SOUTHEASTERN UNIVERSITY
COLLEGE OF EDUCATION

PUBLICATION HANDBOOK

Writing and formatting guidelines for all SEU education majors (undergraduate and graduate)

Spring 2015 Edition
Preface and Purpose

All SEU education majors, graduate and undergraduate, are required to write papers in APA format as detailed in the 6th edition (second printing) of the *Publication Manual of the American Psychological Association* (hereafter referred to as the *APA Publication Manual*). Realizing the enormity of that manual, this simple online handbook summarizes the majority of formats education students will need to know when writing. It does not serve as a replacement for the *APA Publication Manual*, and there will be many times when the student must consult the *APA Publication Manual*. However, great effort has been taken to provide examples and explanations of typical APA writing, referencing, and formatting issues the SEU education student must utilize.

In addition, there are some issues that APA does not dictate, so this handbook will detail the preferences of the SEU College of Education faculty. Students are asked to utilize these preferences without exception unless instructed otherwise by a professor for a specific assignment.

While all education students should also invest in the most recent *APA Publication Manual*, graduate students MUST do so to reference details for writing research, theses, and dissertations. Additional requirements are required for submitting work for publication and are beyond the scope of this handbook.
Formatting Instructions

Word Processing

Microsoft Word is the preferred word processing software choice, especially when emailing written papers and assignments to professors. If a student must use another software program, the document must be saved in Word format before being sent to a professor. Most word processing programs offer this option. If the help menu or documentation of your software program does not detail how to do this, consult the SEU Information Technology Department for assistance (helpdesk@seuniversity.edu).

Fonts

Use only 8½” x 11” white paper. Use a size 12-point font. Use Times New Roman font for the body of the paper. Sans Serif is used in figures (APA, 2010, 8.03, p. 228).

Margins

Set margins at exactly one (1) inch on all four sides (APA, 2010, 8.03, p. 229). The only exception to this might be for a master’s theses or doctoral dissertation to allow for publishing and/or binding; exact requirements for such will be detailed in your graduate major. Do not right justify margins or hyphenate words at the end of a line (APA, 2010, 8.03, p. 229).

Pagination

Page numbers begin with the title page and must be in the top right-hand corner (APA, 2010, 8.03, p. 230). You must use the automatic headers feature for page numbers; don’t just try
to type them in the correct area. A good rule of thumb is to place them one-half (½) inch from the top edge and one (1) inch from the right edge. Use the header feature in MS Word.

**Title Page and Heading Requirements**

A title, running head, page numbers, author and institution information, and author note are required APA format. To save paper, some professors may exempt the use of a title page for informal assignments, or exclude certain elements like the author note. A sample title page is included in the appendix. A running head is an abbreviated title with no more than 50 uppercase characters printed on the top left side of every page (APA, 2010, 8.03, p. 229) – but note that the words “Running head:” must be included on the title page only. Place the running head and page numbers in the heading area in MS Word. Examples are provided in the appendix.

**Order of Pages**

The proper order of pages (if required) in a manuscript is as follows: title page (numbered 1), abstract (separate page, numbered 2), text (separate page, numbered 3), references (separate page), tables (separate page), figures (separate page, with captions), and appendices (separate page) (APA, 2010, 8.03, p. 229-230). However, because most assignments are not being created specifically for publication, SEU professors will often exclude the requirement to include specific pages (ex: the abstract, figures, appendices, etc.). The sample paper in Appendix A presents a typical assignment example for your coursework.
**Indenting**

Indent the first line of every paragraph one-half (½) inch. The tab key is usually set to one-half (½) inch and works as a way to indent each paragraph (APA, 2010, 8.03, p. 229). However, you can also set your first indent mark at one-half inch on the ruler and indentation will happen automatically.

**Corrections**

Do not use correction fluid; instead, correct the mistakes and re-print. Use handwriting only for special characters that cannot be word processed.

**Italics vs. Underlining**

Use *italics* rather than *underlining*. Also do NOT use *bold* or change *fonts* for emphasis. Titles of books, journals, periodicals, films, videos, TV shows, etc. are *italicized* (APA, 2010, 4.21, p. 104).

**Spacing**

Use two spaces between sentences (APA, 2010, 4.01, p. 88), but one space between all other punctuation marks and in the reference citations. Line spacing must be double-spaced throughout your paper. This means one full blank line between each line (APA, 2010, 8.03, p. 229). The easiest way to guarantee this in Microsoft Word is to set the paragraph formatting to double. Also in the paragraph formatting, make sure spacing points before and after paragraphs are all set to zero.
Number Formatting

In the text of your document, use the actual figure for numbers 10 and above (21, 245, 123,897, etc.). Write out numbers below 10; for example nine, eight, six, two, etc. (APA, 2010, 4.31, p. 111). There are numerous exceptions to this rule when numbers are used in combinations, with units of measure, with statistics or formulas, and in tables and figures. See the APA Publication Manual (2010, p. 111-124) for details.

Quotations

Quotes less than 40 words can simply be included within the text using double quotation marks. Example: When quoting someone exactly, “Use double quotation marks to enclose quotations in text,” (APA, 2010, p. 92) and page number(s) must be included in the citation.

If the quote is more than 40 words, separate it into a block quote on a new line indented one-half (½) inch without quotation marks (APA, 2010, 4.08, p. 92). Block quotes must also include the page number(s) in the citation. Example: Blanchard (2005) specifically states:

I soon became aware that everything I had ever taught or written about effective leadership during the past thirty-five years, Jesus did to perfection, beyond my ability to portray or describe. I realized that Christians have more in Jesus than just a spiritual leader; we have a practical and effective leadership model for all organizations, for all people, for all situations (p. xi).

Citations

Even when just referring to another author’s thoughts or work a proper citation is required. The author’s last name and the publication date are all that are required, for example
→ (Smith, 2008). However, a page number may also be used, and must be included if you quote them exactly, for example → (Smith, 2008, p. 24). Note that a sentence-ending period follows the citation. Every citation must have a corresponding listing in your reference page. Details for citing sources of multiple authors, no authors, computer sources, and other varieties are explained in the referencing section of this handbook.

**Headings**

To use different headings within a paper, consult the *APA Publication Manual* for proper heading options (APA, 2010, 3.03, p. 62). The most common format will utilize three levels, in this order, as seen below:

**Centered, Boldface, Uppercase and Lowercase Heading**

**Flush Left, Boldface, Upper and Lowercase Side Headings**

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

However, note that the title page and first use of the title before the text begins are not considered a heading within the paper and thus are not boldface.

**Referencing**

Referencing in APA format involves two related issues: 1) citations within the body of the text and 2) an alphabetical list that references all citations used in the text.

1) **Examples of Different Ways to Cite a Reference** (APA, 2010, p. 169-179)
a) Paraphrasing an author → People need the Lord (Smith, 2008). If desired, you may include a page or paragraph number if you are referring to another author’s idea or argument if it would help the reader locate the information, but this is rarely done.

b) Using the author’s name in the text → Smith (2008) argues that all people need the Lord.

c) To quote an author → “All people need Jesus” (Smith, 2008, p. 25). You must include the page number(s) or paragraph number(s) when directly quoting someone.

d) To use the author’s name within the sentence to quote him → As Smith (2008) noted, “All people need Jesus” (p. 25).

e) To cite two authors of the same work → People need the Lord (Smith & Jones, 2008).

f) To cite two authors of the same work in the text → Smith and Jones (2008) argue that all people need the Lord.

g) To cite three to five authors, use all their names in the first citation → (Williams, Doe, Jones, & Smith, 2008). In subsequent citations, use the author’s name with “et al.” → (Williams et al., 2008). If a work has six or more authors, use the first author’s surname followed by “et al.” in all citations.

h) To paraphrase two or more different references → (Doe, 2007; Smith, 2008).

i) To cite two or more different authors with the same last name include the first initials → (A. B. Smith, 2008) and (L. M. Smith, 2005).

j) To cite a corporate author the first time → (National Education Association [NEA], 2010). Thereafter the citation is simply (NEA, 2010).

k) If the author’s name is not given, use the first two or three words of the article title → (“Single Gender Schools,” 2008). If citing a book title with no author → (Single Gender
Sometimes references will designate the author as “anonymous” → (Anonymous, 2008).

1) Unpublished references include conversations, interviews, memos, letters, e-mail, phone calls, etc. and must be cited as a personal communication → (L. Sax, personal communication, October 14, 2006). Important note: personal communications are not included in the reference list; they are cited in the text only.

m) If there is no published date → (Plato, n.d.). However, if it is a translation of an old work, give the translation or version date if known → (Plato, trans. 1940) or (Plato, 1940 version).

n) Citing the Bible → John 1:1 (New King James Version).

o) Citing web resources is identical to citing printed resources using the author name and year; if it’s a direct quote, page numbers must be included. If no author is specified, use the title of the article. In addition, online material often does not include page numbers. If that is the case, use the paragraph numbers with the abbreviation para. If paragraph numbers are not visible, use the most recent heading – or a shortened version of the heading – and number of the paragraph following the heading. See APA Publication Manual (2010, pp. 171-172) for examples.


APA style requires an alphabetical reference list at the end of every paper. This differs from a bibliography in one major way. Bibliographies typically list all material (i.e. background information, notes, further reading, etc.) directly and indirectly used in the text. Reference lists include only sources directly cited and/or quoted in the text. For example, when a SEU
education professor requires a paper with five resources, these must be sources directly quoted and/or paraphrased in the text of your paper. Therefore, unless directed otherwise, unknown web site authors or personal communication citations (see section above) do not count as a verifiable source in your reference list. That is not to discourage their usage, but only to inform the SEU student that such sources are not on the same authoritative level as published and per-reviewed material. In terms of format, follow the examples below exactly. Each entry is indented and double-spaced. Placement of initials, periods, commas, italics, indents, etc. are all clearly delineated in APA style. Also note that book titles are italicized while journal article titles are not. In contrast, journal names are italicized while book publisher names are not. A new requirement in APA style is to include the DOI (digital object identifier) or the URL (uniform resource locator) if such information is available for journals, periodicals, web resources, etc. The following examples are by no means exhaustive of all potential sources you may cite in your writing, but they do cover the majority of sources you will utilize. Consult the APA Publications Manual for proper reference list format from other sources.

Journal Article

One Author – Book


Two or More Authors – Book


Editors – Book


Edition Other Than First – Book


Corporate Author

Unknown Author


Magazine Article

Flowers, C. (2005, October 24). With no boys to ogle, we had time to learn. As same-sex schools disappear, so do students who know that excellence has no gender preferences.

*Newsweek*, 26-27.

Newspaper Article


Unsigned (Unknown Author) Article in a Periodical


Dissertation or Master’s Thesis (see *APA Publication Manual* pp. 207-208 for varied examples)

Dissertation reference listings are dependent upon the source from which you obtain them. The most common will be online from ProQuest. Note the following example.

Occasionally, you won’t find an official published location for a dissertation (i.e. unpublished dissertation). Note the following example.


And other times you may actually have to obtain a hard copy dissertation via a library or interlibrary loan. Note the following example.


*Refer to the APA manual for more details and the APA website [www.apastyle.org](http://www.apastyle.org) for the most up-to-date formatting of dissertation listings.

**Web Site or Other Computer Resource**

Unpublished Information at a Conference, Symposium, Meeting, etc.


If there is a Digital Object Identifier (DOI) for an article, follow that format. However if there is no DOI, APA gives 2 options: 1) use the URL of the journal’s home page or enter the stable URL from the database. See (http://blog.apastyle.org/apastyle/2009/09/will-urls-be-lost-in-the-arcades.html)

Journal Article from a Database: No DOI


ERIC Article

Writing Style

Avoid first person unless you are specifically referring to research that you (or a group of researchers “we”) conducted. The overuse of “I, me, my” etc. can become tiresome, redundant, and distracting to the reader. In a paper where you are the sole author, un-cited statements and commentary are assumed to be your own thoughts, thus saying “I believe” or “I think” is unnecessary. Active voice is preferred over passive voice.

Collaborate! Editing, re-writing, and re-formatting are skills akin to every educational profession, not just teachers. Practice this skill by offering to edit each other’s papers. You are not alone at SEU. Fellow students are an excellent resource to allow another set of eyes to critique your work. Iron sharpens iron. Assist each other in becoming better writers. A few common writing errors are detailed below:

Don’t use “he” or “man” to refer to both genders. “He or she” or “his and her” are acceptable but should be used sparingly. Be specific when referring to one gender (APA, 2010, 3.12, pp. 73-74).

Semicolons are only used between two clauses that could be sentences by themselves or to separate a series of words that already use commas (APA, 2010, 4.04, p. 89-90). Colons are often the correct choice, but it depends upon what the writer is trying to convey. See the APA manual (APA, 2010, 4.05, p. 90) for details.

Pronouns refer to the last named noun. Often, writers use pronouns referring to the subject of the sentence; but, if another noun appears in the sentence, the use of a pronoun could
confuse the reader. Overuse of pronouns creates ambiguity in writing. Avoid beginning sentences with pronouns. Pronouns such as he, she, it, we, they, you, us, him, her, that, those, them, his, hers, ours, yours, and theirs should only be used if the pronoun is necessary to clarify meaning in a sentence. Typically, pronouns such as this, that, these, and those create the most ambiguity because of the general nature of the pronouns. See the APA manual (APA, 2010, 3.09, p. 68) for details.

Commas are used to separate words or clauses within sentences, between items in a series, between numbers to mark every three digits, and to set off the year in a date. A comma is used before the “and” in a series of three or more items. A comma is used to set apart transitional words and phrases at the beginning of sentences. Writers should use commas according to syntactical rules, not based on natural breaks in conversational language. See the APA manual (APA, 2010, 4.03, pp. 88-89) for details.

Other rules for use of commas, dashes, quotation marks, parentheses, brackets, slashes, and hyphens are quite specific. Pages 87 through 124 of the APA manual should be consulted if the writer is unclear on what to do. Note that sentence-ending punctuation goes inside the quotation marks.

Abbreviations should be avoided, although APA does allow exceptions for several commonly accepted abbreviations. Pages 106-111 should be consulted for allowable abbreviations.
Be consistent with singular and plural nouns and pronouns throughout the sentence. See the following examples:

1. “As teachers, we should be able to answer the *questions* the majority of the time and not have to do research on *it*.” *It* should be *them* because it is referring to the *questions* (and *questions* is plural). Correct = “As teachers, we should be able to answer the questions the majority of the time and not have to do research on *them*.”

2. “Every student has the capability to learn something; their ability to understand content is simply an issue of age-appropriate pedagogy.” The word *every* is singular so *their* needs to change to his or her. Correct = “Every student has the capability to learn something; his or her ability to understand content is simply an issue of age-appropriate pedagogy.”
Appendix A

Sample Title Page

Sample Paper

Sample Reference List
A Philosophy of Education

John Smith

Integration of Faith in Education – EDUC 3713

Southeastern University

Author Note

This section is not usually required in simple papers, theses, or dissertations. But if required by the professor, it is a section to identify yourself, provide any acknowledgements or disclaimers, and give a brief point of contact for the reader. Do not confuse it with an Abstract, which is a comprehensive summary. See pages 24-25 in the APA Publication Manual (2010) for more details and exact information that should be in this section, if required.
A Philosophy of Education

According to Webster’s (1828) original dictionary, philosophy refers to the love of wisdom. Unfortunately in modern terminology, wisdom translates into often confusing and oppositional discussions about metaphysical realities, epistemological truths, and axiological values. While these three components of philosophy provide a good framework for discussion, they can often be limiting when formulating a user-friendly philosophy of education. Here, a more personal and practical approach will be taken to relate these three components to true educational wisdom, better referred to as a Biblical worldview of teaching and learning.

A starting point for any Biblical philosophy is knowing the relational nature of God and man, especially what that relationship entails (Cohen, Kress, & Elias, 2002). While there are numerous foundational principles related to God and man, three stand out as critical. Perhaps the most important foundation of a Biblical worldview is knowing God through Jesus Christ. Secular worldviews usually take one of two approaches: either denying God or relegating Him to a position of irrelevancy. Even worldviews that claim to be religious often neglect the need for humans to be regenerated and in personal relationship with their Creator (Gutek, 1997). Reformation is not sufficient. God requires a totally new man, born of the Spirit.

A second foundation deals more specifically with the nature of man. The Bible states and reveals throughout its history that man is a sinful creature from conception – he has a depraved nature (Gutek, 1995; Kienel, Gibbs, & Berry, 1995). Most secular approaches, despite their laws and policies to the contrary, propose that man is good or at worst neutral. Secular views either boldly proclaim that man is just another type of animal or presuppose such by their “do-your-own-thing” lifestyle.
Thirdly, a Biblical worldview presupposes that God asks mankind to take dominion of this earth, to subdue it, and to be a steward of all that is in it. Proponents of a secular worldview teach that the earth is “mother nature,” thus delegating to the earth authority and dominion over man. Or even more radical, proponents teach that man is to become one with nature.

Understanding God’s intention and love for mankind has enormous implications for teaching and learning. According to Luke 2:52 (New King James Version), a Biblical philosophy focuses on our responsibility to walk in favor with God and man and to learn from Him. Misguided approaches stress only our need to walk in harmony with fellow man and learn only from each other. Teachers must be role models, live godly lives, and be well trained. However, their most important function is to develop the Christian mind in their students (Moreland, 1997) by requiring them to walk with (and learn from) God and godly role models.

Fourthly, a solid Biblical worldview clearly supports the authority structures God has established – family, church, and the state – and more importantly what constitutes the boundaries and responsibilities of those authority structures (Schultz, 1998). Secular views typically reverse the order, often eliminate the family, and almost always eliminate the Church. Although no direct scriptural reference exists for public and private education as we term it, the Bible does delineate parental responsibilities and speaks forthrightly to the role of teachers (Gaebelein, 1954). Because parents partner with teachers in the education of their child(ren), there is an authority structure that must be maintained in the school. The Biblical principle of appointed authorities began when God gave man dominion over the earth, yet maintained His authority, involvement, and care as our Father. A sub-plot, underlying the Biblical issue of authority, is that God’s people should align every aspect of their lives under the authority of
God’s Word. The secular worldview seeks to separate spiritual and secular life, thus presupposing a dichotomy of man that does not exist.

Finally, a Biblical worldview of education must stem from curriculum that integrates scripture and scriptural principles throughout every discipline (Kienel et al., 1995). If a major aspect of Christian living is to renew our minds continuously, then our teaching must be based upon truth as presented in scripture (Haycock, 1980). The secular worldview of curriculum is based largely upon an evolutionary base. Such a mindset reduces man to an animal, destroys all real purpose for living, and creates a worldly mentality that man can do whatever his sinful nature desires. Such a philosophy, if accepted and taught as the norm in our schools, will eventually lead to a society devoid of vision, direction, and civility (Nash, 1990).
References

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