most cases you do **not** include the issue number in your reference.

It is important that you italicize the name of the journal and the volume number in the reference list. In addition, please note that only the first letter of the first word of the article title is capitalized (unless the title has a colon, then the first word after the colon is also capitalized). Authors are identified by their surnames and initials (in that order), not their first names.

Articles almost all have a DOI (digital object identifier) assigned. APA format requires that researchers (including students) will always locate the DOI, and use the reference format which includes the DOI. **This is not an "either-or" situation where the researcher may choose to ignore a DOI.** When there is no DOI assigned, provide the periodical home page web address (URL). There is no need to include database information such as ProQuest or PsycINFO. These databases change the coverage of particular journals over time. When an article is not assigned a DOI, is either published in a discontinued periodical or the periodical web page does not exist, and online content is **ONLY** available in an electronic database such as JSTOR, provide the entry page URL of the database which holds the article. Although this type of reference is rare for articles, it may occur especially when the journal is discontinued. **It is unacceptable to substitute an assigned DOI with the journal URL or database URL. There is no need to include retrieval dates.**

Please refer to the *Publication Manual of APA* (6th ed., 2009, pp. 198-224) for more types of reference examples.

1. Journal article with DOI:

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/0278-6133.24.2.225

2. Journal article with DOI, more than seven authors:

Taylor, S., Zvolensky, M. J., Cox, B. J., Deacon, B., Heimberg, R. G., Ledley, D. R., ... Cardenas, S. J. (2007). Robust dimensions of anxiety sensitivity: Development and initial validation of the Anxiety Sensitivity Index-3. *Psychological Assessment, 19*, 176-188. doi:10.1037/1040-3590.19.2.176

2. Journal article without DOI (when DOI is not available):

Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal, 8*(1), 73-82.

References to Books

When a book is included in your reference list, the title of the book is underlined or italicized. Again, only the beginning words are capitalized unless they are proper nouns or follow a colon. The title of the book is followed by the city of publication, the state (or province) if the city is not well known, and the name of the publishing company. If there is a DOI available, include it. If the book was viewed from an on-line repository and a DOI is not available, include the URL.

1. One author, no DOI:

Chomsky, N. (1979). *Language and responsibility*. New York, NY: Pantheon.

2. Two or more authors, no DOI:

Alexander, F., & French, T. (1946). *Psychoanalytic theory*. New York, NY: Ronald Press

3. Book chapter:

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larson (Eds.), *The science of subjective well-being* (pp. 17-43). New York, NY: Guilford Press.

4. One author of a second or later edition, no DOI:

Aronson, E. (2008). *The social animal* (10th ed.). New York, NY: Worth Publishers.

5. Electronic version of a print book:

Schiraldi, G. R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi:10.1036/0071393722

6. Multi-volumed books, each volume of which you cite, no DOI:

Koch, S. (Ed.). (1959-1963). *Psychology: A study of science* (Vols. 1-6). New York, NY: McGraw-Hill.

7. Multi-volumed book, only one of which you cite, no DOI:

James, R., Smith, W., & MacDonald, R. (1994). *The auditory modality* (Vol. 2). New York, NY: Wiley.

8. Two authors of an edited book, no DOI:

Letheridge, S., & Cannon, C. R. (Eds.). (1980). *Bilingual education: Teaching English as a second language*. New York, NY: Praeger.

9. Corporate author, published by that author, no DOI:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

References to Articles (or Chapters) in Edited Books

An edited book is often a collection of articles with authors other than the editor(s), compiled by the editor(s). The reference always begins with the name of the author(s) of the article, not the book, followed by the title of the article. This is followed by the name of the book editor(s), preceded by "In," then the book title, the page numbers for the article, and finally the publication information for the book. The book title is italicized and, as before, only the first letters of the titles are capitalized. Note that the editors' initials precede their surnames. Authors' initials follow their names.

1. One editor:

Hartley, J. T., Harker, J. C., & Walsh, D. A. (1980). Contemporary issues and new directions in adult development of learning and memory. In L.W. Poon (Ed.), *Aging in the 1980s: Psychological issues* (pp. 239-252). Washington, DC: American Psychological Association.

2. Two editors:

Gurman, A. S., & Kniskern, D. P. (1981). Family therapy outcome research: Knowns and unknowns. In A. S. Gurman & D. P. Kniskern (Eds.), *Handbook of family therapy* (pp.741-775). New York, NY: Brunner/Mazel.

References to Websites and E-Mail

You will find up-to-date information on how to cite various web materials and e-mail at the following web address: <http://www.apastyle.org/apa-style-help.aspx>

Internet references should include, at a minimum, a document title or description, date of publication or of retrieval, and an address. Whenever possible, the authors should be included. References should direct the reader as closely as possible to the information and provide URL addresses that work.

The URL is the most critical element of the reference, unless the information is an online publication that is an exact duplicate of a print version. Note: page numbers are not included. Use n.d. (no date) when a publication date is not available. Emails are referred to as personal communications, and because the data is non-recoverable, personal communications are not listed in the reference list, but only cited in text with the date received. The example below is taken from the *APA Publication Manual* (6th ed.), p. 179.

1. Email:

T. K. Lutes (personal communication, April 18, 2001) stated that...

Author-Date Citation Style

It is extremely important that you do not present another's ideas as your own, even when you do not directly quote their material. This is considered plagiarism, which is a serious academic offense. Whenever you use ideas or information reported by other researchers, it is necessary to accurately identify the sources. If you use terms like 'past research,' 'research has shown,' 'many studies,' 'a study,' etc., then you need to have a citation or citations for that work. APA journals use the author-date citation method to do this. Never refer to the articles you read by the title of the article or by the phrases *the article*, *the first article*, *the journal article by...* etc. Instead, refer to them by the authors' names according to the author-date citation method.

The author-date citation style requires that you provide the authors' names and date of publication for each reference that you cite in the body of the text. The author name(s) and year of publication are inserted into the text at appropriate points. The citation style depends on whether the author name(s) are part of the narrative or are shown in parentheses (see examples below).

Sources of information are considered either primary or secondary. Primary sources are those which describe directly the ideas or research of the author(s) who has written the material you are reading. For example, Gray (1994) discussed his views of the place of psychology in relation to other disciplines on pp. 22-23. If you were to use Gray's view that psychology is central within other scholarly fields in a paper you would consider Gray as a primary source, cite it as described below and list it on your reference page. Secondary sources are those which refer to the ideas or work of authors other than those who wrote the material you have read. Gray (1994) would be considered a secondary source when you wish to refer to the work of another person which Gray has cited. The following set of examples shows citations for both primary and secondary sources in two formats, within the narrative and parenthesized.

Primary Sources

One author. When you wish to cite only one author within the narrative, include the publication date, in parentheses, immediately after the author's name.

Dion (1972) found that adults judged the misbehaviour of unattractive children to be more socially undesirable than the misbehaviour of attractive children.

If you do not wish to include the author's name in the narrative, the name and date are cited in parentheses at the end of the opening phrase or at the end of the first sentence.

In one study (Dion, 1972) adults judged the misbehaviour . . .

It has been reported that adults judge the misbehaviour of unattractive children to be highly undesirable (Dion, 1972).

Two authors. When there are two authors, both names are included in the reference citation. The difference between the narrative and the parenthetical forms is only in the use of the conjunction "and" or the ampersand "&." When the authors' names are part of the sentence, use "and." When they are enclosed in parentheses, use "&."

Note: When an article has more than one author do not rearrange their names alphabetically. The order of the names is an indication of the amount of work each person contributed or the order of importance.

Hunt and Uzgiris (1975) developed a set of scales to measure sensorimotor development.

A set of scales to measure sensorimotor development has been developed (Hunt & Uzgiris, 1975).

Three to five authors. When you wish to cite a paper authored by three to five authors, all authors names must be cited the first time the reference appears. For the second and subsequent citations, cite the first author's name followed by the abbreviation "et al." (This means "and others" in Latin.) The abbreviation may be used in both forms of citation. Note the period which follows "al." since "al." is an abbreviation of the Latin word alia.

Six or more authors. Should you wish to cite a paper with six or more authors, you may use the abbreviation "et al." after the first author's name for every citation. However, be sure to include all authors' names in the reference list.

First citation:

Dion, Berscheid, and Walster (1972) reported evidence of a physical attractiveness stereotype.

Evidence of a physical attractiveness stereotype has been reported (Dion, Berscheid, & Walster, 1972).

Subsequent citations:

Dion et al. (1972) found that attractive individuals are believed to lead happier lives than average-looking or unattractive individuals.

In this study (Dion et al., 1972), attractive individuals were believed to lead happier lives than unattractive individuals.

Multiple works within same parentheses. When you wish to cite several studies on the same topic, or with similar findings, put them in the same parentheses.

When there are two or more works by the same author, order them chronologically, using commas to separate citations.

Hassam and Grammick (1981, 1982) found . . .

Past research (Hassam & Grammick, 1981, 1982) has indicated . . .

When two or more works by different authors are cited together, arrange them alphabetically and separate with semicolons within one set of parentheses.

Several studies (Doron & O'Neil, 1979; Mullaney, 1976; Talpers, 1981) have shown that...

Memory for large amounts of information can be improved by visual imagery techniques (Bower & Clark, 1969; Jonides, Kahn, & Rozin, 1975; Paivio, 1971).

Secondary Sources

On page 57, Carlson and Buskist refer to a study by Grant (1986). If you wish to describe Grant's study in your paper and have not read Grant's study, you would now consider Carlson and Buskist as a secondary source which has provided you with information about Scott's research. Because you have not read the actual Grant (1986) paper you must let your reader know where you read about it. It is not necessary to include the year of Grant's paper since the reader would look for it in Carlson and Buskist's reference list. Then, put **only** the Carlson and Buskist (1996) reference on the reference page.

This secondary citation is done by referring to the study in the narrative as follows:

Grant (as cited in Carlson & Buskist, 1996) found that the mortality of finches during droughts related to the size of their beaks.

If the citation is within parentheses, it takes the following form:

The size of finches' beaks affects their mortality during times of drought (Grant as cited in Carlson & Buskist, 1996).

Use of Quotations in Psychology Proposals

Please note quotations **should be avoided unless absolutely appropriate and necessary**. Academic writing in psychology relies very little on the use of direct quotations. More often, we paraphrase the material, making sure that we cite the source, using the author-date citation style described below. If a quotation is appropriate, there are two forms it may take. Examples are taken from the *APA Publication Manual* (5th ed.), pp. 117-118.

A) A short quotation (less than 40 words) is included directly in the text, enclosed in double quotation marks. The author and date are cited and the page number(s) is given.

Quotation 1 (Note the use of single quotation marks to indicate material that was quoted in the original text. Note also the use of three ellipsis points (...) to indicate material that has been omitted from the original source.)

She stated, "The 'placebo effect,' ... disappeared when behaviors were studied in this manner" (Miehle, 1993, p. 276).

Quotation 2 (Another way of dealing with the same material)

Miehle (1993) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when behaviors were studied in this manner," (p. 276).

B) A quotation of more than 40 words should be placed in a separate block of text which is placed on a new line and indented 5 spaces or ½ inch from the normal left hand margin. (Go to Format – Paragraph – Change Left margin box to read 0.5” (1.27 cm).) The quotation marks are omitted, and the page numbers in parentheses follow the quote.

Quotation 3 (Note that double quotes are now used around the material which was quoted in the original text.)

Miehle (1993) found the following:

The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again, even when real drugs were administered. Earlier studies were clearly premature in attributing the results to a placebo effect. (p. 276)

References

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Carlson, N. R., & Buskist, W. (1997). *Psychology: The science of behavior* (5th ed.). Boston, MA: Allyn and Bacon.
- Cozby, P. C. (1989). *Methods in behavioral research* (4th. ed.). Mountainview, CA: Mayfield Publishing.

Appendix

Samples

This appendix contains samples of a title page, abstract, table, figure caption page and figure. They can be found on the following pages.

Gender, Age, and Individual Differences in Spatial Skills

by

Ronald B. MacDonald

200812345

A research proposal

presented to Dr. E. Austen

in Psychology 225

Sensation and Perception

Department of Psychology

St. Francis Xavier University

December 3, 2010

Abstract

The purpose of the present study is to investigate the influence of training on gender-related differences in mental rotation. There will be approximately 50 participants given the first part of the MRT test and then divided into training and non-training groups (25 each). Training group participants will complete the Space Relations subtest of the Primary Mental Abilities test battery and will manipulate three-dimensional block constructions resembling the structures found in the MRT. They then will complete the second part of the MRT. Non-training group participants will rest during the time required for training. All participants will also complete an activities questionnaire about spatial and non-spatial sports. The hypotheses are: participants who practise spatial activities will get better scores on the MRT than participants who practise non-spatial activities; both males and females will benefit from training; and, females will benefit from training more than males.

Table 1

Distribution of Participants as a Function of Toys, Sports and Sex of Participants

	Sex	
	Male	Female
Toys		
Spatial	18	3
Non-Spatial	4	22
Sports		
Spatial	14	15
Non-Spatial	8	10

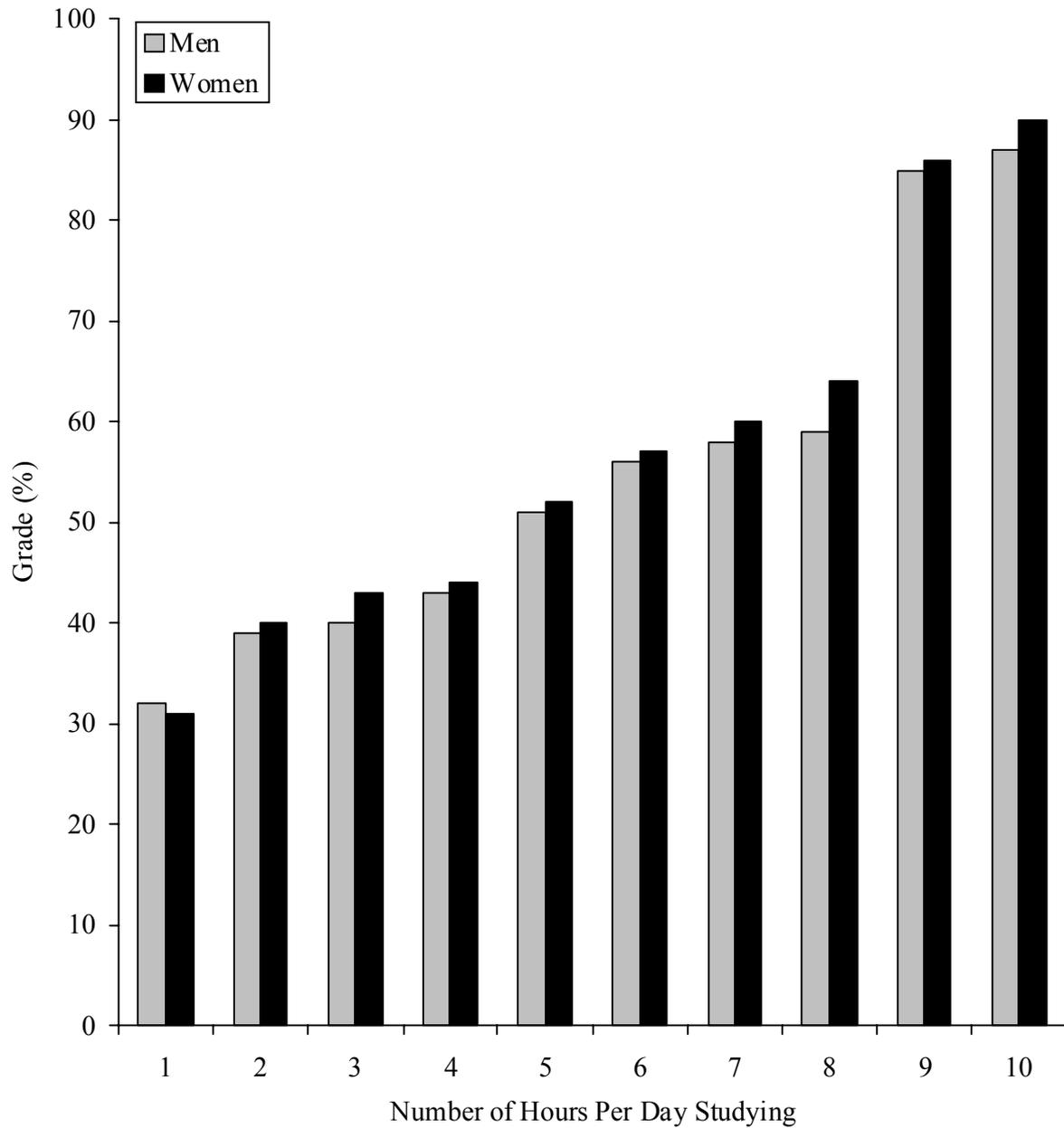


Figure 1. Grade in percent as a function of time spent studying daily and sex of students.

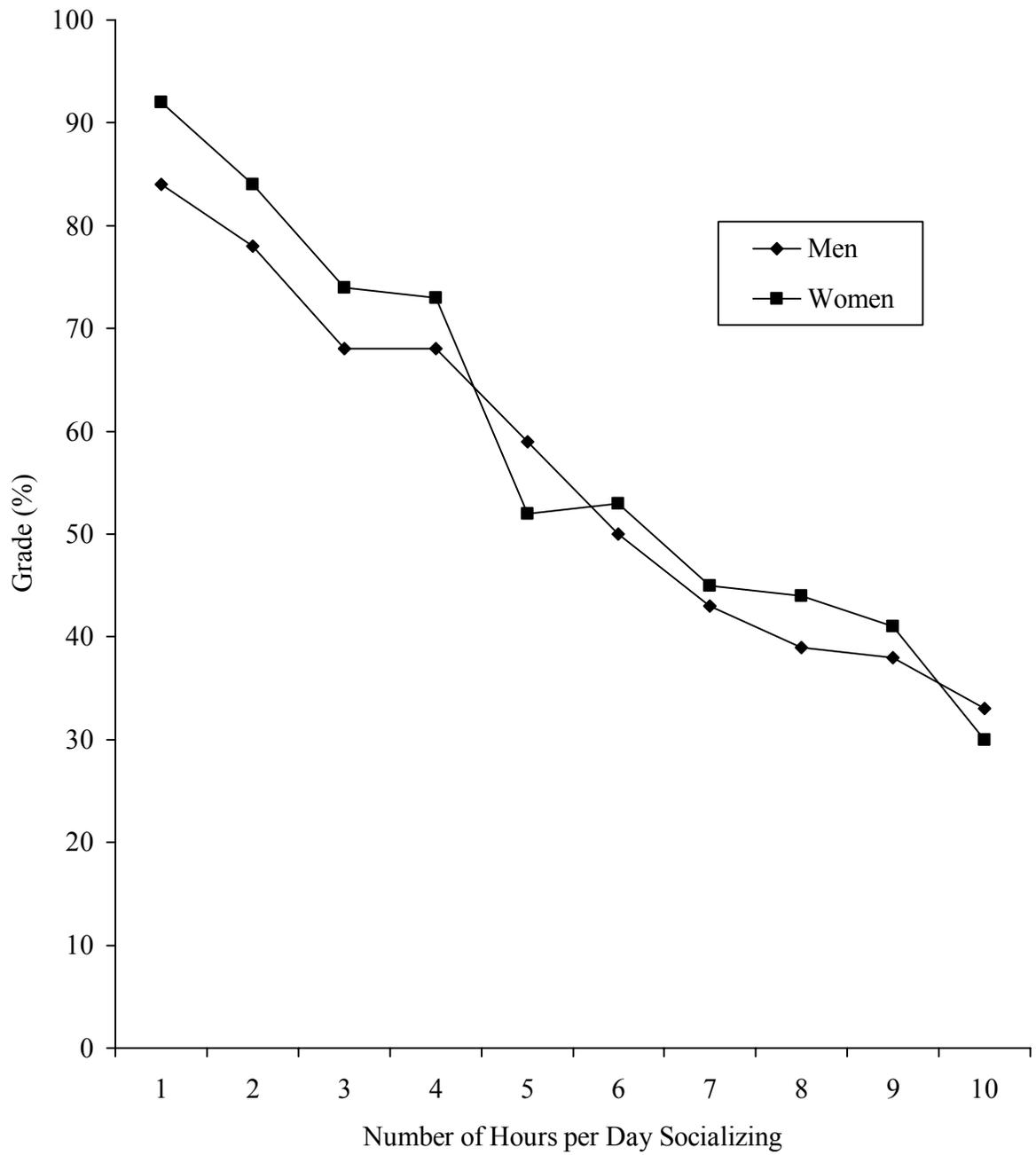


Figure 2. Grade in percent as a function of time spent socializing daily and sex of students.