



***Department of Psychology
School of Behavioral and Applied Sciences***

**PRPS 405: Psychology of Learning
Department of Psychology
Summer 1 2019 (3 units)**

Thursdays :: 6:00-10:00pm :: Murrieta Campus

Faculty Information

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APU Mission Statement

APU is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in the liberal arts and professional programs of higher education which encourage students to develop a Christian perspective of truth and life. The Department of Psychology at APU is a community of Christian scholars who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that students develop their potential and are prepared for where God is leading them to serve.

Department of Psychology's Mission Statement

The psychology department at APU is a community of Christian scholars who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of our students through intellectual challenge, experiential learning, personal growth and spiritual discovery so that each student develops their potential and is prepared for where God is leading them to serve. The department of Psychology is committed to a set of core values that includes development of students in the following domains: Personal development, skills in the scientific inquiry, a broad knowledge base in psychology and the development and use of interpersonal skills and cultural competencies.

Course Description

This course is designed as a study of major theories and research in the psychology of learning and memory. Included is a consideration of how learning theories have developed historically and how they apply to modern social and psychological issues. Topics include scientific methodology in the study of learning, classical and operant conditioning, biology of learning, cognitive approaches to learning, memory, motivation, and observational learning.

Student Learning Outcomes

1. Students will gain a basic understanding of the historical development and characteristics of theories and concepts that can be used to explain human learning.
2. Students will understand differences and similarities of classical conditioning, operant conditioning, cognitive learning, and social learning and imitation.
3. Students will demonstrate knowledge of key learning principles and how they occur every day, including in their own life.
4. Students will be able to communicate the role of biology in learning and cognition.
5. Students will be able to describe principles of memory and theories related to remembering and forgetting.
6. Students will know how to apply learning theory to diverse problems that they might encounter in therapy, education, child care, spirituality, and other life arenas.
7. Students will learn how certain clinical conditions relate to learning and memory and how learning principles can help treat clinical conditions.
8. Students will understand the relationship between spiritual transformation and learning.

Required Textbook and Materials

Lefrançois, G.R., *Theories of Human Learning: What the Professor Said* (6th Ed.)

Publisher: Cengage Learning. 2012 Pages: 464

ISBN-13 978-1111829742 | ISBN-10 1111829748



Required Articles Available on Sakai

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009) Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9, 105-119.

One article on learning or memory chosen from those available on Sakai.

Optional Free Online Resources

On B.F. Skinner and Conditioning:

<http://personalitypedagogy.arcadia.edu/pmwiki/pmwiki.php?n=Topics.BurrhusFredericSkinner>

On Learned Helplessness:

<http://personalitypedagogy.arcadia.edu/pmwiki/pmwiki.php?n=Topics.LearnedHelplessness>

Course Expectations

- 1) Students are expected to engage the material critically and thoughtfully. The instructor will do his best to bring the material to life using a variety of examples and applications but your responsibility is to interact with the material in a manner that will make it personally relevant and compelling.
- 2) Laptops are expected to be used only for note-taking. Do not use your laptop during class for any other reason, including e-mail, chat, games, Facebook, browsing, etc. If you are found using your laptop for any purpose unrelated to the course, you will be asked to leave that class.

Required Technology

- A computer or laptop with sufficient memory, hard drive storage, audio capabilities such as speakers and microphone
- Consistent Internet access to Online APU <http://sakai.apu.edu/> using APU user ID and password.
- Web browser media player plug-ins for viewing course content: latest [Flash Player](#) from Adobe. Com (already enabled in most web browsers), latest [RealPlayer](#) (required) from Real.com; latest [Quicktime](#) player (required) and [Windows Media Player](#) (optional). If you aren't sure whether your web browser is adequately configured, click on each the links provided to download and install the various plug-ins on your Windows PC or Mac computer or laptop.
- [Microsoft Word](#) (recommended) or other text document creation software (such as Google docs www.google.com) that saves files in .RTF format. [Microsoft Powerpoint](#) (suggested) or presentation creation ability to save/print text documents (such as Google docs www.google.com) in .PDF or .PPT file format. (Note: Using Google docs requires a free www.gmail.com account.)

Assignments and Learning Activities

1. **Attendance & Participation:** A large amount of material will be covered in this course, so attendance is mandatory and participating in the ongoing discussion and activities will strengthen each student's knowledge and understanding of the subject. Attendance is taken at the beginning of each class. Tardiness is disruptive to the class, so students are also expected to be on time. See the complete attendance/tardy policy in the Attendance section below. **(Attendance and participation points are worth 10 pts per week = 80 pts).**
2. **Weekly Chapter Quizzes:** The weekly chapter quizzes are designed to be short term, positive memory reinforcers, keeping you consistently rewarded for reading, while preparing you for the larger final examination. All assessments will be completed on the Sakai course shell. All assessments will be available beginning the entire week before they are due. All quizzes are due by 11:55pm the night before class the next day, (e.g. Class is Thursdays, quizzes due at 11:55pm on Wednesday evenings). The quizzes will be multiple choice with 10 questions each at 1 point for each question. **(Due weekly; 10 pts each for 11 chapters = 110 pts)**
3. **Personal Improvement Paper:** Students will write a paper on a personal behavior problem that they have and would like to improve upon in their own life. This paper will identify how this behavior may have been initially formed and present a reasonable intervention on how it could be changed using learning theory. The problem could be academic, moral, spiritual, or relational. This paper will be kept confidential by the professor, except in cases where mandated reporting is required by law. Students are therefore recommended to use caution when selecting a topic. This paper should be 4-5 pages double spaced and will be worth 50 points. Further details are provided on page 11 of this syllabus. **(Due week 4)**

4. **Research Review/Faith Integration Paper:** Students are to read two different articles posted on the course website (Course Menu) on Sakai. The student will provide a critical response based on the criteria given in the description on page 12 of the syllabus. Students will also review a pastor's sermon video from any online source or in person and provide a critical reflection on how the pastor delivered their message in a way that would communicate effectively to the varying learning styles of the audience. This article review/faith integration paper is expected to be no less than 4 pages double spaced and will be worth 50 points. Further details about this review paper are provided on page 12 of this syllabus.
(Due week 5)

5. **Clinical Implications Presentation:** Students will independently create a PowerPoint presentation on a clinical issue related to learning and/or memory. This presentation will focus on a clinical disorder and how it relates to learning and memory. The student must choose one of the following six disorders: depression, specific phobia, substance addiction, ADHD, Alzheimer's, or autism. An outline with references is due **week 3** (see schedule).
(Due week 8)

Grading

Attendance and Participation.....	80 pts
Weekly Chapter Quizzes.....	110 pts
Personal Improvement Paper.....	50 pts
Research Review/Faith Integration Paper.....	50 pts
Clinical Implications Outline	10 pts
Clinical Implications Paper.....	50 pts
Total.....	350 pts

Information Literacy and Use of the Library

Information literacy is defined as “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004).

The students in this course will:

- determine the nature and extent of the information needed.
- access needed information effectively and efficiently.
- evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.
- individually or as a member of a group, use information effectively to accomplish a specific purpose.
- understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>

Course Policies

Attendance

A student with 2 unexcused absences will be deducted one course grade from final grade. If you miss class, you will be held responsible for knowing all materials and announcements covered in class. If you are absent/late when an assignment or quiz is handed out, you will miss those points. **Being late may count as an unexcused absence, so make every effort to be on time.**

Late work

No late work will be accepted under any conditions except special circumstances, faced with extraordinary circumstances (e.g., death of family member), or if you there is a medical emergency. All work will be submitted via Sakai with a hard deadline. Once that deadline ends, you will be unable to submit the work. This means that you should submit the work well in advance before the deadline, in case there are any problems submitting.

Classroom Atmosphere

I encourage active participation in the classroom and asking questions to contribute to class discussions. Everyone needs to respect each other and refrain from disturbances. Sleeping in class is unacceptable. **Playing with cell phones, laptops and other electronic devices is not permitted and may cause dismissal from class.**

Specific Accommodations

Students with disabilities or special needs should meet with an advisor in the Learning Enrichment Center (ext. 3849, <http://www.apu.edu/lec/>) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements. Once written documentation is obtained, students should contact me privately to make specific accommodations immediately.

Copyright Responsibilities

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at:

http://apu.libguides.com/content.php?pid=241554&search_terms=copyright

Academic Integrity

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed

not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Academic Integrity Violations Include:

Cheating

Using unauthorized material or information in any academic exercise.

- External assistance in any examination is prohibited unless authorized by the instructor.
- Students may not allow others to conduct research or prepare work for them.
- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization from the instructor.

Fabrication

Intentional invention of any information or citation in any academic exercise.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise. Any material used in papers must be properly cited. If academic integrity is violated, you will be **dismissed with a failing grade**, reported to the Vice Provost for Undergraduate Programs and further disciplined based on University policy (<http://www.apu.edu/registrar/undergraduate/policies/integrity>).

University and Department Policies

All university and departmental policies affect student work, appeals, grievances, as outlined in the Undergraduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus.

APU Emergency policy

It is highly recommended that you leave the class title, room and building location, and the APU campus phone number (626) 969-3434 with family and/or other contacts if you wish to be notified in case of an emergency.

Policies for Written Assignments

1. As part of the Department of Psychology, there is a requirement for all students to use the Publication Manual of the American Psychological Association (current – 6th edition) as the standard for the formatting of assignments. Hence, **ALL** written assignments (for independent research paper and lab exercises) completed for this course must comply with the APA formatting guidelines and include a **signed APA Checklist** when turned in (attached to end of paper).

2. All assignments are to be turned in electronically on the scheduled day it is due.

Late Work and Make-Up Quizzes

All assignments should be submitted on the Sakai course shell by the assigned due date. Due dates for assignments are spelled out very specifically in this syllabus, and you are responsible for making sure that all assignments are submitted to the Sakai course shell on time. On occasion, I will accept late work. I reserve the right to alter or change any verbal late work policy. The late work policy will be shared the first day of class. However, I don't like late work, and it's also a bad idea for you, the student, to procrastinate.

To that end, the following policy will be used to penalize late work:

- Late work will be receiving 2 points deduction for every 24-hour period it's late.
- I won't accept work submitted more than 5 days (120 hours) past the due date. Work this late will receive an automatic zero.

Late work and make-up quizzes are accepted without penalty only if you have a medical excuse or other documentable emergency and you provide that documentation to me immediately upon your return to class. Under no circumstances will I accept this documentation later.

Participating in a university sponsored event that you had foreknowledge of will not waive any penalties for submitting late work, as you had ample warning to prepare for this disruption in your class attendance.

Student Expectations

1. **Be prepared.** Students are expected to be prepared for class. Students should bring any assignments or assigned readings to class. Students should also bring materials for note-taking. Chapter readings should be completed before class and all assignments are due at the beginning of class unless otherwise indicated.
2. **Be here and be on time.** A large amount of material will be covered in this course, so attendance is mandatory. Attendance is taken at the beginning of each class. Tardiness is disruptive to the class, so students are also expected to be on time. See the complete attendance / tardy policy in the Attendance section below.
3. **Show respect for others.** Students are expected to be attentive and respectful to the instructor and fellow students. In order to maintain a classroom environment that is considerate of differences and affirming of each individual's unique experiences, students are expected to be conscientious while in class. Sleeping, talking, allowing one's cell phone to ring, text messaging, or working on assignments for other courses during class is not appropriate classroom behavior. In addition, demeaning or disrespectful behavior toward other students or the instructor will not be tolerated. Students who choose to act in a disrespectful manner during class may lose attendance and/or participation points.

Disruptive Behavior

In the interest of minimizing distractions to other students, I will not hesitate to ban students from lectures if they engage in disruptive behavior. Dismissal from class will be counted as an unexcused absence.

Assignment	%	Description	Clock Hours
Attendance & Participation		Students' participation grade is based on attendance and participation in classroom discussions and activities. Students are expected to be actively engaged while in class.	32
Exams (11)	30	All exams are all based on the Lefrançois textbook and will be directly related to the corresponding weekly reading schedule.	20
Personal Improvement Paper	20	Students will write a paper on a personal behavior problem that they have and would like to improve upon in their own life. This paper will identify how this behavior may have been initially formed and present a reasonable intervention on how it could be changed using learning theory. The problem could be academic, moral, spiritual, or relational.	20
Research Review/Faith Integration Paper	20	Students are to read two different articles posted on the course website (Course Menu) on Sakai. The student will provide a critical response based on the criteria given in the description on page 12 of the syllabus. Students will also review a pastor's sermon video from any online source or in person and provide a critical reflection on how the pastor delivered their message in a way that would communicate effectively to the varying learning styles of the audience.	20
Clinical Implications Paper	20	Students will independently write a 6-7 page paper on a clinical issue related to learning and/or memory. This paper will focus on a clinical disorder and how it relates to learning and memory. The student must choose one of the following six disorders: depression, specific phobia, substance addiction, ADHD, Alzheimer's, or autism.	20
	100%		112

A	93-100%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-73%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%

Grading Criteria for Assignments (See appendices for each assignment) & Final Grade:

“A” work - Outstanding

Above and beyond the requirements of the assignment; outstanding effort, significant achievement, and personal improvement are clearly evident. Some measure of remarkable skill, creativity, or energy is also evident.

“B” work – Above Average

Fulfills all aspects of the assignment and goes a bit beyond minimum competence to demonstrate extra effort, extra achievement or extra improvement.

“C” work - Average

Fulfills all aspects of the assignment with obvious competence and grace. Assignments are completed exactly as assigned.

“D” work – Below Average

Below average either because some aspect of the assignment has not been fulfilled or because a preponderance of errors (more than one or two per page) interferes with clear communication. A “D” may also indicate failure to follow directions, failure to follow specific recommendations, or failure to demonstrate personal effort and improvement.

“F” work – Not Acceptable

Not acceptable, either because the student did not complete the assignment as directed, or because the level of performance is below an acceptable level for college work.

Course Calendar (Tentative)

Week	Topics	Assignments	Reading Schedule
1	<ul style="list-style-type: none"> • Introduction to the Course/Syllabus Review • Human Learning 	<ul style="list-style-type: none"> • Quiz – Chapters 1 	Lefrançois Chapter 1
2	<ul style="list-style-type: none"> • Early Behaviorism: Pavlov, Watson and Guthrie • The Effects of Behavior: Thorndike and Hull 	<ul style="list-style-type: none"> • Quiz – Chapters 2 & 3 	Lefrançois Chapters 2-3
3	<ul style="list-style-type: none"> • Operant Conditioning: Skinner • Evolutionary Psychology: Learning, Biology and the Brain 	<ul style="list-style-type: none"> • Quiz – Chapters 4 & 5 • Clinical Implications Pres. Outline Due 	Lefrançois Chapters 4-5
4	<ul style="list-style-type: none"> • Transition to Modern Cognitivism: Hebb, Tolman, and the Gestaltists 	<ul style="list-style-type: none"> • Quiz – Chapter 6 • Personal Improvement Paper Due 	Lefrançois Chapter 6
5	<ul style="list-style-type: none"> • Three Cognitive Theories: Bruner, Piaget and Vygotsky 	<ul style="list-style-type: none"> • Quiz – Chapter 7 • Research Review/Faith Integration Paper Due 	Lefrançois Chapter 7
6	<ul style="list-style-type: none"> • Symbolic Models of the Mind and Neural Networks 	<ul style="list-style-type: none"> • Quiz – Chapter 8 	Lefrançois Chapter 8
7	<ul style="list-style-type: none"> • Learning & Memory • Motivation 	<ul style="list-style-type: none"> • Quiz – Chapters 9 & 10 	Lefrançois Chapters 9-10
8	<ul style="list-style-type: none"> • Social Learning Theory: Bandura 	<ul style="list-style-type: none"> • Quiz – Chapter 11 • Clinical Implications Presentation Due 	Lefrançois Chapter 11

Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

Shaded dates denote NO face-to-face meeting.

Personal Improvement (PI) Paper Guidelines

This paper should address a behavior, habit, or personality trait that the student is struggling with and would like to improve upon in his or her own life. The problem could be academic, moral, hygienic, spiritual, or relational. This paper would be kept confidential by the professor, unless there is an issue involving abuse of a child, elder, or dependent adult or where the student poses a danger to self or others. Students are free to address any issue but are recommended to use caution when selecting a topic that may jeopardize their ability to be employed, attend college, or damage any other area of interpersonal functioning if it were to fall in the wrong hands. This paper should be 4-5 pages double spaced, with 12 point, Times New Roman font. Late assignments will be docked 4 points. 50 points are possible.

The paper will address the following points (with suggested page length):

- *Introduction* of the paper to briefly discuss each category within this paper. (half page minimum)
- *Nature and history of the problem* and how it is problematic. (half page minimum)
- *A hypothesis of how the behavior may have formed*, using the perspective of at least one learning theory. Detail is expected. Use examples such as identifying whether positive or negative reinforcement is involved. (1-page minimum)
- *A reasonable intervention, based on a learning theory*, on how the behavior can be changed. (1-page minimum)
- *Critical assessment of the hypothesis and intervention* that you presented. Is learning theory a good explanation? Will your intervention work? Spiritual and practical assessment must be included. (1-page minimum)

Grading Rubric:

Criteria	Points
The problem is detailed so that the nature (history) of the problem is clearly identified. The consequences and implications of the personal problem for the student are explained.	10
The student exhibits a working knowledge of a learning theory and applies it appropriately to explain the causes of the behavior that they are addressing.	10
The intervention is reasonable, clear, and based in learning theory.	10
A critical assessment of the hypothesis and intervention is provided, showing insight based upon personal reflection, interaction with the textbook, and perspectives discussed in class.	10
The student uses appropriate spelling and grammar. The student's writing style is concise, clear and effective and includes no APA formatting issues.	10
TOTAL	50

Article Review/Faith Integration Paper Guidelines

Any opportunity an individual has to present a topic to a group of people is a great responsibility and gift. This opportunity should be taken very seriously by the speaker and be met with a massive amount of preparation. Understanding the different ways individuals learn might help the speaker better prepare, ensuring their presentation stands a chance of resonating with their audience because it's given in a way that takes into account the varying cognitive learning styles of each audience member.

Understanding this premise, students are to read two different articles and provide a brief summary of learning theory as related to the audience listening to a speaker. The first article is chapter two of the Stevenson's dissertation/article, *"Learning to Preach Social Learning Theory and the Development of Christian Preachers"*. The second article is Thom Turner's, *"You Preach, I'll Doodle"* article. Both articles are provided on the course website (Course Menu) on Sakai.

Additionally, students are to review a pastor's sermon video from any online source or in person and provides a critical reflection on how the pastor delivered their message in a way that would communicate effectively to the varying learning styles of the audience.

This article review is expected to be no less than 4 pages double spaced and will be worth 50 points. Late assignments will be docked 4 points.

Grading Rubric:

Criteria	Points
Student provides a brief summary of the Stevenson article, discussing its relation to the psychology of learning.	10
Student provides a brief summary of the Turner article, discussing its relation to the psychology of learning.	10
Student forms an accurate synthesis of the articles, critically analyzing the article chapter, and relates the chapter to Gardner's Multiple Intelligences.	10
Student provides a brief description of how the pastor delivered their message in a way that would communicate effectively to the varying learning styles of the audience.	10
Student uses appropriate spelling and grammar. The student's writing style is concise, clear and effective and includes no APA formatting issues.	10
TOTAL	50

APA STYLE CHECKLIST

Note: This checklist has been adapted for Professor Lehmann's Abnormal Psychology course.

FORMATTING THE PAPER (General Rules)

- ☐ Use 1" margin around the paper. (APA, p. 229) *Be sure to check--Word defaults to 1.25"*
 - ☐ Header is set at .5" and uses the same font as the body of the paper.
 - ☐ Header includes the page number in the upper right corner on all pages, including the Title Page (APA, p. 41, Figure 2.1, p.229).
 - ☐ Header includes the Running head in the upper left hand corner on all pages including the Title Page.
 - ☐ Paper is left aligned and double-spaced throughout – including references. (APA, p. 229).
 - ☐ Font: Use 12 pt. **Times New Roman**, throughout. (APA, p. 228)
 - ☐ All paragraphs should be indented .5" (APA, p. 229)
 - ☐ Bullets are not used within the narrative.
 - ☐ Paper is written using clear, concise, direct Standard English. Avoid informal language/slang. Avoid language use designed to introduce bias or affect (e.g. avoid using the words *very*, *always*, *unfortunately*). (APA, p. 70-77).
 - ☐ Sentences have one topic. Paragraphs have one theme. Each paragraph should be longer than a single sentence, but no longer than one page. (APA, p. 87-88)
 - ☐ Acronyms, on first appearance, must be written completely and followed by parentheses. Use acronym after that, e.g. Azusa Pacific University (APU) (APA, p. 107, 4.23). Do not use periods (e.g. use APU, not A.P.U.). (APA, p. 88, 4.02)
 - ☐ Numbers less than 10 are written as words. Numbers 10+ are written as numbers unless starting a sentence (APA, p. 111, 4.31)
- Ex: There were three schools that participated in the study. (Numbers under ten). There were 11 schools that participated in the study. (Numbers over ten). An exception to this rule is numbers that represent time, dates, ages and numbers in specific parts of manuscript (e.g. tables, pages).
- ☐ Use Spell (S) and Grammar Check (GC). **Proof read**, as S and GC do not catch all errors. (APA, p. 230)
 - ☐ The writing is clearly my own but other's ideas are cited. *Plagiarism* (APA, p. 15-16, 1.10; p. 270, 6.01)
 - ☐ Paper is stapled (no clips, folders, not loose). **APA checklist is attached.**

TITLE PAGE (See Example) (APA, p. 41, Figure 2.3)

- ☐ In upper left-hand corner of the page header insert the Running head in the header. The words Running head: are in upper and lower case letters followed by the abbreviated title (no more than 50 characters counting spaces) in ALL CAPITAL LETTERS. Ex. Running head: ART EDUCATION. (APA, p. 229; p. 41, Figure 2.3)

Note: The words Running head: are not included on the following pages, but the actual running head in all capital letters should be included on all following pages. Ex. ART EDUCATION

- ☐ Page number should be inserted on the far right of the header.
- ☐ Title page has the entire title of paper centered (upper and lower case letters) **halfway** down the page. The recommended length of the title is no more than 12 words. Below paper title insert: 1) name, 2) college. Double-spaced only. (APA, p. 23, 2.01,)

ABSTRACT

- ❑ Begin Abstract on new page. (APA, p. 27)
- ❑ Abstract is a double spaced overview of the content of the paper consisting of no more than 250 words. No paragraph indent. All numbers in the abstract (unless beginning a sentence) are typed as digits rather than words.

BEGINNING BODY OF PAPER (page 3)

- ❑ Title is centered at top of 1st page of the narrative of text in upper and lowercase. It is not bolded. (APA, p. 23 and p. 41, Figure 2.1)
- ❑ Press the return key once and begin paper. This is no extra space between the title and the beginning of the paper. The introduction is not labeled.
- ❑ There are no extra return spaces between paragraphs or sections of the paper.
- ❑ All works referenced or paraphrased are cited in manuscript. All material that is not my own and is not common knowledge is cited. Quoted content does not cite or quote other sources. I have only cited work that I have read. My citations are scholarly sources.
- ❑ Citations for paraphrased content list author(s) last name and date (separated by comma and single space) (Eck & Lambert, 2012).
- ❑ Citations for quoted content list author(s) last name, date, and page number(s), e.g. (Tsai & Cole, 2012, p. 333). Page number is abbreviated "p." Electronic sources include a paragraph number and are abbreviated "para.", e.g. (Yu, 2012, para. 3).
- ❑ All citations in the text are referenced in the References. All items in the References are included in the text. (APA, p. 174, 6.11)
- ❑ The first time an article with two to five authors is cited all the authors' last names are included. First names and initials are not used. After that, use et al. The term et al. is not italicized and with a period after al. If there are six or more authors, list only the first author's last name followed by et al. (APA, p. 175, 6.12)

Ex. for first usage (two-five authors): (Abiden, Jones, Smith & Elliott, 1993)

Ex. for second or more usage (two-five authors): (Abiden et al., 1993)

Ex. for six or more authors: Wasserstein et al. 2005 (APA, p. 177, 6.1; See table 6.1 for examples)

- ❑ When referencing a work with two or more authors, the word "and" is used in the text, while the symbol "&" is used in parentheses. (APA, p. 176, 6.14)

Ex. Abiden, Jones, Smith and Elliott (1993) completed a literature review on the topic.

Ex. A literature review on the topic (Abiden, Jones, Smith & Elliott, 1993) revealed no change.

- ❑ When a work's author is designated as "Anonymous" cite it in the text as (Anonymous, 1998). (APA, p. 177, 6.15)

- ❑ When no author listed, cite the first few words of the title (surrounded by quotation marks) followed by the date in. (APA, p. 176, 6.15) Ex. ("Study Finds," 2007)

- ❑ Personal communications are not cited in References (they are non-retrievable); cite these only in body of paper. (APA, p. 179, 6.20) Ex. A long discussion followed (T. Cho, personal communication, April 18, 2008).

- ❑ Italicize titles of works artwork, movies, TV shows and reports. Capitalize words four letters long or greater. (APA, pp. 104-106) Ex: *A Nation at Risk* has changed the face of education.

REFERENCE PAGE (APA, p. 49)

- ❑ References are on a new page, with the word References centered at the top of the page in upper and lower case letters. (APA, p. 37, 2.11)
- ❑ References in text match references at end of paper and all references are included in the reference list. (APA, p. 37, 2.11; p. 174)
- ❑ References follow APA format (Double-spaced, alphabetical order with hanging indent on second line). (APA, p. 174-179)
- ❑ Book reference. Author last name, first initial. (Publication date). *Title italicized*. City, State published: Publisher.

Ex: Castaneda, R. (2013). *Health psychology*. Azusa, CA: Azusa Press.

- ❑ Journal reference. Author last names, first initial. (publication date). Article title. *Name of journal italicized and first letters capitalized, volume italicized* (issue number not italicized), pages as 123-234.

Ex: Diaz, P. (2013). Culture in transition. *Journal of Social Psychology*, 13(1), 45-67.

- ❑ Electronic source. Author last name, first initial (publication date). *Title italicized*. Retrieved from URL (APA, p. 205, 29 and 30) Do not add date of retrieval. (New APA).

Ex: Chou, L. (2009). *Technology and education*. Retrieved from <http://www.cc.fg.edu>

- ❑ Corporate author. List organization, date, Title of page italicized in upper and lower case and Retrieved from. Ex. National Art Education Association (2007). *FAQ*. Retrieved from <http://www.naea-reston.org/about-us/faq>
- ❑ NO publication date for a source, use (n.d.). No spaces between n and d. (APA, p. 185, 6.28)

FINAL POINTS

When you need to see examples or have another APA question you cannot find use your APA manual or one of these resources.

- **Owl at Purdue:** <http://owl.english.purdue.edu/owl/resource/560/01/><http://owl.english.purdue.edu/owl/resource/560/01/>
- **APA Citation Style:** <http://www.liu.edu/cwis/cwp/library/workshop/citapa.htm> *NOTE: ERIC document *Star trek* should be *star trek*.
- **APA Style.org:** <http://www.apastyle.org/pubmanual.html>
- **Publication Manual of the American Psychological Association, 6th Ed.**
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Modified from Ecklund; Wilson (2010); chiron.valdosta.edu/whuitt/materials/APA_Style_Checklist.doc; carey.jhu.edu/students/academic.../APAManuscriptStyleChecklist.pdf