

APA Formatting: Promoting Integrity and Structure

By Drs. Amy Preiss and Pam Gordon University of Phoenix

Abstract

This whitepaper explores the need for faculty and students to master the use of the American 3 V \ F K R O R J L F D O \$ V V R F L D W L R Q ¶ V V W D Q G D U G V I R U I R U students, online doctoral students, and instructors, alongside the fallout in terms of outcomes related to higher-than-average plagiarism numbers, faulty feedback and more. Suggestions are offered as well by the authors for those teaching APA style to help offset negative outcomes and allow for more engaged adoption of such standards of practice.

Table of Contents

Introduction

An important aspect of enculturation for student researchers and writers is learning to write in a common scientific style (Mages & Garson, 2010). When students adhere to a common

publish after graduation. Implementing faculty feedback is especially important in the online classroom since students lack the benefit of face-to-face interaction to discuss feedback.

Student Reluctance to Implement Faculty APA Feedback

A central element in any learning model, instructional faculty feedback is an important encounter between students and faculty. Faculty feedback highlights student writing and APA errors with the intent to help students understand and correct mistakes in future assignment submissions. Graham (2018) noted students often do not implement feedback despite IDFXOW\¶V earnest effort to help students improve.

In a study exploring online V W X GdH QaWeM [implement APA feedback, Bailie (2020) cited a variety of reasons students fail to incorporate faculty APA feedback. Responses from a panel of 10 online graduate students revealed general unwillingness to adopt APA style guidelines. While some participants expressed an appreciation for following academic writing conventions, others beETts Tf1 0 0 1 148.58 432.79 Tm0 g0 G[(10)] TJETQq0.0000091212 79326 377.59 Tm0

number of publications, each with variations of the basic APA style, exacerbates this difficulty.

Ware and Mabe (2015) noted the growing number

overwhelming and were unwilling to devote more than 10 or 15 minutes to

number of doctoral students graduate without sufficient APA knowledge making the transition

educating students on citing and referencing sources and following style guidelines reduces plagiarism levels.

Citation rules are complex. To prevent academic dishonesty and promote scholarship, faculty should treat citing and referencing sources as a collection of skills by stressing the importance of using correct APA style, encouraging continued learning, providing consistent and correct feedback, and promoting an APA culture.

Recommendations for Teaching APA Style

There is vast literature on approaches for effectively teaching and evaluating APA Style (Daniel & Onwuegbuzie, 2007; Jorgensen & Marek, 2013; Mages & Garson 2010;

channel on YouTube such as StartingPapersin AcademidWriter: WebinarRecording(APA Publishing Training, 2019) or the webinar titled: K D Wellia APA Style² Insidethe 7th edition of the PublicationManual of the AmericanPsychologicalAssociation(Kamin et al., 2019). Faculty could include a course assignment instructing students to review several journal articles and critique the D X W KIRAUfolm atting; noting corrections where necessary. Faculty could also have students review certain sections of the APA 7th edition

About the Authors

Dr. Pamela Ann Gordon earned her Ph.D. in Business Administration with a specialization in Management

- Daniel, L. G., & Onwuegbuzie, A. J. (2007). Effective use of APA style in manuscript preparation. Research the Schools,14(1), i-x. http://www.proquest.com/libraries/academic/databases/ProQuest_Central.html
- Franz1, T., & Spitzer, T. (2006). Different approaches to teaching the mechanics of American Psychological Association style. Journal of Scholarshipof Teachingand Learning, 6(2), 13 £0.
- Graham, S. (2018). Instructional feedback in writing. In A. A. Lipnevich & J. K. Smith (Eds.),

 TheCambridgeHandbookof InstructionalFeedbackpp. 145 ±168). Cambridge

 University Press. https://doi.org/10.1017/9781316832134.009
- Greenberg, K. P. (2012). A reliable and valid weighted scoring instrument for use in grading APA-Style empirical research report. **Teachingof Psychology39**(1), 17-23. doi:10.1177/0098628311430643
- Hume-Pratuch, J. (2010, May 27). ³ O \professor says . . ´ > %posR J https://blog.apastyle.org/apastyle/2010/05/my-professor-says.html
- Jiao, Q. G., Onwuegbuzie, A. J., & Waytowich, V. L. (2008). The relationship between citation errors and library anxiety: An empirical study of doctoral students in education.

 InformationProcessingandManagement44, 948-956.

 https://doi.org/10.1016/j.ipm.2007.05.007.
- Jorgenson, T. D., & Marek, P. (2013). Workshops increase V W X Gold (Qillad) It identifying general and APA-style writing errors. Teachingof Psychology 40(4), 294-299.

 Doi:10.1177/0098628313501037

Ware, M., & Mabe, M. (2015). The STM Report: An overview of scientific and scholarly journal publishing.chrome-

extension://efaidnbmnnnibpcajpcglclefindmkaj/https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1008&context=scholcom