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**COVID-19 changes in red**

## FUNDAMENTALS OF APA STYLE

### Textbook:

*Publication Manual of the American Psychological Association*, 7<sup>th</sup> Edition

### Fundamentals of APA Style:

(1 credit hour; prerequisite: completion of ENG 101 or 200 with C or better): “Students will learn the basics of APA style, the standard writing style for most social sciences. Proper techniques for citing sources, preparing a manuscript, and expressing material clearly and accurately will be covered. Students will practice writing short papers and components of papers in this style.”

APA style is one of the standards guiding the presentation of written reports. It is used extensively in psychology and often, but less frequently, in other social sciences. The purpose of using a standard style (such as APA style) is to make the presentation of written reports clear and relatively easy to read. Students and scientists who become familiar with APA style develop expectations that serve them when scanning, reading, or writing scholarly work. Although it may seem tedious to a first or second-year student, learning the details of APA style will make the processes of writing papers in college, reading first-hand scientific reports, and doing library research a little easier.

The departmental Course Learning Outcomes state that successful students should be able to:

- \* cite sources in proper APA style
- \* apply APA format to a document

That’s the bare minimum. When you’re finished with this class, I hope that you’ll be able to understand the need for proper citations and references, write a clear introduction to a research paper, quickly and easily set-up a paper in the look of APA style, and be able to tell the difference between APA style and other styles (such as MLA).

We meet one day per week for 50 minutes. Don’t skip. And please bring the *APA Manual* (the textbook) to class.

**Grades:**

There will be four or five homework assignments, three take-home quizzes, and a final pseudo-paper. Attendance will also count toward your grade.

Homework:	60%
Quizzes:	10%
Final paper:	20%
Attendance:	10%

Beginning March 23, there will be weekly homework assignments and no quizzes.

You'll need a total grade of "93" for an A (which is usually difficult to achieve), "90" for an A-, "87" for B+, "83" for B, "80" for B-, "70" for C-, and so on when all is completed.

Don't *not* submit an assignment: the score of zero has a terrible effect on overall grades. (Anyone using documented testing accommodations must inform me one week before the quiz.)

Assignments turned in late will be devalued one-third of a grade (e.g., from B to B-) for each class period, and are ineligible for rewriting (for a grade change). However, due-date extensions can be given for consecutive *excused* absences. Never skip an assignment completely: a zero is a terrible grade.

The final paper may be a paper written for another class; however, it must be modified into APA style, and it must contain at least three different source citations/references. Generally, a review of a journal article will not work for this format. Specific instructions will be handed out in class.

**MICHAEL S. OFSOWITZ**

Born and raised here in the Rochester area. Studied psychology and sociology at The University of North Carolina-Charlotte, before going to Tulane University (New Orleans) for graduate study in social psychology. I joined Monroe Community College in the Fall, 2002, and spent 13 of the preceding years teaching to (mostly) Americans in Europe (in military environments) with the University of Maryland. I teach psychology (intro, social psych, behavior mod, superstitions, development) and have taught sociology (intro, social problems, social psych, self, American society). I'm widowed, have one child (a son), enjoy French and Middle Eastern food, forests, racquetball, softball, and comedy. I'm an associate professor here at MCC. Feel free to call me anything polite (Mike, Michael, Mr. Ofsowitz, professor, or "teach"; ... just about anything but "sir"). I have a web site at <http://sites.monroecc.edu/mofsowitz>.

OUTLINE OF LECTURES AND ASSIGNMENTS:

*(The book is organized into chapters and numbered sections within the chapters; I've mostly listed chapters and page numbers, and one numbered section below for each week's reading/study. You should read all material prior to the class scheduled so that you'll be prepared to participate in class. You should re-read the assignments after class so that it'll really sink in. Bring your book to class. Most class handouts will be available on Blackboard.)*

Dates	Topic (& Reading)
Jan 21:	First thing first: Getting used to the computer and MS Word.
Jan 28:	Why bother with a style guide? What is APA style? The grammar of format. <b>(xvii–xviii, chapter 1 through p. 10 &amp; pp. 21–26)</b>
Feb 04:	How to <u>use</u> the <i>APA Manual</i> .
Feb 11:	The basic look of an APA style paper: from title page to introduction. <b>(pp. 29–39 &amp; 43–46)</b> <i>and then Winter Break</i>
Feb 25:	Plagiarism (and how to avoid it, <b>1.17 on p.21, 8.2 on pp. 254–256</b> ); Quoting and paraphrasing. <b>(pp. 269–278)</b>
Mar 03:	Citations 101. <b>(pp. 253–258 &amp; 261–266)</b>
Mar 10:	Citations 102. <b>(pp. 259–261, 267–269, &amp; 272)</b>
<b>Mar 17:</b>	<b>Writing an introduction and an abstract. (pp. 75–76, 47, 38, 73–75)</b>
Mar 24:	The basic look of an APA style paper: the body, conclusion, end. <b>(pp. 39–42, 61–67)</b>
Mar 31:	References – generalities. <b>(pp. 281–303)</b> <i>and then Spring Break</i>
Apr 14:	References – generalities. <b>(pp. 303–309, skim 313–325)</b>
Apr 21:	References – varieties. <b>(skim pp. 326–352)</b>
Apr 28:	Writing style: Length, headings, grammar, bias. <b>(pp. 46-48, chapters 4 &amp; 5)</b>
May 05:	Writing mechanics: Punctuation, capitalizations, abbreviations. <b>(pp. 153–161, 165–169, 172–178)</b> <i>(Withdrawal deadline)</i>
May 12:	<b>Last assignments due. Last quiz.</b>

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## The fine print

**A note on absences, make-ups, and the attendance grade:**

Your attendance grade will be calculated as a percentage of classes attended, with two absences allowed without penalty, and my assessment of your readiness and willingness to participate in class discussions. I take attendance at the *start* of each class. *If you're in class but sleeping, or playing with your phone, you are not really there, and I may count you absent.* If you miss class, you should find out from other students what went on. Ask them for copies of notes, detailed explanations of the material, or, if available, tape recordings. Be willing to help your fellow students, too. I'm available to clarify any problems you might have understanding course material or assignments whether or not you were absent, but I won't review entire missed classes. Due to the nature of the course, *any* absence may lead to lower grades (e.g., on tests). **If you miss class on a test/quiz day you *must* have a valid excuse and contact me without delay.** Make-up tests must be completed within one week from the original test date, unless valid excuses (medical emergency, jury duty, military deployment) keep you from returning to the classroom. (Such absences require documentation.) I'm not good about returning calls, **but you may leave messages, or try to contact me "live" at 292-3211; I do reply to E-mail. If you miss the last test and fail to contact me by the weekend immediately following it, expect a grade of zero on that test; an incomplete is not a default.**

**Incomplete (grade of I):**

The grade of I, or incomplete, is available for special, rare cases where a student is unable to finish the course by the scheduled end of the term. To receive an I, a student having problems finishing the course as scheduled must fulfill the following requirements: 1) complete 60% of the graded assignments before the course ends; 2) attend 60% of the class by the end of the course; 3) provide evidence of a valid reason for not finishing the graded assignments by the end of the course; and 4) request an incomplete in writing, prior to the last day of the course, including the reason for the extension and a date by which the work for the course will be completed (which should not exceed one week from the expiration of the reason for the I). Granting the grade of I, and setting a date for its completion remain at the total discretion of the instructor. For students who are unable to finish the course as scheduled, alternatives to the grade of I include the W (withdrawal, see below) and the F (failure).

**Plagiarism and cheating:**

Plagiarism is academic dishonesty. In other words, it's a big word for cheating. If you're caught plagiarizing, or cheating in some other form, you may wind up failing the assignment and being reported to the college. The Psychology Department's policy on plagiarism, available in the "courses" folder of the M-drive, describes the conditions that define plagiarism for this course. The most common form of plagiarism is using someone else's work as if it were your own. That is, by copying the *work* of another person and presenting that work as if *you* wrote it, you are plagiarizing. To avoid plagiarism you should learn how to paraphrase and how to use *quotation marks*. If you put someone else's *ideas* into *your own words* (and not just a rearrangement of the original words) you don't need the quotation marks but you still need to cite your source. Citing your source is necessary, but often not sufficient to avoid plagiarism.

Under no circumstances should you ever use the work of a fellow student in any of your written work. You must write your own product. Anything else is down-right cheating.

I highly recommend that you get an English manual of some sort to help you avoid some of the common mistakes that result in accusations of plagiarism. *Diana Hacker's Pocket Style Manual* is one such guidebook. I also have a web page at <https://sites.monroec.edu/mofsowitz/apa-style/plagiarism/> that will be of help.

**Respect:**

- **Don't make unnecessary noise in the classroom, or use a phone during class. Really. Nothing bugs me more than to see you playing with your cell phone while I'm teaching, and nothing bugs your classmates more than you making noise while they're trying to listen to something else.**
- Try to be patient with fellow students and assume they have good intentions. Listen to what they're saying.
- Don't dominate discussions: allow time for others, who might be shier than you, to respond.
- Take a joke, but don't insult anyone (or at least insult everyone equally and in good taste).
- Treat the classroom as a confidential situation, and don't gossip about it.
- Speak in the first person; recognize that your opinions are your own and that you don't speak for others.
- Be nice (respect others), try to learn something (respect college), and take responsibility for your future (respect yourself). If need be, at least fake it, and consider it a professional responsibility.

**Office Hours:**

Come see me whenever you feel like it. I'm easy to visit. My office hours are posted on my web site and on my office door, and I may be there more often than the times posted. Don't let your frustrations or confusions get the upper hand; if you're having problems in class, come talk with me in my office. Of course, you don't have to have problems to seek me out: there are no prerequisites to office visits. Contact me by email.

**Note-taking advice:**

Take notes. Take lots of notes. Even when you seem to be following a clear discussion that you completely understand, write down something to help you remember it and details that were in the discussion. I don't have PowerPoint sets to hand out or notes that are made for students. Active note-taking is an important part of the learning/remembering process. Don't write my exact words, though: write the gist of the ideas (and if it triggers thoughts of your own, write those down as well). Rewrite your notes after class (and ask me – e.g., in the next class – about anything you're still confused about). Take notes from your readings, too. It would be very nice if you'd be willing to share notes with students who miss class (it's easy to share a photo of your notes by text, etc.).

**Learning Centers:**

You may receive generic learning center referrals by email. These referrals are not personal: they are an institutional formality. Ignore the referrals, but use the learning centers.

The Writing Center itself no longer exists, but its services have been integrated into the Tutoring and Academic Assistance Center (TAAC, 11-261 at Brighton, Learning Commons at Downtown); it accepts walk-in and appointment sessions. If your writing is at all weak, I *highly* recommend that you make use of the tutoring services at the TAAC. It's there to help you. Watch the feedback I give you on homework assignments: I might refer you to the Writing Center, and I expect you to go there for tutoring if I do. If you have broader reading, study habit, or language problems, the TAAC is also the place to go. The Electronic Learning Center is located in room 11-106.

Note: The tutors in the learning centers don't know APA style. They guess (often incorrectly).

**Recordings:**

Audio: only with explicit written permission from your professor. Photo/video: not permitted. Do not post any recordings on the web.

**Laptops:**

Psychological research has clearly shown that note-taking via laptop is less effective than note-taking by pen/pencil. Unless you have a handwriting disability, you should avoid taking notes on a laptop. If you do use a laptop in class, *do not surf the web, play games, watch videos, etc.*

**Withdrawals:**

To withdraw from this course, pick up a withdrawal form at the Registration Office and return it to the Registration Office, Counseling Center at Brighton, or the Student Center at Damon, or complete the withdrawal electronically. You will then receive a grade of "W" for the course.

You should not assume that failing to attend class will result in an automatic withdrawal from a course. Your non-attendance may result in a grade of F and thus jeopardize your GPA. The withdrawal *deadline* (your last chance to withdraw) is published in the MCC academic calendar – it is usually a few weeks prior to the end of the semester. There are no faculty-initiated withdrawals at MCC for 2019-2020.

**Additional MCC-wide policies:**

Students are required to read and acknowledge College-wide policies each term. They are found in "College-Wide Policies" on Blackboard under Student / My Courses.

## SOME TIPS FOR WRITING ESSAY ASSIGNMENTS

1. Always *think* before writing. Don't write a paper without thinking first. Jot down your ideas, then sort through them; discard those of little value, and arrange the others in some logical order, using an outline for organization.
2. Avoid *plagiarism* at all costs. When you copy words, an idea, or other information from another source, you *must* give credit to the original source. Failure to give credit for ideas, information, or words is called plagiarism, and may lead to failure on the assignment, or if intentional and repeated, failure in the course. (When you use the exact same words as you find in another source, such as a textbook, use quotation marks ["..."] in your paper around the copied selection when the selection is three successive words or more. If you alter the exact wording only a little, you can be in big trouble, so either copy exactly and quote, or paraphrase cleanly.) See tip five, below, for sources showing you how to give credit where credit is due, and also the "PLAGIARISM" link on my web site. Seriously.
3. Begin your essay with a clear introduction. Your introduction should do two things: 1) it should introduce *the reader* to the topic while clarifying key concepts you bring in; and 2) it should show *the reader* what your intentions are for the remainder of the paper while transitioning to the main body. End the essay with a conclusion that summarizes the paper, and draws it to a natural, clean close.
4. Be clear about what you are writing. Clarity demands that you understand what you are talking about and that you communicate it to a reader who is not reading your mind, but is reading your writing. A terse style, or one using terminology carelessly, does not make for clear writing. Also, try avoiding wordy phrases. If necessary, work on your use of punctuation, past and present tense problems, the active voice, and other aspects of the English essay (see point 5).
5. Use an English handbook to learn what you need to learn about basic writing mechanics. In addition to the rules, they show plenty of examples. Diana Hacker's *A Pocket Style Manual* is a good source, as are the *Harbrace College Handbook*, Strunk and White's *Elements of Style*, the *American Psychological Association (APA) Publication Manual*, the *Chicago Manual of Style* and other such sources (including <http://www.refdesk.com/factgram.html>). Use a dictionary *and* spell-check for spelling and a thesaurus to improve your vocabulary. Visit the Writing Learning Center for tutoring.
6. Avoid sexist or biased language. Be polite to groups of people. But avoid using "he or she" or "s/he."
7. Cite your sources and show your bibliography in proper APA format (see point 5, and my web site).
8. *Proofread* what you've written. Once you're down to your final draft (which should be your *third* or *tenth* time editing your paper, not second), give it a final, careful proof. If needed, make corrections on the final draft in pencil before you turn it in. If you find too many errors, rewrite once more.
9. Double-space term papers. This means using a 2-line spread for a 12-point font. (Use an 11 or 12-point font. A 12-point Garamond is usually a good choice.) Do *not* add empty spaces between paragraphs as in a business letter. *Indent* the start of each *paragraph* half an inch. Leave margins around the entire text of the paper (about 1"). Do *not* align the text to the right margin of the paper (don't "right-justify" or "full justify").
10. Number all the pages in the upper-right corner, flush with the right margin. APA style requires a "running head" on each page, all uppercase, and starting on the left margin. It is a shortened title.
11. In my classes only: you don't need a title page. Instead, you can start your paper with the title, and then have your name on the next line. Staple the pages together yourself (don't ask me to do it for you; I'm not your secretary). No plastic folders! Paper (e.g., manila) folders are acceptable.
12. **Follow the guidelines above!**