

University of Maine at Farmington Graduate Level Writing Style Sheet

While enrolled in graduate courses or a Master of Science in Education degree at the University of Maine at Farmington you are expected to become familiar with, and use, an academic writing style. The standard format for academic writing in education is the American Psychological Association (APA) format that governs both the style and mechanics of writing. American Psychological Association. (2012). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: American Psychological Association.

Appearance of papers

All final, formal papers must be typed and text should be double-spaced. Format papers with 1-inch margins on all sides, and always include page numbers. Standard font is 12 point. While APA does not specify a font, Times New Roman is an appropriate choice given its readability.

Headings

In longer papers, and research writing, headers are appropriate to convey the organization and structure of the paper. APA format has up-to five levels of headings. You begin with the top level and work down the following list.

Major Section Title

Second Level Heading

Third level heading.

Fourth level heading.

Fifth level heading.

Writing Style

Academic writing is formal in presentation and tone. Attention to style, smoothness, and clarity all enhance the written message. The 6th edition of the APA Manual presents a good overview of this format. Please consult pages 65-70. Also pay attention to the strategies to reduce bias in language choices, pages 70-77 in APA Manual are an excellent overview of ways to reduce bias in written language.

Grammar

Attention to grammar, spelling and punctuation is essential in your writing. Here are page numbers for common errors to avoid:

- Verbs and tense for academic writing (Section 3.18 pgs. 77-78)
- Pronoun/antecedent agreement (Section 3.20 pgs.79-80)
- Proper use of commas, colons and semicolons (Sections 4.03-4.05, pgs. 88-90)

Using other sources

Academic writing requires students to engage in a great deal of academic reading. You will use other's ideas, quotes and words to build arguments and convince readers of points. You will need to be comfortable finding, reading and interpreting original texts and

research. The use of peer-reviewed journals is preferred. You must give credit for direct quotes, ideas and paraphrasing through the use of in-text citations and a reference list.

Quotes

Quotes from others can be a powerful addition to writing. However, these quotes should be used sparingly. In academic writing the goal is for you to synthesize the work of other authors, not simply to quote. Proper citation and proper formatting is important when quotes are used.

In-text citations

Writers must give credit to those authors from whom they borrow ideas, words or theories. These citations will appear in the text of the work, and then the full reference will appear at the end of the paper in the reference list. Use the chart on Page 177 as a guide.

Examples

Smith (2013) found that students responded positively to peer mentors.

Students responded positively to peer mentors (Smith, 2013).

In 2013, Smith found that students responded positively to peer mentors.

References

If a source is cited in the body of the paper, the full citation must be listed in the References. References begin on a new page in the paper and are arranged alphabetically by last name. In the case where one author has multiple publications the oldest publication is listed first.

For an article from an academic journal.

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages. <http://dx.doi.org/xx.xxx/yyyy>

Brydon-Miller, M., & Greenwood, D. (2006). A re-examination of the relationship between action research and human subjects review processes. *Action Research*, 4(117). doi: 10.1177/1476750306060582

For a book.

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Creswell, J. W. (2007). *Qualitative inquiry & research design: choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

For a chapter in book.

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Mertler, C. A. (2012b). Developing a research plan. In *Action research: improving schools and empowering educators* (3rd ed., pp. 71–88). Thousand Oaks, CA: SAGE.

All instructors are committed to improving student writing. This guide is provided to assist the development of academic writing. It is to be used in conjunction with the APA Manual. Additionally these resources may be helpful

Other books

Hacker, D., & Sommers, N. (2010). *The Bedford handbook*. Boston, MA: Bedford/St. Martins.

Skillin, M. E., & Gay, R. M. (1974). *Words into type*. Englewood Cliffs, NJ: Prentice-Hall.

Websites

OWL at Purdue <https://owl.english.purdue.edu/owl/resource/560/01/>

Zotero reference software <http://www.zotero.org/>