

# APA FORMATTING & STYLE

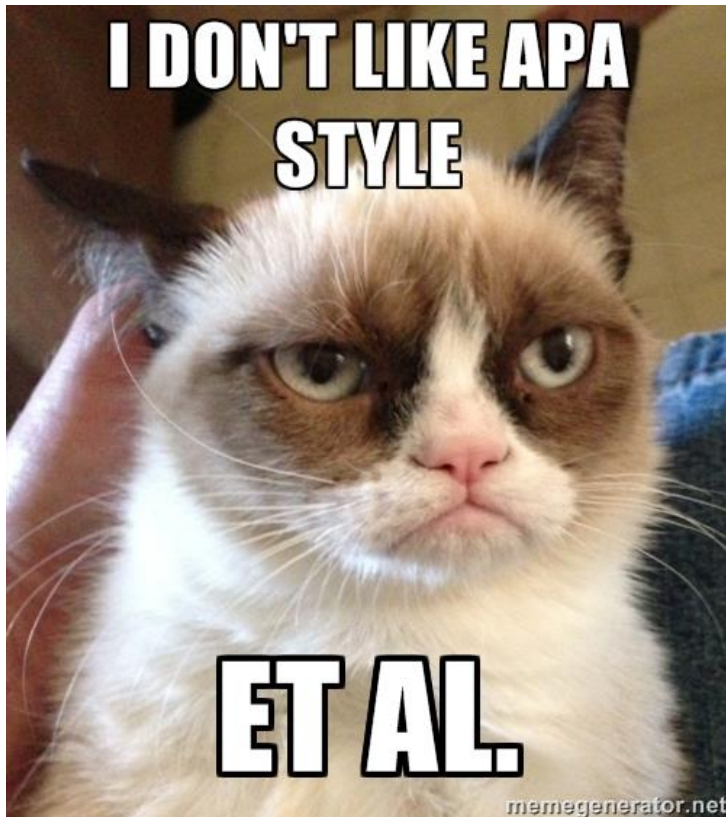
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Dr. Brenda Barnes, PhD, MT(ASCP)SBB

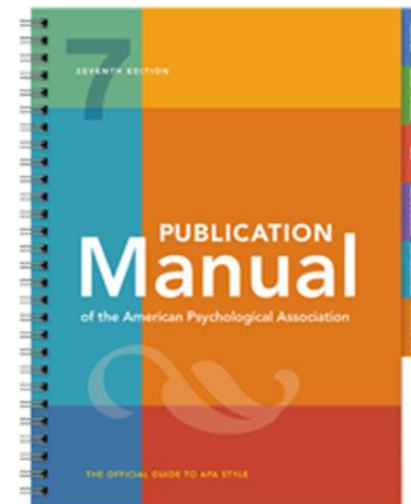
JANUARY 2021

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# What is APA style/formatting?



- Refers to guidelines and style formatting used by the American Psychological Association (APA)
- Current edition – 7<sup>th</sup>



# Why APA?

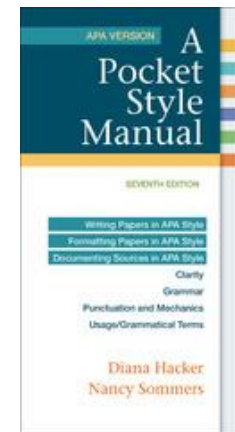
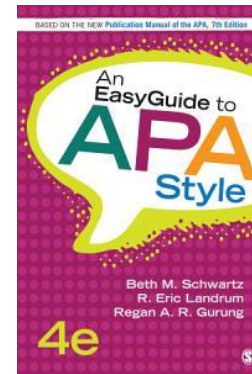
- Uses a structured, consistent format
- Allows focus to be placed on content rather than format
- Used in most academic journals
- It's what your instructor expects
  - Papers
  - Discussion posts
  - Others – be sure to ask!



## APA

- Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition
- Concise Guide to APA Style, 7<sup>th</sup> Edition
- APA Style Website - <https://apastyle.apa.org/>

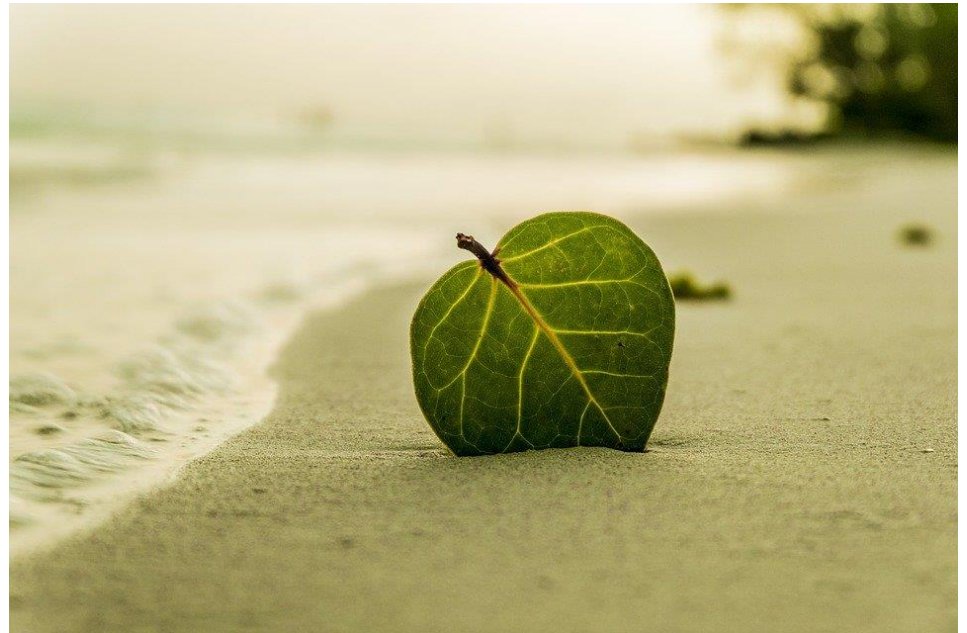
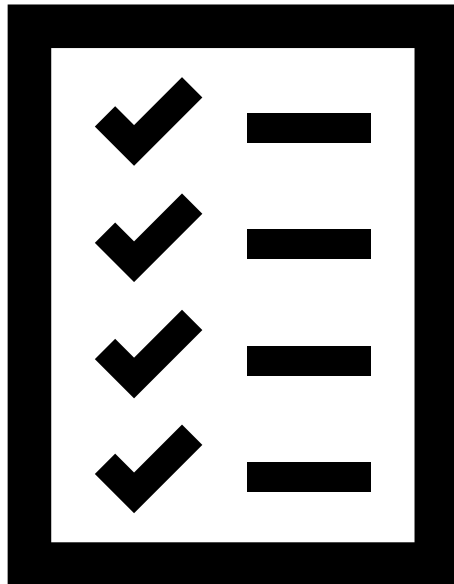
## Others



<https://owl.purdue.edu/index.html>

Allen College Website - <https://www.allencollege.edu/academic-resources.aspx#APA%20Resources>

# APA Structural Elements



Information that follows is taken from the APA Style Instructional Aids webpage and includes the structural elements of a student paper. A variety of useful resources can be found at the site indicated below.



Tutorials and Webinars



Handouts and Guides



Sample Papers

Check out: <https://apastyle.apa.org/instructional-aids>

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*Publication Manual, 7th Edition*

# Student Paper Checklist

Use this checklist while writing your paper to make sure it is consistent with seventh edition APA Style. This checklist corresponds to the writing and formatting guidelines described in full in the *Publication Manual of the American Psychological Association (7th ed.)*.

Refer to the following chapters for specific information:

- paper elements and format in Chapter 2
- writing style and grammar in Chapter 4
- bias-free language in Chapter 5
- mechanics of style in Chapter 6
- tables and figures in Chapter 7
- in-text citations in Chapter 8
- reference list and reference examples in Chapters 9 and 10

Information and resources are also available on the [APA Style website](#). If you have questions about specific assignment guidelines or what to include in your APA Style paper, please check with your assigning instructor or institution. If you have questions about formatting your thesis or dissertation, check your institution's guidelines or consult your advisor.

## Student Title Page

- Format (Section 2.3):** Double-space the title page. Center each element on its own line. Do not use italics, underlining, or different font sizes.
- Title (Section 2.4):** Concise, engaging summary of the paper and its main topic and/or variables. Write the title in title case: Capitalize the first letter of the title, the subtitle, and any major words of four letters or more (plus linking verbs "Is," "Are," and "Be"). Double-space, center, and bold the title in the upper half of the title page (three or four lines down from the top)
- Author Affiliation (Section 2.6):** Name of the department of the course to which the paper is being submitted and name of the college or university. Use the format: Department, College (e.g., Department of History, Williams College). Do not include the school's location unless part of its name. Center the affiliation one double-spaced line after the author name(s).
- Course Number and Name (Section 2.2):** Number and name of course to which the paper is being submitted. Use the format shown on course materials (e.g., syllabus). Write the number and name on the same line. Center the

# Student Title Page

- Format (Section 2.3)
  - Entire page is double-spaced
  - Each element is centered
  - Do not use italics, underlining, or different font sizes
- Title (Section 2.4)
  - Summarizes main idea concisely in an engaging way
  - Title case
    - Capitalize first letter and any major words of four letters or more (plus any linking verbs – Is, Are, and Be)
  - Double-space, center, and bold the title
  - Should be in upper half of title page
- Author Name (Section 2.5)
  - Full name of each author
  - Format – First M. Last
  - Centered, two double-spaced lines after title
- Author Affiliation (Section 2.6)
  - Name of the department of the course and name of college or university
  - Format – Department, College
  - Centered, one double-spaced line after author name(s)
- Course Number and Name (Section 2.2)
  - Include number and name of course on the same line – use format shown on syllabus
  - Centered, one double-spaced line after author affiliation
- Instructor Name (Section 2.2)
  - Include name of course instructor – use format shown on syllabus
  - Centered, one double-spaced line after course number and name
- Due Date (Section 2.2)
  - Include month, day, year (spell out month)
  - Centered, one double-spaced line after Instructor name
- Page Header (Section 2.18)
  - Page number 1 – flush right in header



Paper title

**Nurturing the Nurses: Reducing Compassion Fatigue Through Resilience Training**

Author

Oliver B. Lee

Affiliation

Department of Family and Community Health, University of Pennsylvania

NURS 101: The Nature of Nursing Practice

Course

Dr. Priya C. Agarwal

Instructor

March 16, 2020

Due date

1  
↑  
Page number

# Paper Format

- Page Header (Section 2.18)
    - Page number – flush right of all pages
    - Insert page number using automatic page-numbering function
    - Note: Running heads are not required for student papers
  - Font and Font Size (Section 2.19)
    - Use the same font and size throughout paper
    - Recommendations:
      - 11-point Calibri
      - 11-point Arial
      - 10-point Lucida Sans Unicode
      - 12-point Times New Roman
      - 11-point Georgia
      - 10-point Computer Modern
  - Line Spacing (Section 2.21)
    - Double-space throughout
    - Do not add extra lines before or after headings or between paragraphs
  - Margins (Section 2.22)
    - 1 in. on all sides
  - Paragraph alignment (Sections 2.23-2.24)
    - Left-align text (do not use full justification)
    - Indent first line of each paragraph 0.5 in. (one tab key)
  - Paper Length (Section 2.25)
    - Follow assignment guidelines
    - May use word count as a guide
- 1234567890!"§\$%&/( )=?  
The Quick Brown Fox  
Jumps Over the Lazy Dog  
*One two three four five six  
seven eight nine ten eleven*

# Paper Organization

- Introduction (Section 2.11)
  - Repeat the paper title on first line of first page of text, before opening paragraph
  - Center and bold title
  - Do not include “Introduction” heading
  - Use Level 2 headings for subsections in the introduction
- Text (Section 2.11)
  - Use headings as needed to organize
  - Use Level 1 heading for main section after the introduction
- Page Order (Section 2.17)
  - Title page
  - Abstract (if needed)
  - Text
  - References
  - Footnotes (if needed)
  - Tables (if needed)
  - Figures (if needed)
  - Appendices (if needed)
- [Headings](#) (Section 2.27)
  - Start each new section with a heading
  - Write all headings in title case and bold
  - Italicize Level 3 and 5 headings
  - Follow guidelines for alignment of headings (see next slide and link)
- Section Labels (Section 2.28)
  - Bold and center, including “Abstract” and “References”

# Headings (Section 2.27)

APA Headings	
Level	Format
1	<b>Centered, Boldface, Title Case Heading</b> Text starts a new paragraph.
2	<b>Flush Left, Boldface, Title Case Heading</b> Text starts a new paragraph.
3	<b><i>Flush Left, Boldface Italic, Title Case Heading</i></b> Text starts a new paragraph.
4	<b>Indented, Boldface Title Case Heading Ending With a Period.</b> Paragraph text continues on the same line as the same paragraph.
5	<b><i>Indented, Boldface Italic, Title Case Heading Ending With a Period.</i></b> Paragraph text continues on the same line as the same paragraph.

- Continuity (Sections 4.1-4.3)
  - Check for continuity in words, concepts, and thematic development
  - Clearly explain relationships between ideas
  - Present in logical order
  - Use [transitions](#) to connect sentences, paragraphs and ideas
- Conciseness (Sections 4.4-4.6)
  - Be careful and deliberate with word choices
  - Eliminate wordiness, redundancy, overuse of passive voice
  - No jargon, contractions, colloquialisms
  - Vary sentence length
  - Paragraphs
    - No single-sentence paragraphs
    - Avoid paragraphs longer than one double-spaced page
- Clarity (Sections 4.7-4.11)
  - Clear and precise language
  - Use professional tone and language
  - Avoid [anthropomorphisms](#)
  - Make [logical comparisons](#)

The theory concludes...



- Clear, succinct language
- Follows tools and rules of grammar
- Free from bias

One is not required to write in an expeditious manner with increased facticity. The author should write perspicaciously and avoid obfuscating the central message.

- Depends on purpose of assignment or paper – A.K.A. framing
  - Relationship: cause-effect
  - Comparison: similarity, difference
  - Process: How did it work and how might it work now?
  - Definition: What is involved in the issue?
  - Testimony – authority: What do the experts say? What does the data say?
  - Chronology: How has this evolved over time?

Why use a five-dollar word when a fifty-cent word will do?

See: [https://www.prismnet.com/~hcexres/style\\_probs/pompous\\_words.html](https://www.prismnet.com/~hcexres/style_probs/pompous_words.html)

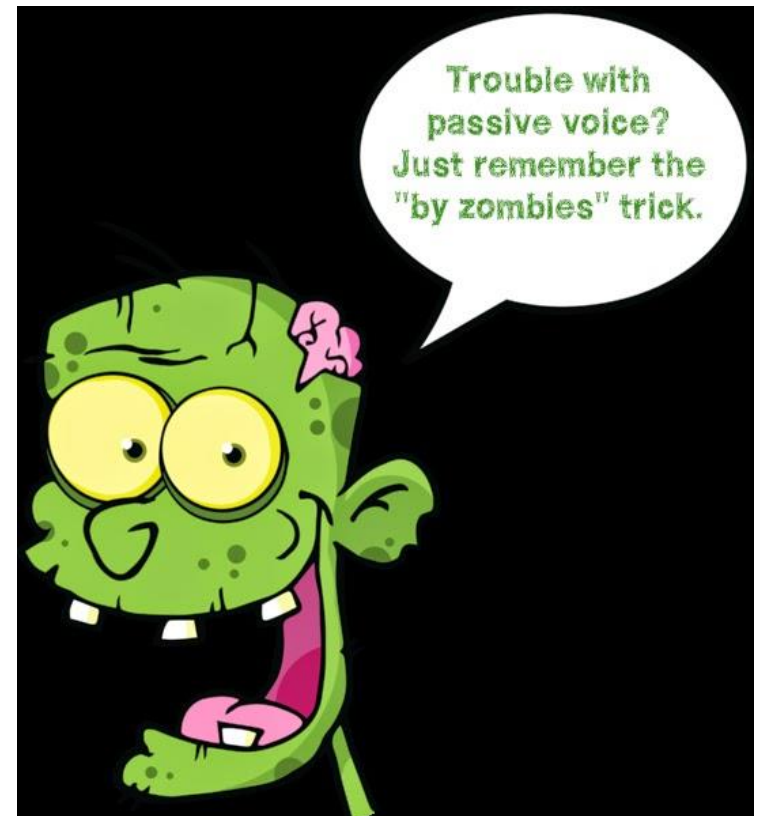
# Anthropomorphism and Logical Comparisons

- Anthropomorphism – attributing human actions to inanimate objects
  - The theory concludes humans have difficulty dealing with change.
  - Acceptable usage, per APA:
    - This section addresses...
    - This paper focuses on...
    - The results suggest...
- Logical Comparisons
  - Illogical comparisons result from poor sentence structure or omitting key words

You have higher odds of being injured by a vending machine than a cat.

Smith (2010) agreed with Jones (2016) regarding the theory at hand.

- Verb Tense (Section 4.12)
  - Use consistent verb tense in paragraphs and sections
- Voice and Mood (Sections 4.13-4.14)
  - Use active rather than passive voice in most instances
- Subject and Verb Agreement (Section 4.15)
  - Use verbs that agree in number (singular or plural) with their subjects
- Pronouns (Sections 4.16-4.21)
  - Use first-person pronouns to describe your work and personal reactions
    - I examined...; I agreed with...
  - Singular “they”
    - Use it when referring to a person who uses it as their self-identified pronoun or when gender is unknown or irrelevant





# Active vs. Passive Voice

- Active voice:
  - Subject (performer) → verb → object (receiver)
  - The boy kicked the ball.
- Passive voice:
  - Object → verb → subject
  - The ball was kicked by the boy.

**Passive Voice:** When the action is performed upon the sentence's subject

Identifying  
Passive Voice

With Zombies!



If you can insert "by zombies" after the verb, passive voice is being used.

Example:

**Passive Voice:** She was chased [by zombies].

**Active Voice:** Zombies chased [by zombies] her.



**Active Voice:** When a sentence's subject performs the action

Example: Patients are killed by heart attacks more often than other conditions. This is passive voice! Patients are killed *by zombies* (by heart attacks)...

Improved sentence: Heart attacks kill more patients as compared to other conditions.

# Pronouns

- APA does allow using “I” to address yourself
  - Correct: I performed a literature review...
- Check with your instructor to ensure use is appropriate for assignment
- Do not refer to yourself in the third person
  - Incorrect: The author created this presentation.
  - Correct: I created this presentation.
- If referring to a group, “we” is appropriate (if allowed)
  - Correct: We simulated conditions...
- Avoid editorial “we”



Correct: As nurses, we tend to rely on...  
Incorrect: We tend to rely on...

# Bias-Free Language (Chapter 5)

- Eliminate it from your writing and avoid perpetuating beliefs or demeaning attitudes
- Use language with inclusivity and respect in mind
- Considerations:
  - Age
  - Disability
  - Gender
  - Participation in research
  - Racial and Ethnic identity
  - Sexual orientation
  - Socioeconomic status
  - Intersectionality

[Bias-Free Language Resource](#)



Image source: Pixabay.com

# Mechanics of Style

- Punctuation (Sections 6.1-6.6, 6.8-6.10)
  - Use punctuation marks correctly including reference list entries
  - Use varied punctuation marks
  - Avoid multiple punctuation marks in same sentence – split into multiple shorter sentences
  - One space after a period or other punctuation mark
  - Use a serial comma before the final element in lists of three or more items
  - Use parentheses to set off in-text citations
- Quotation Marks (Section 6.7)
  - Commas and periods are placed inside closing quotation marks
  - Other punctuation marks (e.g., colons, semicolons, ellipses) are placed outside closing quotation marks
  - Placed around direct quotations
  - Not used in reference list
- Italics (Sections 6.22-6.23)
  - Use to draw attention to text
  - First use of key terms or phrases accompanied with a definition
  - Not used for emphasis
- Spelling and Hyphenation (Sections 6.11-6.12)
  - Matches Merriam-Webster.com or [APA Dictionary of Psychology](#)
  - Words with prefixes or suffixes do not include a hyphen
- Capitalization (Sections 6.13-6.21)
  - Use title case and sentence case correctly
  - Capitalize proper nouns
  - Do not capitalize diseases, disorders, theories, others



## STANDARD COMMA

YOU KNOW BOB, SUE AND GREG?  
THEY CAME TO MY HOUSE.

## OXFORD COMMA

YOU KNOW BOB, SUE, AND GREG?  
THEY CAME TO MY HOUSE.

## WALKEN COMMA

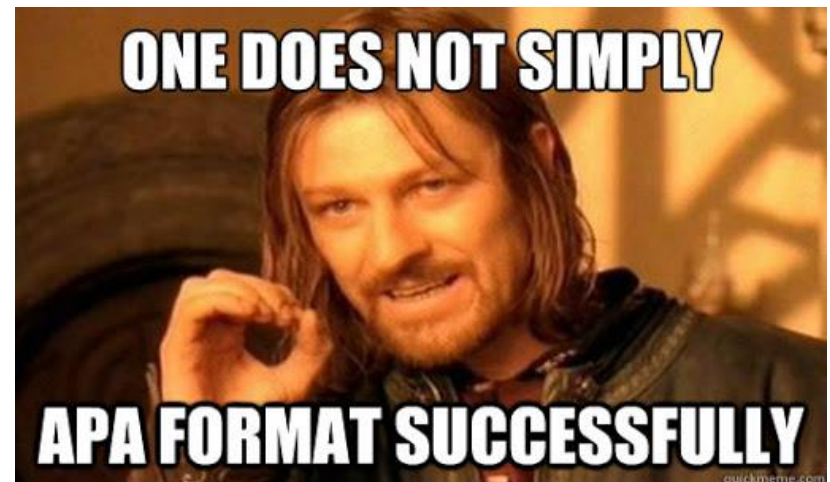
YOU KNOW, BOB, SUE, AND GREG,  
THEY CAME, TO MY HOUSE?

# Mechanics of Style, cont.

- Abbreviations (Sections 6.24-6.31)
  - Use sparingly and generally when they are familiar to readers, save space, and appear at least three times
  - Define abbreviations on first use
  - Do not use periods – FBI not F.B.I.
- Numbers (Sections 6.32-6.39)
  - Use words to express numbers zero through nine in text
  - Use numerals to express numbers 10 and above in text
  - Use numerals with:
    - Statistical or mathematical functions
    - Units of measurement
    - Others – fractions, decimals, ratios, percentages and percentiles, times, dates, ages, scores, and points on a scale, sums of money, and numbers in a series
- Statistics (Sections 6.40-6.45)
  - Include enough info for readers to fully understand analyses
  - Space mathematical copy the same as words
  - Use statistical terms in text
    - The means were; not
    - The Ms were
  - Use statistical symbols or abbreviations with mathematical operators
    - ( $M = 6.62$ ); not
    - (mean = 6.62)
- Lists (Sections 6.49-6.52)
  - Ensure items are parallel
  - Use commas to separate items in simple lists
  - Use semicolons to separate items already containing commas

# Tables and Figures

- General Guidelines (Sections 7.1-7.7)
  - Use standard format – no shading or decorative flourishes
  - In text, refer to each table or figure by its number
  - Either embed table or figure in text after first mentioned or place on a separate page after the reference list
    - If embedded, place either at top or bottom of page with extra double-spaced line between table or figure and any text



- (Sections 7.8-7.21)
  - Use word-processor
  - Number tables in order they are mentioned
  - Include borders only on top and bottom of table, beneath column headings, and above column spanners
  - Do not use vertical borders
  - Basic components
    - Number
    - Title
    - Column headings
    - Body
- [Sample Tables](#)

## Sample Analysis of Variance (ANOVA) Table

Table 1

*Means, Standard Deviations, and One-Way Analyses of Variance in Psychological and Social Resources and Cognitive Appraisals*

Measure	Urban		Rural		F(1, 294)	$\eta^2$
	M	SD	M	SD		
Self-esteem	2.91	0.49	3.35	0.35	68.87***	.19
Social support	4.22	1.50	5.56	1.20	62.60***	.17
Cognitive appraisals						
Threat	2.78	0.87	1.99	0.88	56.35***	.20
Challenge	2.48	0.88	2.83	1.20	7.87***	.03
Self-efficacy	2.65	0.79	3.53	0.92	56.35***	.16

\*\*\* $p < .001$ .



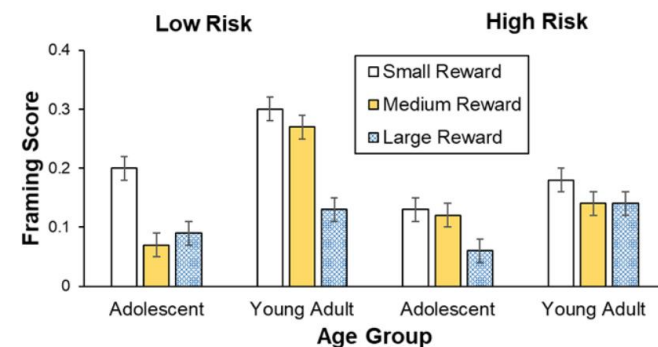
- (Sections 7.22-7.36)
  - Use word-processor or appropriate program to create
  - Number figures in order they are mentioned
  - Ensure images are clear, lines are smooth and sharp, font is legible and simple
  - Label figure elements
  - Basic components
    - Number
    - Title
    - Image

- [Sample Figures](#)

## Sample Bar Graph

Figure 1

*Framing Scores for Different Reward Sizes*



Note. Framing scores of adolescents and young adults are shown for low and high risks and for small, medium, and large rewards (error bars show standard errors).

# Citations (Chapter 8)

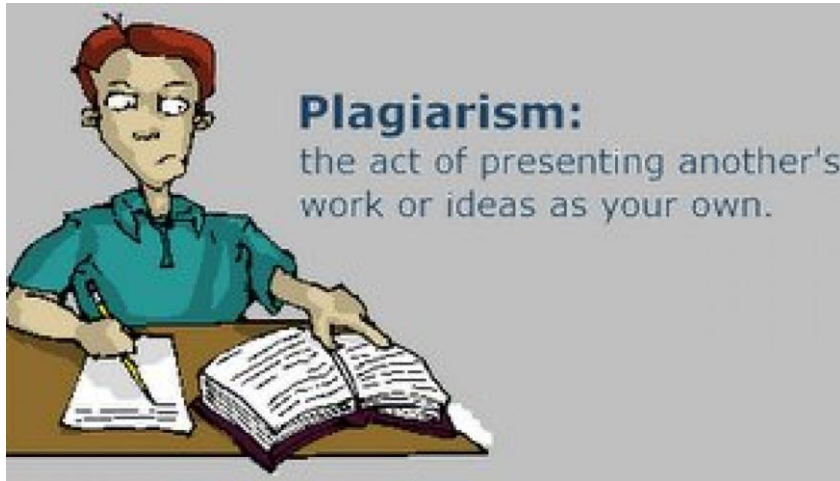
## Incredible Hulk



## Credible Hulk



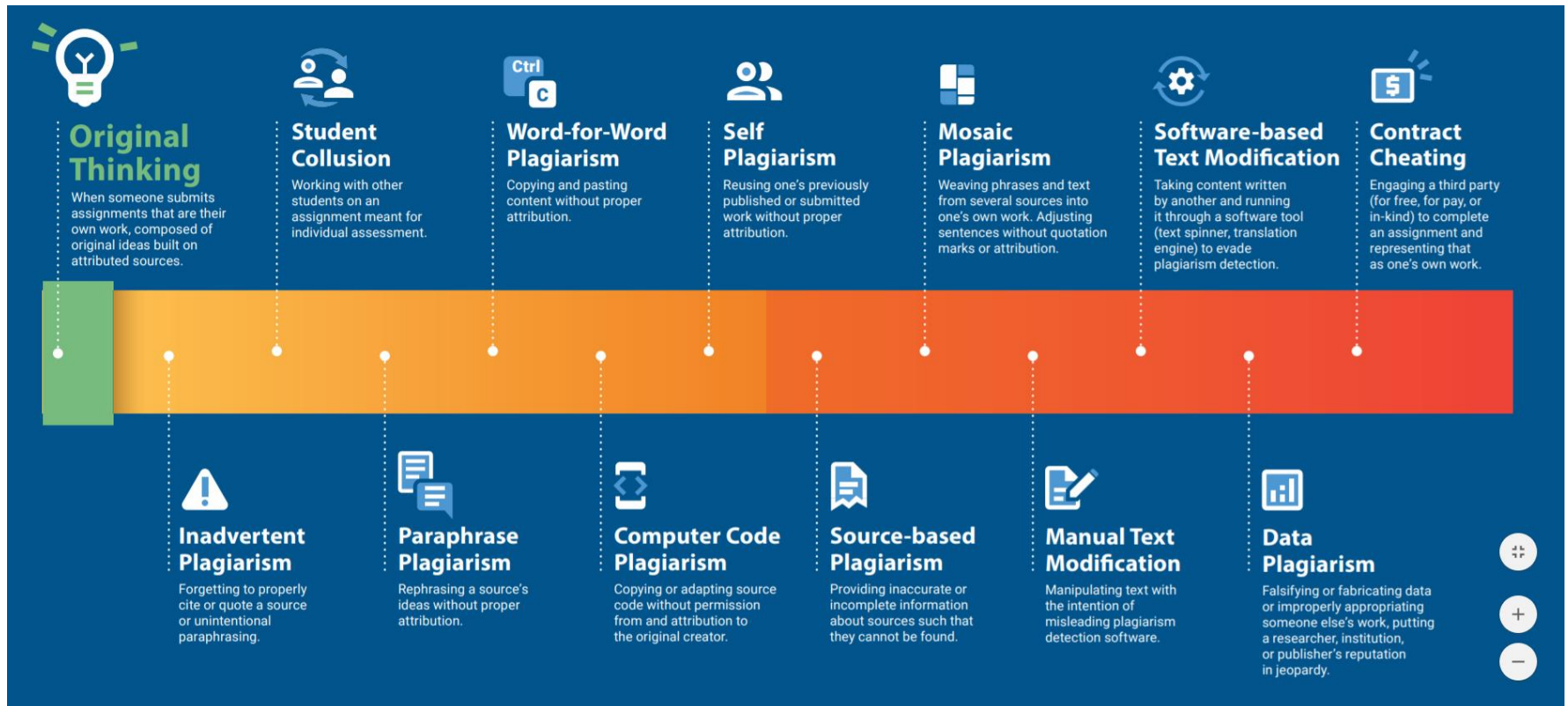
Always in the APA format



- Reasons it occurs:
  - Students don't know what it is or what constitutes it
  - Lack of confidence in writing
    - Don't want to say something wrong
    - Don't know how to convey ideas
  - Lack of time
    - Perspective issues
    - Procrastination
  - Students don't see value in assignment
  - Students don't think they will get caught

Bailey, 2017

# What is plagiarism?



# Academic Integrity Is Important

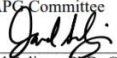


## Policy on Academic Integrity

Students sign the academic integrity policy upon admission.

### ALLEN COLLEGE – UNITYPOINT HEALTH STANDARD OPERATING PROCEDURE

Supersedes: 7/01, 5/02, 4/04, 1/09, 2/11  
5/12, 5/17, 11/17,2/18

No: 2-P-900-01  
Last Review Date: February 2020  
Required Review Date: May 2024  
Administrative Unit: APG Committee  
Approved By: 

Jared Seliger, PhD, CNMT  
President

SUBJECT: Policy on Academic Integrity

PURPOSE: To provide students with a definition of academic integrity and the process used to determine actions if a violation of this policy occurs.

EFFECTIVE DATE: Summer 2020; prior to summer 2020 use SOP last reviewed February 2018

EFFECTIVE FOR: Allen College Students, Faculty and Staff

POLICY: **The following definitions support this policy.**

Policy location:

[https://www.allencollege.edu/filesimages/Current%20Students/Policies\\_Procedures/4/2-P-900-01\\_Academic-Integrity\\_6-2-2020.pdf](https://www.allencollege.edu/filesimages/Current%20Students/Policies_Procedures/4/2-P-900-01_Academic-Integrity_6-2-2020.pdf)

# In-Text Citations (Chapter 8)

- Cite only works you read and ideas you incorporate
- Include all sources cited in the text in the reference list
- Spelling of author names and publication dates in in-text citations must match corresponding reference list entries
- **Paraphrase** when possible
- Cite appropriately
  - Do not repeat same citation in every sentence when source and topic do not change
- Formats:
  - Parenthetical – place author name and publication year in parentheses
  - Narrative – incorporate author name into text with year in parentheses
- Basic Principles
  - Include author (or title if no author) and year
    - One author – use author surname in all in-text citations
      - (Smith, 2020)
      - Smith (2020) suggested...
    - Two authors – use both author surnames in all in-text citations
      - (Smith & Jones, 2019)
      - Smith and Jones (2019) suggested...
    - Three or more authors – use only the first author surname and then “et al.” in all in-text citations unless it would create ambiguity
      - (Smith et al., 2018)
      - Smith et al. (2018) suggested...

# In-Text Citations (Chapter 8), cont.

- Multiple works
  - Place citations in alphabetical order
  - Same authors, order years chronologically and separate with commas (Smith, 2018, 2020)
  - Different authors, separate citations with semicolons (Jones, 2020; Smith, 2020; Tanner, 2019)
- Direct quotes
  - Limit use
  - Include author (or title if no author), year, and specific part of work (page number(s), paragraph number(s), section name)
  - Short quotation (less than 40 words) – use double quotation marks around the quotation
  - Block quotation (40 words or more) – use the block format:
    - Indent the entire quotation 0.5 in. from the left margin and double-space it



Image source: Pixabay.com

# References (Chapters 9 and 10)

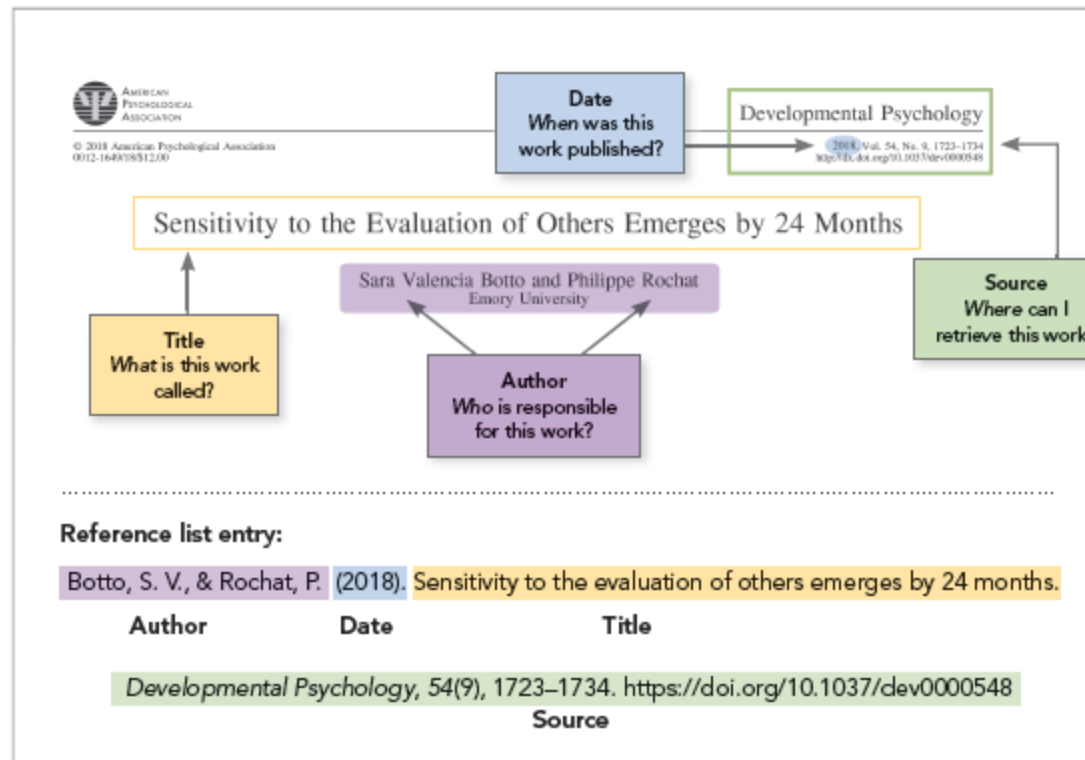
- General Considerations:
  - Start the reference list on a new page after the text
  - Center and bold the section label “References” at the top of the page
  - Double-space the entire reference list, both within and between entries
  - Hanging indent is used for each reference entry
    - First line of the reference is flush left
    - Subsequent lines are indented by 0.5 in.
    - Use the paragraph-formatting function to apply the hanging indent
- Match in-text and reference list entries
  - All reference list entries should have a corresponding in-text citation
  - Author name (or entity if no author) and year should match corresponding in-text citation
- References are listed in alphabetical order
- Use examples of reference entries from the APA manual or other sources according to the type of work being cited
- Reference entries are not needed for personal communications and secondary sources



# References (Chapters 9 and 10)

- Elements of a reference entry:
  - Author – Who?
  - Date – When?
  - Title – What?
  - Source – Where?
- Punctuation groups information and separates reference elements
- Authors are listed in the same order as the original source
  - Use initial for authors' first and middle names
  - Put a comma after the surname and a period and space after each initial
  - Put a comma after each author (even if only two authors)
  - Use an ampersand before the last author
- Capitalize titles in sentence case
  - Capitalize only the first word of the title, the subtitle, and any proper nouns
  - Format titles according to the type of work
  - Works that stand alone (e.g., books, reports, dissertations) – italicize the title
  - Works that are part of a greater whole (e.g., periodical articles, edited book chapters) – do not italicize or use quotation marks around the title
- Database Information
  - Do not include database information for works retrieved from academic research databases
  - Do include database information for works retrieved from proprietary content

**Figure 9.1** Example of Where to Find Reference Information for a Journal Article



# DOIs and URLs

- If a source has a DOI, include it
- If there is no DOI, include a URL if it was retrieved online
- Copy and paste DOIs and URLs directly from your browser
- Do not write “Retrieved from” or “Accessed from” before a DOI or URL
- Do not add a period after a DOI or URL

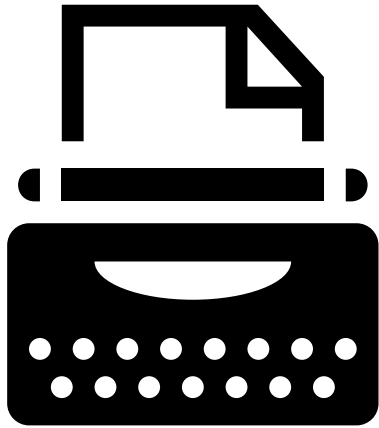
DOI format:

<https://doi.org/xxxxx>



**Hot tip:**  
For long or complex URLs  
and DOIs, use a shortener  
after ensuring the shortened  
URL works!

# OK...now what?!?!?!?



## Writing Process

### Pre-writing

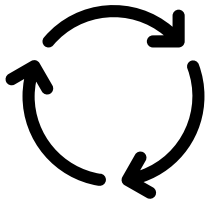
- Planning
- Generating content
- Organizing

### Drafting

- Fleshing out ideas
- Creating your first draft

### Revision

- Re-conceiving
- Scrubbing
- Creating new draft



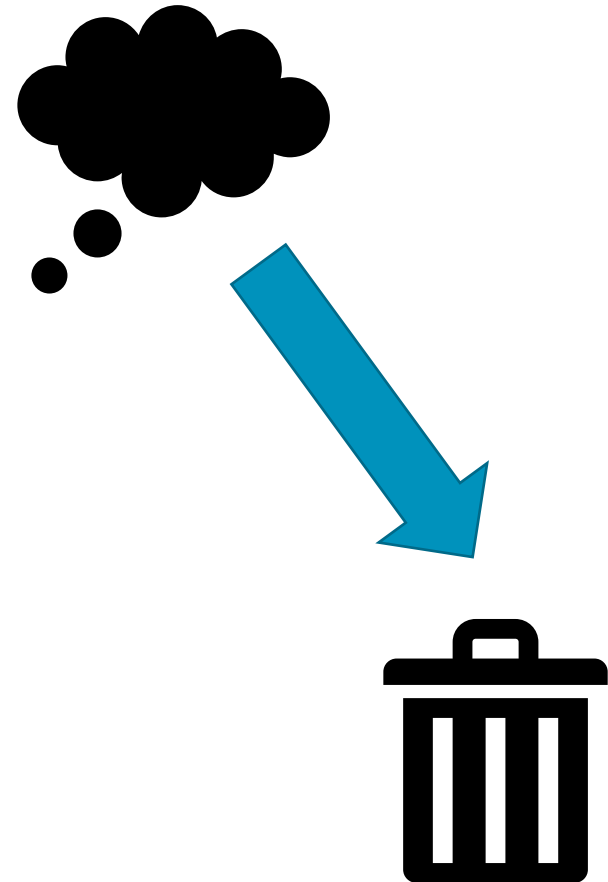
*One does not simply sit down to write a paper...*

*(with apologies to Boromir)*

- Outlines
  - PPT
  - Post-it notes
- Drafts – zero, spew, thought vomit



Image source: Pixabay.com



# Example!

First Draft – Spew Draft	Second and Other Drafts	Final Version
<ul style="list-style-type: none"><li>• Section from APA EasyGuide book</li><li>• Section from APA checklist</li><li>• Section from a different presentation</li></ul>	<ul style="list-style-type: none"><li>• Section on plagiarism and elevating writing</li><li>• Checklist section</li><li>• Writing tips</li><li>• Several slides were deleted, combined, and/or separated</li></ul>	<ul style="list-style-type: none"><li>• Integrated</li><li>• Sources included</li><li>• Graphics added</li><li>• References complete</li><li>• Total of 5 drafts - minimum</li></ul>

Some things are best left to the end...



SUMMARIES AND  
CONCLUSIONS AND...

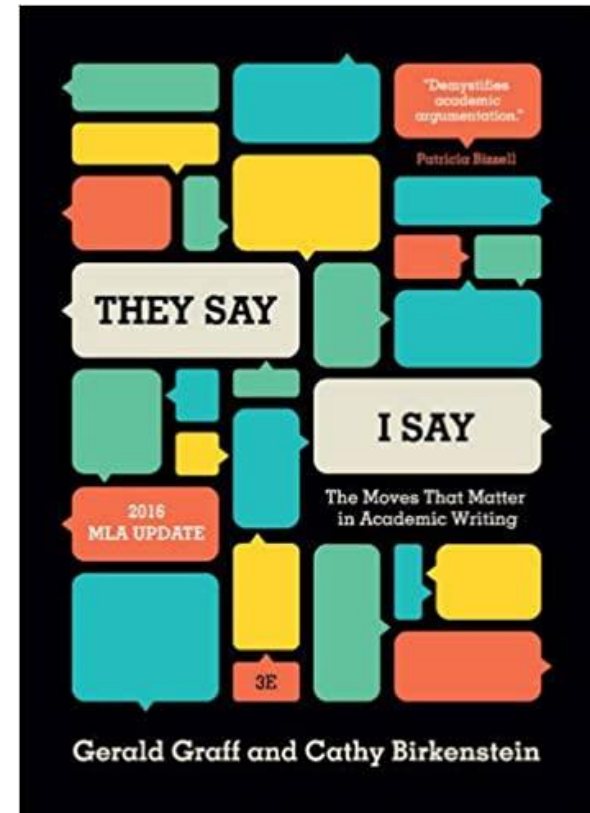
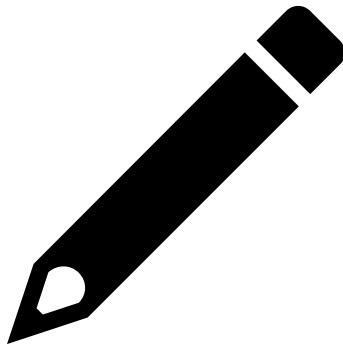


INTRODUCTIONS!





- Writing Mechanics
  - Grammar
  - Rules
  - Voice



Contains templates!

## APA Paraphrasing Activity

1. Paraphrase a published sentence from a source you want to use. You do not need to reconstruct the sentence—instead, focus on what strikes you about the passage and what you want to convey from it.
2. Write a list entry for the item.
3. Write an in-text citation for the item.

### Example Sentence:

Leaders who lack emotional and social competence undoubtedly can become a liability to organizations, directly leading to employee disengagement, absenteeism, stress-disability claims, hostile-workplace lawsuits, and increased health care expenses.

### My version:

Work settings can be stressful for employees, and leaders who lack emotional and social competence can negatively affect the work environment (Smith, 2019).

# Paraphrasing With Confidence

Example Sentence:

Leaders who lack emotional and social competence undoubtedly can become a liability to organizations, directly leading to employee disengagement, absenteeism, stress-disability claims, hostile-workplace lawsuits, and increased health care expenses.

First version:

Work settings can be stressful for employees, and leaders who lack emotional and social competence *can* negatively affect the work environment (Smith, 2019).

Revised version:

Work settings can be stressful for employees, and leaders who can't sense when others are upset may negatively affect the work environment (Smith, 2019).

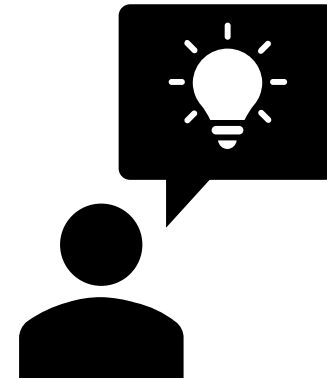
# Paraphrasing Practice

## Try this!

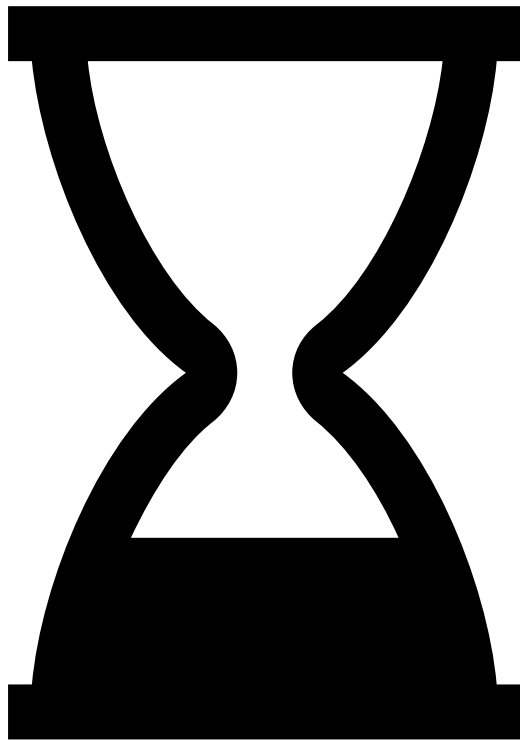
- Read a passage or article
- Think about it
- Turn to your (imaginary) neighbor and discuss the main points you want to convey
  
- That's paraphrasing!
- It takes practice, so don't get discouraged if this is difficult when you first try it

More practice here:

<https://apastyle.apa.org/instructional-aids/paraphrasing-citation-activities.pdf>



# Making Time to Write



There's no simple method to determine how much time it takes to write a paper. A rough estimate of the time involved in writing a 5-page paper: 10-48 hours



# Those “P” Words

- Procrastination leads to...
- Anger which leads to...
- Anxiety which leads to...
- A shift in our attention and an increase in...
- Tension so we...
- AVOID

- Perfectionism
  - Imposter Syndrome
  - Past bad writing experiences
  - My work defines me
- All lead to AVOIDANCE



Image source: Pixabay.com

# Eat the toad!





# Maintaining Motivation

- Another “P” word – Perspective
  - Stress causes us to lose it – everything is important, so nothing is important



Image source: Pixabay.com

- What can we do?
  - Exercise
  - Practice mindfulness
  - Talk to:
    - Trusted friend
    - Classmate
    - Instructor or advisor



# The Last 5 Minutes





## Turnitin

Checks for plagiarism issues  
Provides a similarity index  
Use to check for appropriate paraphrasing and citing



## NetTutor

Writing tutoring  
Synchronous or asynchronous  
Use to ensure continuity, conciseness, clarity (AKA scholarly voice)



## Grammarly

Automated grammar and punctuation tutor  
Use to ensure strong mechanics are in place – grammar, spelling, punctuation, subject-verb agreement, active voice

# And, finally...



# References

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