Writing an Effective Book Chapter

A Guide for Authors Working With the National Resource Center for The First-Year Experience & Students in Transition

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NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
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Contents

Introduction

Congratulations on your selection as a contributor to a forthcoming book from the National Resource Center for The First-Year Experience and Students in Transition! Whether this will be your first published chapter or your fiftieth, we recognize that writing and publishing are important personal and professional accomplishments. While there is a great deal of satisfaction in producing a well-crafted chapter, we also recognize that it can be hard work. Our goal is to provide you support in the writing and editing process so that the entire process goes smoothly.

Based on our collective experience working with book contributors over the past decade, we have put together this guide to help shepherd you through the process. The guide opens with a description of the book series and of the basic requirements for all contributions. In addition, we have provided some general tips for writing a strong chapter gleaned from the kinds of comments we routinely make when manuscripts are submitted for review. For those new to APA style, we have also included a short "cheat sheet" on citation style. You will also find some information on our house style, particularly when it may deviate from APA. Finally, we have included a manuscript checklist so that you can ensure that your contribution is in order before you submit it to the project editor.

We strongly encourage you to review these guidelines before you begin drafting your chapter and to communicate regularly with your project editor during the drafting process to make sure that your contribution is meeting its goals. Adherence to the guidelines and good communication with your project editor will likely result in fewer requests for edits to the manuscript.

About Scholarly Practice Books

The majority of our book-length publications are designed to inform practice in institutions of higher education, generally focusing on an educational or institutional structure, student subpopulation, or curricular/cocurricular innovation. These books typically begin with a discussion of the history/philosophical underpinnings of the general topic or issue. Literature reviews and reports of relevant research may be used to build a case for why a structure, student subpopulation, innovation, and so on needs our attention or to justify a particular approach to an issue. Subsequent chapters frequently provide recommendations for addressing the topic or issue from a variety of viewpoints. Typically this section also discusses the potential impact of this issue or innovation on student learning, success, or retention.

In general, scholarly practice books:

- Examine a topic of continuing importance to professionals working in the first-year experience/students in transition field
- Present new and significant information and observations about the topic that can inform work in a variety of educational settings
- Offer insights derived from a solid and sufficiently broad knowledge base of theory, research, and/or practice

Basic Requirements

Length

Finished manuscripts should be between 5,000 - 6,000 words, excluding references. This will be somewhere between 20 - 25 single-sided, double-spaced manuscript pages. Chapters exceeding 6,000 words will be edited for length.

Style

The National Resource Center uses APA Style in all of its publications. You should refer to *Publications Manual of the American Psychological Association,* 6th edition, for the appropriate way to format in-text citations and the reference list. Tables and figures should also be formatted in accordance with APA style.

Suggested Chapter Outline

While the content and purpose of the chapter will ultimately dictate the arrangement of the material, we offer the following chapter structure as a starting place. Keep this and any specific requests from the project editor in mind as you draft the chapter.

- Introduction and chapter "map." A brief overview of the chapter, its theme, and purpose.
- Development of your topic. What are the primary or related issues? Why is this an important topic? Include historical or theoretical background or reference current debate, if relevant.
- Current or proposed solutions. Examples of model practice, ideas, or programs. Practical ideas that can be implemented on other campuses are especially helpful.
- Conclusions and recommendations to readers.

Tables, Figures, Appendices

In some cases, you may find that tables, figures, or appendices are needed to fully develop a topic or make it more accessible to the reader. Unless you are writing a contribution for a research-based book, the use of tables and figures should be limited. All tables, figures, and appendices should be appropriately referenced in the text and submitted with the manuscript for editorial review. While tables and figures may be embedded in the text, they should also be sent as separate files in the program in which they were created (e.g., Excel) so that they can be reformatted, if necessary, during the final production process.

Quotes and Extracts

All material taken from previously published sources—whether quoted directly or paraphrased—should be appropriately cited in the text and be accompanied by a corresponding citation in the reference list. Quotes of more than 40 words are treated as blocks (i.e., single spaced and set in from the left margin by 1/2 inch. APA style only requires the inclusion of page numbers for direct quotations.

Extracts of 300 words or more require the permission of the copyright holder to be included. Similarly, figures or tables that are reprinted from previously published work require the permission of the copyright holder to be included. You are responsible for securing the necessary

permissions for such material. The editorial staff at the National Resource Center can provide guidance in requesting permission if needed, and in most cases, will make arrangements to pay licensing fees, if required.

Tips for Writing a Strong, Reader-Friendly Chapter

Understanding the Audience

The readers of most books published by the National Resource Center are largely practitioners. As such, individual contributions need to have a clear focus on practice while adhering to conventions for scholarly writing. Specific considerations when writing for this audience are described below.

Presenting Theoretical Models
Chapters should offer a balance between theory and practice. Even those contributions designed to provide an overview of relevant theory should offer suggestions or implications for practice that arise from those theoretical models. Discussions of application of theory to practice need to provide adequate detail to be useful for readers. It may be useful to provide examples of practice to illustrate suggestions.

Presenting Research Findings
Reporting research findings in a book chapter is very different from the presentation in a peer-reviewed journal article. For example, book chapters do not necessarily follow the outline of a journal article (i.e., literature review, method, findings, discussion). In most cases, the findings and discussion/implications will be of most interest to readers, especially when connected to practice. That said, you should offer a sufficient discussion of method to help readers get a sense of how data were collected since the method has bearing on how people interpret the findings. Similarly, a detailed discussion of statistical methods used to analyze the data is not needed. Rather, you should provide readers with enough information to help them understand the findings and put them into context.

Many times, book chapters center on more informal efforts at data collection (i.e., interviews with leaders in the field, program reviews). Even these informal studies require some discussion of method: What were the important questions guiding the study? How were cases/subjects identified or selected? What information was collected? If a survey or interview protocol was used, what questions were asked?

In reporting the results of these informal studies, you should organize and synthesize the data in some meaningful way. For example, if educators have been asked to comment on the critical challenges facing first-year seminar administrators, simply listing all of the comments is unlikely to prove useful to readers. Rather, you should identify central themes or patterns in the responses, describe those themes, and identify specific quotes that illustrate the theme.

Presenting Examples
Because connecting to practice is of central importance to the book series, you are encouraged to bring in examples of work being done in a particular area. In doing this, you should move beyond the experience at a single institution. For the most part, chapters in the book are not about

presenting the story of how institution X accomplished Y. Rather, the book chapter should describe how initiatives are typically structured, drawing on examples from a variety of different institutional types where possible. Examples of practice should help readers see how they might translate or adapt an initiative to a different context without being too prescriptive.

In some cases, we do ask contributors to describe how a particular initiative works on their campus. When asked to present a case study, you should keep in mind that readers will be more interested in learning the goals of an initiative, how it was structured, whether it was effective. They will be less interested in the unique institutional history or personalities involved in its development. Here again, the focus should be on providing details that will help in the adaptation and transfer of the program to other contexts.

Contributors should offer insight into program effectiveness based on a review of relevant literature or institutional assessment. The discussion of outcomes needs to be specific if it is to be useful to readers. For example, to write that a service-learning initiative had a "positive impact" provides a reader with little information that he or she could use to advocate for the development of a service-learning initiative on his/her home campus. However, knowing that students who participated in service-learning experiences improved perceptions of others who were different from themselves is much more useful information.

Similarly, it is helpful to comment on what assessment results might mean. For example, if you found that your learning community program contributed to a greater openness toward diverse perspectives, what aspects of the program might have contributed to this outcome?

Developing a Literature Review

The early chapters of the book typically review the general literature surrounding a topic and lay the theoretical and philosophical ground work for the book as a whole. As such, the need for an extensive literature review may be limited in later chapters, unless taking up a specialized topic.

When developing a literature review, you should avoid reinventing the wheel with regard to the literature base while providing readers with what they need to know to understand the work at hand. If solid, current literature reviews exist elsewhere, it may be enough to simply refer readers to that work. If a current or complete review of the literature does not exist, contributors may want to ask themselves the following questions in attempting to determine the breadth and depth of coverage needed in the chapter:

- How much of the literature review needs to be reviewed?
- How detailed does the discussion of individual concepts need to be?
- Would a bibliography of suggested resources be appropriate/useful as an appendix?

When presenting the literature to readers, you should synthesize and organize it in some logical way. If dealing with a particularly large literature base, you might suggest major highlights rather than attempting to describe everything. For example, you may want to pull together studies that examined similar questions or reached similar conclusions, but only discuss one or two of those studies in any depth. You may also identify themes in the literature and use those to organize the discussion. A chronological treatment of the literature is probably least effective, unless you can identify the major focus of the literature during a given period and describe shifts in focus during subsequent periods of time.

Providing Adequate Support

One of the key features of scholarly writing is that it offers adequate support for assertions made and uses evidence to reason to conclusions. Strategies for providing adequate support include:

- Defining terms, especially if your use of the term departs in some way from the established norm. Once established, terms should be used consistently throughout the text.
- Referencing the literature, empirical data, or practical examples to support assertions made in the text. Words or phrases that signal that additional support may be needed include:
    - obviously
    - clearly
    - therefore
    - thus
    - most/least effective
    - well-documented
    - research/literature suggests. . .
- Using the most current data/literature available. It often takes two years from the time an author develops a chapter outline until the chapter is published in book form. We anticipate that many of our books will be in print and in our catalog for at least 10 years. Unless you are referring to a seminal work, references should be to works published within the last 10 years. Older citations date the chapter and may make it seem quickly irrelevant to readers.
- Using primary sources whenever available. Keep in mind that someone's interpretation of a theory or research report may not be adequate for your purposes or goals. The author of the secondary source may have misinterpreted the primary source or left out critical information that would be important in applying this source to the work at hand.
- Ensuring the accuracy of your citations. Because the project editor and the editorial staff at the National Resource Center may not be familiar with your source material and, therefore, may miss problems with citations, it is essential that you carefully review the spelling and order of author names in in-text citations and reference lists.
- Incorporating quotes effectively. Very rarely can quotes from other sources stand alone in a chapter and effectively advance the argument or thesis of that chapter. You should point to why the quoted material is important. What should readers take away? What does the quoted material suggest about the kinds of initiatives under investigation, or what might it suggest about strategies for adaptation or transfer?

Writing With the Reader in Mind

One of the most important goals for any writer is to build a good relationship with his or her readers. Writers lay an important foundation for their relationships with readers by inviting them into a text and providing guidance for navigating the text. Some strategies for writing a reader-friendly chapter include:

- Developing a compelling title that accurately reflects the content of the chapter
- Providing a chapter roadmap and following it. Such a roadmap or organizing frame is most typically near the end of the chapter introduction.
- Providing adequate transitions between and within paragraphs

- Using headers and advanced organizers. Because the chapters in the books produced by the National Resource Center tend to be fairly short, it is not necessary to tell readers what they will encounter in the next section at the end of the current section. Rather, contributors should use heads or subheads to help readers move through the chapter and to introduce new topics. As with the title, heads and subheads should accurately reflect the content of the section that follows.

  The use of heads conveys the hierarchy and relationship between/among ideas. A Level 1 head is a major subject. The first head in any new chapter should be a Level 1 head; however, it is not necessary to label your introduction as such. Your discussion of major subjects will likely require presentation of subordinate ideas, and subheads are a helpful way to point out those subordinate ideas to readers. Your discussion of these subordinate ideas should be designated by a Level 2 head. If that discussion requires further subordination, use a Level 3 head. While the final printed book will standardize the style of headers across chapters, you should clearly differentiate the different header levels in your manuscript and use them consistently throughout. This will ensure that the appropriate weight is given to those ideas during layout and final production. Some examples of standard heads are below:

Header Level	Example
Level 1 head (center, bold, title caps)	**Advising Students**
Level 2 head (left, italic, title caps)	*Helping Students to Plan Courses*
Level 3 head (paragraph indent, italic, initial cap, period) incorporated with paragraph	*First-year students.*

  If a section is long or involved and will cover a number of different but related topics, it may be useful to provide a brief introduction to the section indicating what readers will encounter and how the section is organized. It might also be useful to offer a rationale for why certain topics appear in the section.

- Ensuring that everything in the chapter plays a logical role. That is, every paragraph, quote, and example needs to support your larger argument or purpose for writing. If the connection will not be immediately clear to the reader, offer a rationale for why this is important information to have in the context of the larger chapter argument/purpose. As the author, you are responsible for helping readers build the connections necessary to navigate the text.
- Identifying tables and figures in the text and providing some discussion of them. As with quotes, it is important to provide readers with some explanation of any data or processes represented in tables or figures. For example, you should identify the important story in the table or the figure or indicate what readers should note or take away from them.

  If a table shows significant differences between data values, *p*-value(s) need to be included in a table note. If multiple *p*-values are represented, the data need to be clearly marked so that different significance levels are readily apparent to the reader.

- Referencing appendices, if included, in the text

Crafting a Strong Conclusion

Crafting a conclusion is often one of the most challenging aspects of writing a chapter, but a carefully researched and well-developed chapter deserves a strong conclusion. In most cases, you need no more than one to two paragraphs to bring the chapter to a satisfactory close. The conclusion should highlight important concepts but avoid revisiting those concepts in detail. Here, you may want to suggest how those concepts can or should guide our work or how they might be adapted for use in other contexts. The conclusion should not introduce new concepts or ideas. If you plan to include recommendations in the conclusion or in a separate section, those recommendations should arise from the concepts or ideas presented in the chapter.

General Information on APA Style

In-text Citations

Single author

(Whipple, 1996) or Whipple (1996)

Two authors

(Napoli & Wortman, 1996) or Napoli and Wortman (1996)

More than two authors

(Braxton, Milem, & Sullivan, 2000) or Braxton, Milem, and Sullivan (2000)

More than six authors

Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1993 becomes (Vallerand et al., 1993) or Vallerand et al. (1993)

Subsequent references to same source with more than two authors

(Braxton et al., 2000) or Braxton et al. (2000)

Note: "et" is a full word, but "al." is an abbreviation and takes a period.

More than two authors when first author is the same in more than one reference

(Kuh, Douglas, et al., 1994) or Kuh, Douglas, et al. (1994)

(Kuh, Schuh, et al., 1991) or Kuh, Schuh, et al. (1991)

Within the same paragraph

(Whipple) or Whipple

Personal communication

Note: These are not included in the reference list.

T. K. Lutes (personal communication, April 18, 2001)

(V. G. Nyguyen, personal communication, September 28, 1998)

Multiple references within the same parenthetical cite

Same author(s) but different publication dates

(Tinto 1993, 1997) or Tinto (1993, 1997)

Different authors

(Berger & Milem, 1999; Peletier, Laden, & Matranga, 1999; Upcraft, 1985, 1989)

No author or unknown author
Cite the first few words of the reference entry (usually the title) and the year. Use double quotation marks around the title of an article or chapter, and italicize the title of a periodical, book, brochure, or report.

A similar study was done of students learning to format research papers ("Using APA," 2001).

The book *College Bound Seniors* (1979). . .

Organization as an author

According to the American Psychological Association (2000). . .

First citation: (Mothers Against Drunk Driving [MADD], 2000)

Second citation: (MADD, 2000)

Direct quotes
Note: The period follows the parenthesis unless you are using a block quotation, then the period is before the parenthetical.

Fewer than 40 words

Whipple (1996) suggests the primary objectives of such programs are to "enhance learning outside the classroom, provide for relationship and community building...and promote a value-based developmental experience" (p. 303).

More than 40 words

Other researchers have examined the link between active learning and social integration, suggestion that active learning may actually be a precursor to social integration (Braxon, Milem, & Sullivan, 2000; Milem & Berger, 1997):

> Thus, students who frequently encounter active learning in their courses perceive themselves gaining knowledge and understanding from their curse work...Because their classes are judged to be rewarding, students may invest the psychological energy needed to establish membership in the social communities of their college or university. (Braxton et al., p. 572)

Reference List

Basic elements required for citations
Note: Text citations and reference list must agree.

- Author or editor's name (initials only for first and middle names)
- Date of publication
    - Complete date for magazines & newspapers

    - Month for other serials without volume numbers
- Title of chapter/article
- Title of larger work
- Issue and volume number, if newspaper, journal, or magazine
- Inclusive page numbers, if chapter in book or article from periodical
- Edition (if applicable)
- Place of publication (books/books) only
- Publisher (books/books) only
- For web resources, complete URL and date retrieved

Organization of the reference list

- Use one-half inch hanging indent
- Alpha order by last name of first author
- Earliest publication first if more than one work by same author in list
- If no author, use first word of title, not including the words *a*, *an*, or *the*

Journal article

Braxton, J. M., Milem, J. F., & Sullivan, A. S. (2000). The influence of active learning on the college student departure process: Toward a revision of Tinto's theory. *The Journal of Higher Education*, *71*(5), 569-590.

Hypericum Depression Trial Study Group. (2002a). Effect of *Hypericum perforatum* (St John's Wort) in major depressive disorder: A randomized controlled trial. *JAMA, 287,* 1807–1814.

Montani, C., Billaud, N., Tyrrell, J., Fluchaire, I., Malterre, C., Lauvernay, N., et al. (1997). Psychological impact of a remote psychometric consultation with hospitalized elderly people. *Journal of Telemedicine and Telecare, 3,* 140-145.

Note: List up to seven authors in all references. If there are more than seven, give the first six followed by ellipses and the last author.

Napoli, A. R., & Wortman, P. M. (1996, Fall). A meta-analysis of the impact of academic and social integration on persistence of community college students. *Journal of Applied Research in the Community College*, 5-21.

Newsletter article

Hutson, B. L., & Bloom, J. L. (2007, July). The impact of appreciative advising on student success. *E-Source for College Transitions*, *5*(1), 4.

Brochure or pamphlet

Research and Training Center on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* [Brochure]. (4th ed.). Lawrence, KS: Author.

A note is added in square brackets to indicate the type of document if it is not a common source.

Unpublished conference paper or dissertation

Churchland, P. S. (1998, March). *Ten unsolved problems in neuroscience.* Paper presented at the Science of Mind Distinguished Lecture Series, University of California, Davis.

Shrout, P. E. (Chair), Hunter, J. E., Harris, R. J., Wilkinson, L., Strouss, M. E., Applebaum, M. I., et al. (1996, August). *Significance tests–Should they be banned from APA journals?* Symposium conducted at the 104th Annual Convention of the American Psychological Association, Toronto, Canada.

Barefoot, B. O. (1992). *Helping first-year college students climb the academic ladder: Report of a national survey of freshman seminar programming in American higher education.* Unpublished doctoral dissertation, The College of William and Mary, Williamsburg, VA.

Chapter in an edited book

Note: Editor's names in normal order, not reversed as author names.

Morrell, S. A., & Morrell, R. C. (1986). Learning through student activities. In *Managing programs for learning outside the classroom* (New Directions for Higher Education, No. 56, pp. 77-87). San Francisco: Jossey Bass.

Whipple, E. G. (1996). Student activities. In A. L. Rentz & Associates (Eds.), *Student affairs practice in higher education* (2nd ed., pp. 298-333). Springfield, IL: Charles C. Thomas.

Book

Kuh, G. D., Douglas, K. B., Lund, J. P., & Ramin-Gyurnek, J. (1994) *Student learning outside the classroom: Transcending artificial boundaries* (ASHE-ERIC Higher Education Reports No. 8). Washington, DC: The George Washington University Clearinghouse on Higher Education.

Beck, C. A. J., & Sales. B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates (1991*). Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass.

American Psychiatric Association. (1990). *Diagnostic and statistical manual of mental disorders* (3rd ed.).Washington, DC: Author.

Note: "Author" is used as publisher when author and publisher are identical.

ERIC document

O'Brien, C. T., & Merisotis, J. P. (1996). *Life after forty: A new portrait of today's and tomorrow's postsecondary student*. Boston: Education Resources Institute. Washington, DC: Institute for Higher Education Policy. (ERIC Document Reproduction Service No. ED 401 813)

Web resource

Note: There is no period after the URL.

Tinto, V. (n.d.). Rethinking the first year of college. Syracuse, NY: Syracuse University: Retrieved February 15, 2002 from http://soeweb.syr.edu/departments/hed/resources.htm

National Institute of Mental Health. (2002). *Breaking ground, breaking through: The strategic plan for mood disorders research of the National Institute of Mental Health* (Publication No. 0507-B-05). Retrieved, from NIMH Web site via GPO Access: http://purl.access.gpo.gov/GPO/LPS20906

Note: A retrieval date is not required for online publications that are unlikely to be changed or updated (e.g., an online journal article or online report).

National Resource Center publications

Journal Article

Schnell, C. A., Louis, K. S., & Doetkott, C. (2003). The first-year seminar as a means of improving college graduation rates. *Journal of The First-Year Experience & Students in Transition, 15*(1), 53-75.

Book

Ward-Roof, J. A., & Hatch, C. (Eds). (2003). *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13, 2nd ed.). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

Chapter in book

Austin, D. (2003). The role of family influence on student success. In J. A. Ward-Roof & C. Hatch (Eds.), *Designing successful transitions: A guide for orienting students to college* (Monograph No. 13, 2nd ed., pp.137-163). Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.

National Resource Center House Style

Capitalization

Avoid unnecessary capitalization. For example, "provost" should not be capitalized unless used as a proper noun (e.g., "Provost Smith"). Similarly, departments need not be capitalized (mathematics department) nor do courses need to be capitalized unless followed by a course number (psychology vs. Psychology 430). The biggest concern here is consistency of usage.

Dates and Time

Use complete and specific dates when possible, including year. Keep in mind that while something may have happened "last fall" when you were writing the chapter, the reader may be encountering this work several years in the future. Some additional guidelines for referring to dates and time in your manuscript include:

- Do not use ordinal numbers (e.g., December 1, *not* December 1st).
- In text, months are spelled out.
- No period following abbreviations of months in tables or box insets.
- Time: a.m. and p.m. are lowercase or set in small caps with periods.

Indention

When you indent (either to start a paragraph, for a list, or for any other reason), please do not use the space bar. Instead, use the tab key or establish paragraph formatting rules to create consistent tabs. This will ensure that indentions are uniform throughout and will make editing and preparation for layout easier.

Numbers

In accordance with APA style, numbers are treated in the following way:

- In text, all numbers below ten are spelled out (e.g., two-year college *not* 2-year college)
- Rephrase sentences to avoid beginning a sentence with a number. If it is unavoidable, spell out numbers beginning a sentence or title.
- Common fractions are spelled out (e.g., one fifth of the class, two-thirds majority). Note that fractions are only hyphenated when they modify a noun.

Preferred Spelling

Below is a list of words/phrases for which the National Resource Center has a preferred spelling:

advisor
African American student (no hyphen)
Asian American student (no hyphen)
database
decision making/maker (n); decision-making (adj)
e-mail
first-year (not *freshman*)
follow-up (n, adj); follow up (v)
general education (*not* gen ed)
health care
living-learning
note taking (n); note-taking (adj)
online
policy making/maker (n)
service-learning
study abroad (v); study-abroad (adj)
test taking (n); test-taking (adj)
undergraduate (*not* undergrad)
website
well-being

Punctuation

You may want to consult a grammar handbook if you have specific questions. The APA Manual also provides guidance on the use of punctuation. Here we have highlighted some of the most common punctuation concerns.

Periods. Leave only one space between a period and the beginning of the next sentence or the next

letter or numeral.

Semicolons. Use semicolons to separate items in a series when the items contain internal commas. Use semicolons to separate two independent clauses *not* joined by a coordinating conjunction (e.g., and, but, yet). A comma is *not* used.

Colons. Use a colon between a grammatically complete introductory clause (one that could stand alone as a sentence) and a final phrase or clause that illustrates, extends, or amplifies the preceding thought (e.g., "For example, Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness.").

Dashes. Three types of dashes are used in a manuscript:

- Dash. Used in hyphenated words (e.g., line breaks and compound words) and inclusive spans (1994–1995)
- EN Dash. Used for dates and inclusive spans in tables or boxes but not in text; called EN Dash because it is the width of the letter 'n'
- EM Dash. Used in sentences to set off parenthetical material (e.g., "The life of a college professor—even with its many demands—can be very rewarding."); also used to set off a list of items (e.g., "The administrators—the provost, the dean, and the department chair—agreed that there must be better communication.")

Ellipses. Use ellipses (three periods with spaces between them) to indicate words that you have omitted from a direct quotation (e.g., "Institutions of higher education . . . are in a period of change."). To show that you've omitted an entire sentence or more, use a period at the end of the sentence followed by three ellipsis dots (e.g., "Times are tough. . . . Everyone must change with the times.").

Tables

In text, tables are numbered sequentially; do not refer to a table as *above* or *below* (e.g., Table 4, *not* the Table below). The table number should include a reference to the chapter in which it appears. For example, the second table in chapter 2 will be labeled Table 2.2. Do not use the word *see* (e.g., see Table 1) unless the table is distant from the referring text.

The *APA Style Manual* provides a useful checklist for tables. You are encouraged to review the checklist to determine whether a table is necessary and, if so, to ensure that it is formatted correctly:

- Is the table necessary?
  - Three or fewer numbers, use a sentence
  - Four to 20 numbers, use a table
  - More than 20 numbers, consider using a graph or figure
- Are all comparable tables in the manuscript consistent in presentation?
- Is the title brief but explanatory?
- Does every column have a column heading?
- Are all abbreviations; special use of italics, parentheses, dashes; and symbols explained?
- Are all probability level values correctly identified, and are asterisks attached to the appropriate table entries?

- Is a probability level assigned the same number of asterisk in all the tables?
- Are the notes in the following order: general note, specific note, probability note?
- Are all vertical rules eliminated?
- Will the table fit across the width of a column or page?
- If all or part of a copyrighted table is reproduced, do the table notes give full credit to the copyright owner? Have you received written permission to use?
- Is the table referred to in the text before it appears?

Guidelines for writing column and row headers for tables follow:

- Whenever possible, headers should be telegraphic (i.e., short phrases or abbreviations conveying a larger concept). If items from a survey constitute the row header, it is permissible to list the complete survey item.
- Standard abbreviations are encouraged (e.g., SD, GPA, M).
- If a header is a complete sentence (e.g., survey list item), use ending punctuation after each item.
- Table items must be syntactically and conceptually parallel.
- Only the first letter of the first word in a heading is capitalized, unless a proper name or course title (e.g., Strongly agree, Second trial *but* Discovery Core).

Tense, Person, and Voice

Tense

You should avoid unnecessary shifts in verb tense, especially within the same paragraph or adjacent paragraphs, as this may be disconcerting to your readers. However, it may be necessary to shift tense within the chapter as the focus/purpose of different parts of the chapter changes. Some discussion on the appropriate tense to use for different purposes follows.

Present tense. In general, present tense is preferred as it lends a feeling a currency to the writing and allows the reader to engage you, the author, in an ongoing conversation. If you are writing about an original research project, use present tense to discuss the results and to present the conclusions.

Past or present perfect tense. In general, "use the past tense to express an action or a condition that occurred at a specific, definite time in the past, as when discussing another researcher's work" (*APA* p. 42). The present perfect tense is used "to express a past action or condition that did not occur at a specific, definite time or to describe an action beginning in the past and continuing to the present" (*APA* p. 43). For a discussion of the literature, you may use either past or present perfect tense. Similarly, use either of these tenses to describe a procedure if your chapter presents a case study or original research.

Person

Because there is such a strong focus on practice in the book series, many authors resort to second person in their writing—often relying on imperative constructions to convey suggestions for practice. However, the use of second person lends too informal an air to what is essentially a piece of scholarly writing. Therefore, it is preferred that you use third person when writing book chapters.

In some cases (e.g., an institutional case study, research report conducted by the authors), third person may be cumbersome. In these cases, first person is permissible.

Voice
In general, active voice is preferred as it makes the writing more lively. It also tends to be less wordy. You should also avoid anthropomorphism. For example, rather than writing "the experiment attempted to demonstrate…", consider rephrasing as "the researchers attempted to demonstrate…"

Preparing the Manuscript for Submission

When you are ready to submit your manuscript, please use the following items as a checklist.

- ❏ The manuscript is saved as a double-spaced Microsoft Word file to allow for editing and queries from the editor(s) to the author.
- ❏ The manuscript is in APA style.
- ❏ Electronic versions of all figures and tables are saved as separate files in the programs in which they were created (e.g., Microsoft Excel) to allow for editing and/or reformatting. The files have been sent with the manuscript.
- ❏ The names of all contributors, in the order in which they should appear for publication, are included on the manuscript.
- ❏ Brief, one-paragraph professional biography for each contributor is included at the end of the manuscript.
- ❏ E-mail addresses for all contributors are included with the submission for follow-up during editing and final production. The primary contact, in case there are questions about the manuscript, is indicated.

Questions about these guidelines can be directed to:

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