

## Wiley APA Style Manual: A Usage Guide

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Version	Date	Distribution History	Status and summary of changes
Version 2.2	01 June 2018	Journal copyedit levels stakeholder group	Updating supporting information; using semicolon for back-to-back parentheses; numbered abstracts are allowed for some society journals; display and block quotes to be set in roman.

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## Preface

This manual has been prepared specifically for people who edit manuscripts to be published by Wiley. It contains the following parts:

Part I: Structuring and XML Tagging

Part II: Mechanical Editing. This presents the specific requirements for content editing and formal style or mark-up.

Part III: Copyediting Level 1. Copyediting includes elements of both mechanical and language editing and also editing the scientific and mathematical content.

Part IV: Copyediting Level 2. This presents the specific requirements for language editing pertaining to Level 2.

Part V: Copyediting Level 3.

This knowledge has been collected in numerous excellent reviews of good editorial practice. We would like to acknowledge the most important of these sources, to which this manual owes a great deal: *The APA Manual of Style*, 6th Edition.

We look forward to receiving further suggestions for improving this manual.

This style manual does not pretend to be complete or neutral and might change according to the *APA Manual of Style*.

## Part I: Structuring and XML Tagging

Structuring is the process in which the typesetter identifies the various elements in the article and applies the electronic tagging (mark-up), including metadata, DOI, authors, affiliations, headings, paragraphs, tables, figures, charts, links, and so on, according to WileyML 3G specifications.

Structuring (NOT the technical or content style sheets within the journal-specific style sheet [JSS]) and XML tagging of the manuscript according to WileyML 3G specifications have to be done by the typesetter (i.e., Wiley production team/vendor).

## Part II: Mechanical Editing

Mechanical editing comprises the technical and content-related editing specifically mentioned in the journal style sheet. Here are the rules that have to be followed for journals adhering to NJD-APA style irrespective of their level of editing.

## 2. Manuscript Elements

### 2.1 Running Head

- No short title.
- Only surname and in full caps for author names.
- AUTHOR (for a single author).
- AUTHOR and AUTHOR (for two authors).
- The word “and” and lowercase particle name in small caps (e.g., VAN KARGA ET AL.; KARGA AND HU).
- AUTHOR ET AL. (for three or more authors).
- “ET AL.” in roman and small caps.

### 2.2 Article Title

- Bold, sentence case.
- No end period.
- Capitalization after colon, em dash: Uppercase.
- Spell out numerals if they appear in the beginning of the title.
- Avoid the use of abbreviations unless they include the name of a group that is best known by its acronym (e.g., CONSORT statement).
- Non-English words not found in the dictionary are to be italicized.

## 2.3 Article Category

- Ranged left, ALL CAPS.
- Use for all article types.
- Should be placed above the article title.

Article with lengthy category	Article with subtitle (subcategory)
DOI: 10.1111/phi.12245 POPULATIONS AT RISK ACROSS THE LIFESPAN-POPULATION STUDIES Comparing demographic, social supp	DOI: 10.1111/cyt.12416 ENIGMA PORTAL Dedicated to teaching and education for

## 2.4 Author's Name (Byline)

- Title case, names in full, ranged left, do not use “and”/“&” between last two authors.
- Initials are spaced out.
- Degrees such as MD, PhD, etc. should be deleted.
- Use superscript numerals to indicate affiliations.
- Asterisk should not be used to denote corresponding authors in NJD. (Updated 3rd October 2016).
- *For example:*

Shivani Agarwal<sup>1,2</sup> | Katharine C. Garvey<sup>3</sup> | Jennifer K. Raymond<sup>4</sup>

## 2.5 Author Affiliation

<sup>1</sup>Department of Preventive Medicine, Baylor College of Medicine, Houston, Texas.

<sup>2</sup>Department of Obstetrics, University of Utah, Salt Lake City, Utah.

<sup>3</sup>Department of Dermatology, University Hospital, Ghent, Belgium.

<sup>3</sup>Department of Endocrinology, University College London, London, UK.

### 2.5.1 Description

- Placement: Below author names.
- Roman, upper/lowercase.
- Brief address; ZIP code and PO Box number are not allowed.
- List department, institution, city, state (if US) or country
- No country name for US papers.
- Country name should be China.
- US State name spelt out in affiliation and abbreviated in corresponding address (MI).

- UK, USA, no full stops, same as text.
- Provide city and country for authors whose affiliations are outside of the United States, and include province for authors in Canada or Australia.

## 2.6 Author Correspondence

- Heading should be “**Correspondence**” in bold.
- Author name and address details in roman.
- Short address only.
- No phone and fax numbers.
- Email given in new line without hyphen.
- Provide country names other than USA.
- Expand US state names in affiliation and abbreviate in corresponding address.
- Use semicolon to separate the two email addresses for the corresponding author.

*For example:*

### **Correspondence**

John A. Doe, Department of Pediatrics, Baylor College of Medicine, 1 Baylor Plaza, Houston, TX 77030.

Email: [jdoe@baylor.edu](mailto:jdoe@baylor.edu)

## 2.7 Title Page Footnotes

- Superscript symbols should be used for linking title page footnotes.

*For example:*

\*These authors contributed equally to this work.

†This study was presented at the committee.

‡Deceased.

## 2.8 Funding Information

- Funding section (if given) to be placed after Correspondence section as article note.
- If funding section mentioned as “no funding” or equivalent word, no need to include as article note/section.
- The word “Funding information” should be set on independent line (in bold roman and sentence case).

- For articles where we list the author names at the end of the article (Editorial, Letter, Correspondence, etc.), funding information can be displayed in the same section as it is supplied in the input.

**For examples:**

**Funding information**

Israel Science Foundation, Grant/Award Number: 1771/13 and 2043/13; Human Frontiers Science Project Organization (HFSP), Grant/Award Number: CDA00078/2011-C; Israeli Centers for Research Excellence, Grant/Award Number: 51/11

**Funding information**

Campus Alberta Innovates Program; NSERC Discovery Grant; Alberta Innovates Technology Futures.

- Editor name should appear in the contributor list under funding information.

**For example:**

Received: 7 September 2017 | Accepted: 14 February 2018  
DOI: 10.1111/efp.12426

Check for updates

ORIGINAL ARTICLE

WILEY Forest Pathology

## Do higher summer temperatures restrict the dissemination of *Hymenoscyphus fraxineus* in France?

M. Grosdidier<sup>1,2</sup> | R. Iosos<sup>2</sup> | B. Marçais<sup>1</sup>

<sup>1</sup>Université de Lorraine, Inra, UMR Iam, Nancy, France  
<sup>2</sup>Unité de Mycologie, ANSES Laboratoire de la Santé des Végétaux, Malzéville, France

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Benoit Marçais, Université de Lorraine, Inra, UMR Iam, Nancy, France.  
Email: benoit.marcais@inra.fr

Funding information  
French Forest Health Department; French Ministry of Agriculture and Forestry; French Agency for Food, Environmental and Occupational Health & Safety (ANSES); BiodiversA EU project RESIPATH; French National Research Agency (ANR), Grant/Award Number: ANR-11-LABX-0002-01

Editor: M. Cleary

**Summary**  
*Hymenoscyphus fraxineus* is an invasive pathogen that severely affects European ashes, jeopardizing the use of this species in forestry. However, even aggressive invasive pathogens require environmental conditions conducive to disease development. Hence, *H. fraxineus* survival at temperatures above 35°C is limited, which could reduce its impact in southern Europe. This study examined the effect of environmental conditions, mainly summer temperatures, on ash dieback development in southeast France between 2015 and 2016. Fourteen sites were selected according to altitudinal and longitudinal gradients covering a wide range of mean summer temperatures. Disease severity, density of infected and healthy rachises in the litter and quantity of apothecia produced on infected rachises were measured. Results point to limited disease severity in this area because of the occurrence of high summer temperatures that are unfavourable to the pathogen. In a context of global warming, increases in temperatures could have a positive impact on ashes by limiting ash dieback development.

vector is limited by harsh winters (Solheim, Eriksen, & Hietala, 2011). Another example is alder decline induced by *Phytophthora xalni*. The

1 | INTRODUCTION

## 2.9 Author Bio (If Applicable)

- Follow Journal Style Sheet.

If journal style sheet does not contain any info, follow the below mentioned APA style.

- If present, it should be placed after Appendix.
- Author names in bold.
- Spell out surname and use initials for forename.

## 2.10 Conflicts of Interest/Disclosure

- Should place after Acknowledgment.
- Should appear as caps in XML.

*For example:*

### **CONFLICTS OF INTEREST**

The authors declare that there is no conflict of interest that could be perceived as prejudicing the impartiality of the research reported.

## 2.11 Copyright Line

Copyright and catch line should be followed as below examples:

*For example:*

Glob Change Biol 2016; 1–10

wileyonlinelibrary.com/journal/gcb

© 2016 John Wiley & Sons Ltd

## 2.12 Contribution Section

- Retain if given by the author.
- The authors have equal contribution to declare.

## 2.13 Abstract

- Abstract as heading.
- Abstract text in roman.
- Structured abstract subheadings: Headings in bold, followed by colon title case style.
- Reference citation is not allowed.
- Abbreviations: allowed; define all abbreviations and acronyms on first occurrence and use abbreviations thereafter.
- Numerals: use numerals for numbers 10 and above throughout the manuscript, except at the beginning of the sentence.
- Genus species: defined at first instance as in text.
- Numbered abstracts are allowed for some society journals.
- **JEL CLASSIFICATION** heading in ALL CAPS and bold type, followed by colon.



## 2.14 Graphical Abstract

- Refer Metadata or transmittal sheet for graphical image and text info
- Graphical abstract, if given, should be included (updated on 18 November 2015).
- Query: If GTOC text is not given and GTOC figure is given
- No Query: If GTOC text is given and GTOC figure is not given.

## 2.15 Keywords

- Wiley APA style allows keywords, if provided. If not then they are not included.
- Begin with lowercase, alphabetical order, no full point at end.
- The heading should be as “KEYWORDS.”
- Placed under abstract.
- Each keyword separated by comma.
- Abbreviations allowed.
- Chemical formulas beginning with symbols (e.g.,  $\delta^{13}\text{C}$ ,  $\delta^{15}\text{N}$ ) will be arranged at the end of the keywords. Also, those formulas with alphabets in the front (e.g., C3) should be arranged alphabetically among the other keywords and for those with numerals in the front (e.g.,  $^{13}\text{C}$ ) should be at the beginning of the keywords.

***For example:***

carbon cycle models, dynamical systems, radiocarbon, reservoir theory

## 2.16 Received/Revised/Accepted Dates

- Received and Accepted dates are mandatory. Revised date is optional.
- If revised date is not provided, do not raise query.
- Do not retain dates for Introduction article.
- No end point/no full point at the end of history dates.

***For example:***

Received: 5 July 2016 | Revised: 2 October 2016 | Accepted: 29 October 2016

## 2.17 Heading Levels

- Headings 1,2,3 and 4 – unjustified style:
  - Number and headings should be bold; dividing line should be roman.
  - Heading 1: ALL CAPS.
  - Headings 2, 3, 4 and 5: Sentence case except proper nouns.
  - Section numbers are not applicable for Headings 4 and 5.

Heading level	Description	Example
1	Bold, numbered, and ALL CAPS	<b>1   INTRODUCTION</b>  Platelet transfusion is an essential component of supportive therapy in patients with haemato-oncological disorders as many of them present with varying degrees of thrombocytopenia leading to bleeding
2	Bold, numbered, and sentence case	<b>2.1   Statistical methods</b>  Categorical variables were presented using frequencies and percentages. Categorical variables were analysed using Fisher exact test, and continuous variables were compared using Mann-Whitney <i>U</i> tests in SPSS software version 17.
3	Bold, numbered, and sentence case	<b>3.4   Correlation between ABO matching and degree of platelet refractoriness</b>  Among the 32 patients who were negative for alloantibodies, 24 (75%) patients received ABO-mismatched platelet transfusions,
4	Unnumbered, lightface, italics, sentence case with end period, run-on	<i>Intact cells.</i>
5	Unnumbered, with end period, italics, and sentence case, run on	<i>Intact cells.</i> Text text text

## 2.18 Lists

### 2.18.1 Display List

- Both numbered and bulleted lists are allowed.
- Provide end period.

Numbered List	Bulleted List
<ol style="list-style-type: none"> <li>1. Text.</li> <li>2. Text.</li> <li>3. Text.</li> </ol>	<ul style="list-style-type: none"> <li>• Text.</li> <li>• Text.</li> <li>• Text.</li> </ul>

### 2.18.2 Run-in Lists

- Use semicolons to separate three or more elements that have internal commas.

***For example:***

We tested three groups: (a) low scorers, who scored fewer than 20 points; (b) moderate scorers, who scored between 20 and 50 points; and (c) high scorers, who scored more than 50 points.

- In-text: Lowercase alphabets within round parentheses.

***For example:***

(a) text, (b) text, and (c) text

## 2.19 Notes and Endnotes

Superscript numbers are given sequentially to represent text footnotes.

*For example:*

<sup>1</sup>XXXXX.

## 2.20 Figure and Figure Legend/Caption

- Label: Figure 1; Figure in full (not Fig.).
- Caption: Sentence case, roman, no period at the end.
- Figures should be placed and cited in order of reference and in numerical order.
- Provide missing citations, and query.
- Abbreviations need to be redefined.
- Raise query if any symbol in figure is not defined in Figure caption.
- Lowercase labels enclosed in parentheses.
- Citations to tables, figures, and equations from other sources should be lowercase and contracted (e.g., table 1, fig. 3, eq. 5).
- Parts of figure should be in lowercase (a), (b), etc. in legend as well as in the figure.

*For example:*

Figure 1; Figure 2a; Figure 1a–c; Figures 2a–d and 5

- In figure and caption: Lowercase labels enclosed in parentheses.

*For example:*

(a) Histological section of... (b) Comparison of...

### 2.20.1 Figure Citation in Text

- Text citation: always Figure in full, never reduce to Fig.; Figure 1a (no parentheses), not Figure 1(a).
- In figure citations, the part labels should be: Figure 1a,b; Figures 2d,s and 5d,e (note no space between the number and the part label and comma separator between the part labels).

*For example:*

Figure 1; Figure 2a; Figure 1a–c; Figures 2a–d and 5

## 2.21 Table and Table Legend/Caption

- Label: ALL CAPS (i.e., TABLE 1).
- Caption: Sentence case, roman, no period at the end.
- Main column: Sentence case, roman.
- Use semicolon as separator and full point at the end.

- Tables should be placed and cited in order of reference and in numerical order.
- Provide missing citations, and query.
- First column aligned left, numerical columns aligned on the decimal point, text columns aligned left.
- Table heading should be aligned left and in table body: character, decimal, mathematical symbol alignment can be given.
- Capitalize only the first letter of the first word of all headings (column heads, column spanners, subheads, and table spanners) and word entries. Also, capitalize the first letter of each word of all proper nouns and the first word following a colon or em dash.

### 2.21.1 Table Note

- Unlinked footnotes are also allowed. Sequence of appearing should be as first unlinked footnote and follows the linked footnote (<sup>a, b, c</sup>).
- CI: confidence interval; SE: standard error.
- Table footnotes are represented with symbols <sup>a, b, c</sup>, etc, and are superscript.
- A general note: Undesignated footnotes: *Note*. xxxxx (both general notes and abbreviations are used)
- A specific note: Designated footnotes. Indicated by alphabets
- Footnote ends in full point.
- Use asterisk and other symbols for probability values.
- Abbreviations need to be redefined.

### 2.21.2 Table Citation in Text

- In text: Table 1, Tables 2 and 3, and Table 1 shows....

### 2.22 Additional Rules

- Check if SI units are styled correctly (e.g., kg not kgs or Kg/Kgs, “K” for kelvin — not °K, mol as unit — not mole, etc.).
- Letter "M" in Molar is capitalized.
- Follow Journal style sheet for solidus/ negative indices.
- Journal-specific scientific notations (e.g., *df*, *F*, *AUC*, ppm, cfu, Pa, Da,  $t_{1/2}$ , Å, etc.).
- Format the author queries in accordance with Wiley style.
- Check and correct the data integrity of the file (e.g., raised text versus superscript, special character coding, font calls, fixed thin spaces, units, nonbreaking hyphens, quotation marks/apostrophes, and single/double quotation marks).

- Edit for mechanical aspects of journal style (e.g., ANOVA, Figure 1/Figure 1a, numbers in words or figures, and list style).
- Perform the tasks mentioned in the technical style sheet of JSS.
- Correct formatting for URLs and e-mail addresses.
- Graphics sizing plus relabeling (if necessary).

## 2.23 Additional Section: Significance Boxes

- Significance boxes should appear in all Original Articles.
- Follow style as for main text

### *For example:*

2 | WILEY ARBESMAN ET AL.

Given the range of PKU/hyperphenylalanemia incidence rates that are reported (and the subsequent effect on an estimated carrier frequency in the population), we estimated the specific carrier frequency in the Caucasian population in the United States using newborn screening data. We utilized the National Newborn Screening Reports publicly available for the years 1996–2000, which provided a breakdown by race as well. Given varying definitions of hyperphenylalanemia—clinically significant, not clinically significant—as well as classic PKU utilized by different state registries, we combined all of these categories for incidence calculation, as previously described (Berry et al., 2013). While this methodology may overestimate true carrier frequency and does not exclude patients with a history of melanoma, it should bias our results toward the null hypothesis. Further, while these patients are not always genotyped in the same way as our analysis, we do believe that it should be a reasonable surrogate to determine carrier estimate in the general population. Over 15 million individuals were screened between 1996 and 2000, with 1211 individuals noted to

**Significance**

Genetic risk underpins a significant portion of the basis by which individuals develop melanoma, with more high-risk genes being recently discovered. However, many of the genetic risk factors predisposing to melanoma have not been characterized. Based upon a hypothesis relating phenylalanine hydroxylase gene mutations (the causative gene in phenylketonuria) and reduced pigmentation with melanoma risk, we found a twofold enrichment of phenylketonuria/hyperphenylalanemia carriers in melanoma patients. This represents a novel gene associated with melanoma risk.

listed in BIOPKU. Additionally, non-sense mutations not previously

## 2.24 References

### 2.24.1 Citing References in Text

- One author: Gabriel (2000) and (Gabriel, 2000).
- Two authors: (Mathes & Severa, 2004) and Mathes and Severa (2004).
- Six or more authors: Smith et al. (1999) and (Smith et al., 1999).
- Three to five authors (first occurrence): Waterman, Roman, and Rock (1993) and (Waterman, Roman, & Rock, 1993).
- Three to five authors (subsequent occurrence): Waterman et al. (1993) and (Waterman et al., 1993).
- Authors with same surname: Among studies, we review M. A. Light and Light (2008) and I. Light (2006).
- Anonymous author: on free care (“Study Finds,” 2007); (Anonymous, 1998).
- Several studies: (Miller, 1999; Shafranske & Mahoney, 1998).
- Secondary sources: Allport’s diary (as cited in Nicholson, 2003).
- Citing parts of a source: (Shimamura, 1989, Chapter 3).

- Personal communications: T. K. Lutes (personal communication, April 18, 2001).
- Sample reference list entry to an appealed case: *Durflinger v. Artiles*, 563 F. Supp. 322 (D. Kan. 1981), *aff'd*, 727 F.2d 888 (10th Cir. 1984).
  - Text citation: *Durflinger v. Artiles* (1981/1984).
- Sample reference to an unreported decision: *Gilliard v. Oswald*, No. 76-2109 (2d Cir. Mar. 16, 1977).
- Sample reference to a case appealed to a state supreme court: *Compton v. Commonwealth*, 239 Va. 312, 389 S.E.2d 460 (1990).
- Sample reference to a case appealed to a state court of appeals: *Texas v. Morales*, 826 S.W.2d 201 (Tex. Ct. App. 1992).
- Sample references to cases decided by the US Supreme Court: *Brown v. Board of Educ*, 347 US 483 (1954).
- Sample reference for federal testimony: RU486: The Import Ban (1990).
- Sample reference for a full federal hearing: *Urban America's Need* (1992).
- Form for executive order: Executive Order No. 11,609 (1994).
- Patents: US Patent No. 123,445 (1988).

**Table 2.1 Basic Citation Styles**

Type of Citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation)	University of	University of	(University of	(University of

abbreviation) authors	as	Pittsburgh (2005)	Pittsburgh (2005)	Pittsburgh, 2005)	Pittsburgh, 2005)
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- Unnumbered reference style.
- Indirect citations should be listed alphabetically.
- Use “and” for direct citations and “&” for indirect citations.

### 2.24.2 Reference List

- Arrange alphabetically.
- Retain the issue number in parentheses immediately after the volume number, if given in author manuscript.
- DOI format should be changed to URL format.
- Note: APA references for "Op cit" and "Ibid" should follow Journal Style Sheet. If journal style sheet does not contain any info, follow the APA style.

Journal article	Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. <i>Title of Periodical</i> , xx, pp–pp.
Journal article with DOI	Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. <i>Title of Periodical</i> , xx, pp–pp. doi:xx.xxxxxxxx
Journal article with DOI, more than seven authors	Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ... Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. <i>Nicotine and Tobacco Research</i> , 6, 249–267. doi:10.1080/14622200410001676305
Journal article without DOI	Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. <i>Law Enforcement Executive Forum Journal</i> , 8(1), 73-82.
Journal article without DOI, title translated into English, print version	Guimard, P., & Florin, A. (2007). Les evaluations des enseignants en grande section de maternelle sont-elles predictives des difficultes de lecture au cours preparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. <i>Approche Neuropsychologique des Apprentissages chez l'Enfant</i> , 19, 5–17.
Journal article with DOI, advance online publication	Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. <i>Knowledge Management Research &amp; Practice</i> . Advance online publication. doi:10.1057/palgrave.kmrp.8500141
In-press article posted in a preprint archive	Briscoe, R. (in press). Egocentric spatial representation in action and perception. <i>Philosophy and Phenomenological Research</i> . Retrieved from <a href="http://cogprints.org/5780/1/ECSRAP.F07.pdf">http://cogprints.org/5780/1/ECSRAP.F07.pdf</a>
Magazine article	Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. <i>Monitor on Psychology</i> , 39(5), 26–29.
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Newsletter article, no author	Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). <i>OJJDP News @ a Glance</i> . Retrieved from <a href="http://www.nqrs.gov/html/ojjdp/news_at_glance/216684/topstory.html">http://www.nqrs.gov/html/ojjdp/news_at_glance/216684/topstory.html</a>
Newspaper article	Schwartz, J. (1993, September 30). Obesity affects economic, social status. <i>The Washington Post</i> , pp. A1, A4.
Online newspaper article	Brody, J. E. (2007, December 11). Mental reserves keep brain agile. <i>The New York Times</i> . Retrieved from <a href="http://www.nytimes.com">http://www.nytimes.com</a>



Special issue or section in a journal	Haney, C., & Wiener, R. L. (Eds.). (2004). Capital punishment in the United States [Special issue]. <i>Psychology, Public Policy, and Law</i> , 10(4).
Monograph as part of journal issue	Ganster, D. C., Schaubroeck, J., Sime, W. E., & Mayes, B. T. (1991). The nomological validity of the Type A personality among employed adults [Monograph]. <i>Journal of Applied Psychology</i> , 76, 143–168. doi:10.1037/0021-9010.76.1.143
Editorial without signature	Editorial: “What is a disaster” and why does this question matter? [Editorial]. (2006). <i>Journal of Contingencies and Crisis Management</i> , 14, 1–2.
Online-only supplemental material in a periodical	Marshall-Pescini, S., & Whiten, A. (2008). Social learning of nut-cracking behavior in East African sanctuary-living chimpanzees ( <i>Pan troglodytes schweinfurthii</i> ) [Supplemental material]. <i>Journal of Comparative Psychology</i> , 122, 186–194. doi:10.1037/0735-7036.122.2.186.supp
Abstract as original source	Woolf, N. J., Young, S. L., Fanselow, M. S., & Butcher, L. L. (1991). MAP-2 expression in cholinceptive pyramidal cells of rodent cortex and hippocampus is altered by Pavlovian conditioning [Abstract]. <i>Society for Neuroscience Abstracts</i> , 17, 480.
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Book	Author, A. A. (1967). <i>Title of work</i> . Location: Publisher. Author, A. A. (1997). <i>Title of work</i> . Retrieved from <a href="http://www.xxxxxxx">http://www.xxxxxxx</a> Author, A. A. (2006). <i>Title of work</i> . doi:xxxxx Editor, A. A. (Ed.). (1986). <i>Title of work</i> . Location: Publisher.
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Electronic-only book	O’Keefe, E. (n.d.). <i>Egoism &amp; the crisis in Western values</i> . Retrieved from <a href="http://www.onlineoriginals.com/showitem.asp?itemID=135">http://www.onlineoriginals.com/showitem.asp?itemID=135</a>
Electronic version of republished book	Freud, S. (1953). The method of interpreting dreams: An analysis of a specimen dream. In J. Strachey (Ed. & Trans.), <i>The standard edition of the complete psychological works of Sigmund Freud</i> (Vol. 4, pp. 96–121). Retrieved from <a href="http://books.google.com/books">http://books.google.com/books</a> (Original work published 1900)
Several volumes in a multivolume work	Koch, S. (Ed.). (1959–1963). <i>Psychology: A study of science</i> (Vols. 1–6). New York, NY: McGraw-Hill.
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Entry in an online reference work, no author or editor	Heuristic. (n.d.). In <i>Merriam-Webster's online dictionary</i> (11th ed.). Retrieved from <a href="http://www.m-w.com/dictionary/heuristic">http://www.m-w.com/dictionary/heuristic</a>
Technical and research reports	Author, A. A. (1998). <i>Title of work</i> (Report No. xxx). Location: Publisher.
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Report from institutional archive	McDaniel, J. E., & Miskel, C. G. (2002). <i>The effect of groups and individuals on national decisionmaking: Influence and domination in the reading policymaking environment</i> (CIERA Report 3-025). Retrieved from University of Michigan, Center for Improvement of Early Reading Achievement website: <a href="http://www.ciera.org/library/reports/inquiry-3/3-025/3-025.pdf">http://www.ciera.org/library/reports/inquiry-3/3-025/3-025.pdf</a>
Website reference	Sick, L. (Ed.). (2009). <i>Record structure for APA databases</i> . Retrieved from <a href="http://www.apa.org/databases/training/record-structure.pdf">http://www.apa.org/databases/training/record-structure.pdf</a> <ul style="list-style-type: none"> <li>• There is no need to query for the accession date (delete if provided).</li> <li>• The retrieved date is not mandatory. Delete if provided.</li> </ul> <p><b>Available from</b> is also used when one is taking data from a commercial database/library/university (see <i>Publication Manual of the American Psychological Association</i>, 6th edition, p. 208).</p>
Issue brief	Employee Benefit Research Institute. (1992, February). <i>Sources of health insurance and characteristics of the uninsured</i> (Issue Brief No. 123). Washington, DC: Author.
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Paper presentation or poster session	Presenter, A. A. (Year, Month). <i>Title of paper or poster</i> . Paper or poster session presented at the meeting of Organization Name, Location.
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Proceedings published regularly online	Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. <i>Proceedings of the National Academy of Sciences, USA, 105</i> , 12593–12598. doi:10.1073/pnas.0805417105
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Doctoral dissertation or master's thesis	Author, A. A. (2003). <i>Title of doctoral dissertation or master's thesis</i> (Doctoral dissertation or master's thesis). Retrieved from Name of database. (Accession or Order No.)
Unpublished dissertation or thesis	Author, A. A. (1978). <i>Title of doctoral dissertation or master's thesis</i> (Unpublished doctoral dissertation or master's thesis). Name of Institution, Location.
Master's thesis,	McNiel, D. S. (2006). <i>Meaning through narrative: A personal narrative discussing growing up</i>

from a commercial database	<i>with an alcoholic mother</i> (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)
Doctoral dissertation, from an institutional database	Adams, R. J. (1973). <i>Building a foundation for evaluation of instruction in higher education and continuing education</i> (Doctoral dissertation). Retrieved from <a href="http://www.ohiolink.edu/etd/">http://www.ohiolink.edu/etd/</a>
Doctoral dissertation, from the web	Bruckman, A. (1997). <i>MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids</i> (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from <a href="http://www-static.cc.gatech.edu/~asb/thesis/">http://www-static.cc.gatech.edu/~asb/thesis/</a>
Doctoral dissertation, abstracted in DAI	Appelbaum, L. G. (2005). Three studies of human information processing: Texture amplification, motion representation, and figure-ground segregation. <i>Dissertation Abstracts International: Section B. Sciences and Engineering</i> , 65(10), 5428.
Doctoral thesis, from a university outside the United States	Carlbom, P. (2000). <i>Carbody and passengers in rail vehicle dynamics</i> (Doctoral thesis, Royal Institute of Technology, Stockholm, Sweden). Retrieved from <a href="http://urn.kb.se/resolve?urn=urn:nbn:se:kth:diva-3029">http://urn.kb.se/resolve?urn=urn:nbn:se:kth:diva-3029</a>
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Review of a video game, no author	[Review of the video game <i>BioShock</i> , produced by 2K Games, 2007]. (n.d.). Retrieved from <a href="http://www.whattheyplay.com/products/bioshock-for-xbox-360/?fm=3&amp;ob=1&amp;t=0#166">http://www.whattheyplay.com/products/bioshock-for-xbox-360/?fm=3&amp;ob=1&amp;t=0#166</a>
Peer commentary on an article	Wolf, K. S. (2005). <i>The future for Deaf individuals is not that bleak</i> [Peer commentary on the paper "Decrease of Deaf potential in a mainstreamed environment" by K. S. Wolf]. Retrieved from <a href="http://www.personalityresearch.org/papers/hall.html#wolf">http://www.personalityresearch.org/papers/hall.html#wolf</a>
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Software	Comprehensive Meta-Analysis (Version 2) [Computer software]. Englewood, NJ: Biostat.
Apparatus	Eyelink II [Apparatus and software]. (2004). Mississauga, Ontario, Canada: SR Research.
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Historical publication of limited circulation	Sci-Art Publishers. (1935). <i>Sci-Art Publications</i> [Brochure]. Cambridge, MA: Author. A. A. Roback Papers (HUGFP 104.50, Box 2, Folder “Miscellaneous Psychological Materials”). Harvard University Archives, Cambridge, MA.
Photographs	[Photographs of Robert M. Yerkes]. (ca. 1917–1954). Robert Mearns Yerkes Papers (Box 137, Folder 2292). Manuscripts and Archives, Yale University Library, New Haven, CT.
Message posted to	Rampersad, T. (2005, June 8). Re: Traditional knowledge and traditional cultural expressions

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Sample reference list entry to an appealed case	Durflinger v. Artiles, 563 F. Supp. 322 (D. Kan. 1981), <i>aff'd</i> , 727 F.2d 888 (10th Cir. 1984).
Sample reference to a statute	Mental Health Systems Act, 42 U.S.C. § 9401 (1988).
Sample reference to a statute in a state code	Mental Care and Treatment Act, 4 Kan. Stat. Ann. §§ 59-2901-2941 (1983 & Supp. 1992).
Sample reference to a statute in a federal code	Americans With Disabilities Act of 1990, 42 U.S.C.A. § 12101 <i>et seq.</i> (West 1993).
Sample reference for federal testimony	<i>RU486: The import ban and its effect on medical research: Hearings before the Subcommittee on Regulation, Business Opportunities, and Energy, of the House Committee on Small Business</i> , 101st Cong. 35 (1990) (testimony of Ronald Chesemore).
Sample reference for a full federal hearing	<i>Urban America's need for social services to strengthen families: Hearing before the Subcommittee on Human Resources of the Committee on Ways and Means, House of Representatives</i> , 102d Cong. 1 (1992).
Sample reference to unenacted federal bills	Equitable Health Care for Severe Mental Illnesses Act of 1993, H.R. 1563, 103d Cong. (1993).
Form for executive order	Exec. Order No. 11,609, 3 C.F.R. 586 (1971–1975), <i>reprinted as amended in</i> 3 U.S.C. 301 app. at 404–07 (1994).
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## 2.25 Punctuation

Punctuation establishes the cadence of a sentence, telling the reader where to pause (comma, semicolon, and colon), stop (period and question mark), or take a detour (dash, parentheses, and brackets).

### 2.25.1 Spacing After Punctuation Marks

Insert one space after

- commas, colons, and semicolons;
- periods that separate parts of a reference citation; and
- periods of the initials in personal names (e.g., J. R. Zhang).

**Exception:** Do not insert a space after internal periods in abbreviations (e.g., a.m., i.e.), including identity-concealing labels for study participants (F.I.M.), or around colons in ratios.

## 2.26 Period

Use a period to end a complete sentence. Periods are used with abbreviations as follows:

Use periods with:	Do not use periods with:
initials of names (J. R. Smith).	abbreviations of state names (NY; OH; Washington, DC) in reference list entries or in vendor locations (e.g., for drugs and apparatus described in the Method section).
abbreviation for United States when it is used as an adjective (US Navy).	capital letter abbreviations and acronyms (APA, NDA, NIMH, IQ).
identity-concealing labels for study participants (F.I.M.).	abbreviations for routes of administration (icv, im, ip, iv, sc).
Latin abbreviations (a.m., cf., i.e., vs.).	web addresses in text or in the reference list ( <a href="http://www.apa.org">http://www.apa.org</a> ).
reference abbreviations (Vol. 1, 2nd ed., p. 6, F. Supp.).	metric and nonmetric measurement abbreviations (cd, cm, ft, hr, kg, lb, min, ml, s).
<i>Exception:</i> The abbreviation for inch (in.) takes a period because without the period it could be misread.	

## 2.27 Comma

Use a comma:	Do not use a comma:
to set off the year in exact dates (April 18, 1992, was the correct date).	to separate parts of measurement (8 years 2 months; 3 min 40 s).
to set off the year in parenthetical reference citations (Patrick, 1993; Kelsey, 1993, discovered ...).	
to separate groups of three digits in most numbers of 1,000 or more.	

## 2.28 Colon

Use a colon:
in ratios and proportions.
in references between place of publication and publisher.

## 2.29 Dashes

### 2.29.1 Em Dash

- An em dash is longer than a hyphen or an en dash and is used to set off an element added to amplify or to digress from the main clause (e.g., Studies—published and unpublished—are included). Use no space before or after an em dash.

### 2.29.2 En Dash

- Number ranges use an en dash (e.g., 1–9). Use no space before or after an en dash.

### 2.30 Quotation Marks

- Use single quotation marks inside double quotation marks. For example, Miele (1993) found that “the ‘placebo effect,’ which had been verified in previous studies, disappeared when [only the first group’s] behaviors were studied in this manner” (p. 276).
- Place periods and commas inside quotation marks; place other punctuation marks outside quotation marks unless they are part of the quoted material.
- Do not use quotation marks to enclose block quotations. Do use double quotation marks to enclose any quoted material within a block quotation.

### 2.31 Parentheses, Brackets, and Braces

For Text: Use ( ) first, then ([ ]).

*Exception:* Do not use brackets if the material can be set off easily with commas without confounding meaning.

For Equations: Use ( ) first, then [( )], and finally {[ ( )]}.

### 2.32 Slash

- Follow Journal Style Sheet

If journal style sheet does not contain any info, follow the below mentioned APA style.

Use a slash (also called a <i>virgule</i> , <i>solidus</i> ):	Do not use a slash:
to indicate <i>per</i> to separate units of measurement accompanied by a numerical value.  7.4 mg/kg	more than once to express compound units. Use centered dots and parentheses as needed to prevent ambiguity.  nmol • hr <sup>-1</sup> • mg <sup>-1</sup> <i>not</i> nmol/hr/mg
to set off English phonemes.	

### 2.33 APPENDIX

- Heading: ALL CAPS.

*For example:*

How to cite this article: Tzini K, Jain K. Unethical behavior under relative performance evaluation: Evidence and remedy. *Hum Resour Manage.* 2018;1–15. <https://doi.org/10.1002/hrm.21913>

#### APPENDIX

##### STUDY 1 SCENARIOS

**(Control condition) [Absolute performance condition]  
[Relative performance condition]**

Sam is one of the key traders for Mercury Bank’s recently launched operations in the futures markets on the Singapore International Monetary Exchange (SIMEX). He has had a successful trading career



### 2.34 Supporting Information

- Supporting information should be placed at the end of the article after the references.
- Citation of supporting information figures and tables (such as Supporting Information Figure 1 or Supporting Information Figure S1).

*For example:*

#### SUPPORTING INFORMATION

Additional supporting information may be found online in the Supporting Information section at the end of the article.

Note: Caption for supporting information is displayed based on journal requirement.

### 2.35 Enunciations (Math Statements)

- Should be set as AMS style, regardless of referencing or copyediting style for the journal.
- Should be indented on both sides.

Enunciation	Title	Number (If any)	Text
Theorem (and Assertion, Axiom, etc.)	<b>Roman, bold</b>	<b>Roman, bold</b>	<i>Italics</i>
Proof	<i>Italics</i>	Roman	Roman
Definition (and Assumption, Example, etc.)	<b>Roman, bold</b>	<b>Roman, bold</b>	Roman
Remark (and Answer, Case, Claim, etc.)	<i>Italics</i>	Roman	Roman

Further elaboration and examples can be found on pages 31-35 of the AMS Style Guide.

### 2.35 Frequently Asked Questions (FAQs)

1. Only structured abstract is allowed in APA?  
Wiley: No, both structured and unstructured abstracts are allowed.
2. Standard style elements and format to have reference citation in abstract?  
Wiley: Replace reference citations with minimal publication details such as; use the surname of the first author followed by et al. if there are more than two author names), year of publication, abbreviated journal title, volume number and page range.
3. When we change the linking symbol for present address to the arabic numeral, the symbols will be out of order. Is that ok?  
Wiley: Make the linking symbol for the present address the highest number and put it last. It is not acceptable to have the numbers out of order.

### 2.36 Exceptions/Deviations from APA Style

1. APA references should be set as text footnotes. "Op cit" and "Ibid" are allowed.
2. Use of solidus/negative indices according to journal style sheet.
3. Probability: Uppercase/Lowercase (p/P) according to journal style sheet.

4. For author biography, follow journal style sheet.
5. Follow AMS style for Enunciations (Math statements).
6. Numbered abstracts are allowed from some society journals.

### Part III: Copyediting Level 1

Copyediting Level 1 (CE1) includes both mechanical editing and copyediting according to the following points along with structuring and XML tagging. The following points are considered to constitute the base level of language editing and should be followed for all Wiley APA journals.

#### 3.1 Mechanical Editing

Refer to Part II.

#### 3.2 Copyediting

##### 3.2.1 Verbs

Verbs are vigorous, direct communicators. Use the active rather than the passive voice, and select tense or mood carefully.

##### **Prefer the active voice.**

*Preferred:* We conducted the survey in a controlled setting.

*Nonpreferred:* The survey was conducted in a controlled setting.

##### 3.2.2 Tense

Check for proper tense.

*Correct:* Sanchez (2000) presented similar results.

*Incorrect:* Sanchez (2000) presents similar results.

*Correct:* Since that time, several investigators have used this method.

*Incorrect:* Since that time, several investigators used this method.

##### 3.2.3 Subject and Verb Agreement

A verb must agree in number (i.e., singular or plural) with its subject, regardless of intervening phrases that begin with such words as *together with*, *including*, *plus*, and *as well as*.

*Correct:* The percentage of correct responses as well as the speed of the responses increases with practice.

*Incorrect:* The percentage of correct responses as well as the speed of the responses increase with practice.

*Correct:* The data indicate that Terrence was correct.

*Incorrect:* The data indicates that Terrence was correct.



*Correct:* The phenomena occur every 100 years.

*Incorrect:* The phenomena occurs every 100 years.

APA prefers *Merriam-Webster's Collegiate Dictionary* (2005) when in doubt about the plural form of nouns of foreign origin. For examples of agreement of subject and verb with collective nouns, see the APA Style website ([www.apastyle.org](http://www.apastyle.org)).

### 3.2.4 Pronouns

Pronouns replace nouns. Each pronoun should refer clearly to its antecedent and should agree with the antecedent in number and gender. A pronoun must agree in number (i.e., singular or plural) with the noun it replaces.

*Correct:* Neither the highest scorer nor the lowest scorer in the group had any doubt about his or her competence.

*Incorrect:* Neither the highest scorer nor the lowest scorer in the group had any doubt about their competence.

Use *who* for human beings; use *that* or *which* for nonhuman animals and for things.

*Correct:* The students who completed the task successfully were rewarded.

*Incorrect:* The students that completed the task successfully were rewarded.

For more information, please refer to the *Publication Manual of the American Psychological Association*, 6th edition, section 3.2, p. 79.

### 3.2.5 Adverbs

Adverbs can be used as introductory or transitional words. Adverbs modify verbs, adjectives, and other adverbs and express manner or quality.

*Correct:* More important, the total amount of available long-term memory activation, and not the rate of spreading activation, drives the rate and probability of retrieval.

*Incorrect:* More importantly, the total amount of available long-term memory activation, and not the rate of spreading activation, drives the rate and probability of retrieval.

*Correct:* First, we hypothesized that the quality of the therapeutic alliance would be rated higher....

*Incorrect:* Firstly, we hypothesized that the quality of the therapeutic alliance would be rated higher....

*Correct:* I hope this is not the case.

*Incorrect:* Hopefully, this is not the case.

### 3.2.6 Relative Pronouns and Subordinate Conjunctions

Relative pronouns (*who, whom, that, which*) and subordinate conjunctions (e.g., *since, while, although*) introduce an element that is subordinate to the main clause of the sentence and reflect the relationship of the subordinate element to the main clause.

#### 3.2.6.1 Relative Pronouns

##### **That versus which**

*That* clauses (called *restrictive*) are essential to the meaning of the sentence:

The materials that worked well in the first experiment were used in the second experiment.

*Which* clauses can merely add further information (nonrestrictive) or can be essential to the meaning (restrictive) of the sentence.

*Restrictive:* The cards that worked well in the first experiment were not useful in the second experiment. [Only those cards that worked well in the first experiment were not useful in the second; prefer *that*.]

*Nonrestrictive:* The cards, which worked well in the first experiment, were not useful in the second experiment. [The second experiment was not appropriate for the cards.]

#### 3.2.6.2 Subordinate Conjunctions

**While and since.** Some style authorities accept the use of *while* and *since* when they do not refer strictly to time; however, words like these, with more than one meaning, can cause confusion.

**While versus although, and, or but.** Use *while* to link events occurring simultaneously; otherwise, use *although, and, or but* in place of *while*.

*Precise:* Although these findings are unusual, they are not unique.

*Imprecise:* While these findings are unusual, they are not unique.

**Since versus because.** *Since* is more precise when it is used to refer only to time (to mean “after that”); otherwise, replace it with *because*.

*Precise:* Data for two participants were incomplete because these participants did not report for follow-up testing.

*Imprecise:* Data for two participants were incomplete since these participants did not report for follow-up testing.

### 3.2.7 Parallel Construction

To enhance the reader’s understanding, present parallel ideas in parallel or coordinate form. Make certain that all elements of the parallelism are present before and after the coordinating conjunction (i.e., *and, but, or, nor*).

*Correct:* The results show that such changes could be made without affecting error rate and that latencies continued to decrease over time.

*Incorrect:* The results show that such changes could be made without affecting error rate and latencies continued to decrease over time.

### ***Between and and.***

*Correct:* We recorded the difference between the performance of subjects who completed the first task and the performance of those who completed the second task.

[The difference is between the subjects' performances, not between the performance and the task.]

*Incorrect:* We recorded the difference between the performance of subjects who completed the first task and the second task.

### ***Both and and.***

*Correct:* The names were difficult both to pronounce and to spell.

*Incorrect:* The names were both difficult to pronounce and spell.

### ***Neither and nor; either and or.***

*Correct:* Neither the responses to the auditory stimuli nor the responses to the tactile stimuli were repeated.

*Incorrect:* Neither the responses to the auditory stimuli nor to the tactile stimuli were repeated.

### ***Not only and but also.***

*Correct:* It is surprising not only that pencil-and-paper scores predicted this result but also that all other predictors were less accurate.

*Incorrect:* It is not only surprising that pencil-and-paper scores predicted this result but also that all other predictors were less accurate.

## **3.2.8 Comma**

<b>Use a comma:</b>	<b>Do not use a comma:</b>
between elements (including before <i>and</i> and <i>or</i> ) in a series of three or more items.	before an essential or restrictive clause (The switch that stops the recording device also controls the light).
to set off a nonessential or nonrestrictive clause (Switch A, which was on a panel, controlled the recording device).	between the two parts of a compound predicate. <i>Correct:</i> All subjects completed the first phase of the experiment and returned the following week for Phase 2. <i>Incorrect:</i> All subjects completed the first phase of the experiment, and returned the following week for Phase 2.
to separate two independent clauses joined by a conjunction (Cedar shavings covered the floor, and paper was available for shredding and nest building).	

to separate groups of three digits in most figures of 1,000 or more.	
--	--

### 3.2.9 Semicolon

Use a semicolon:

- To separate two independent clauses that are not joined by a conjunction.

**For example:**

The participants in the first study were paid; those in the second were unpaid.

- To separate elements in a series that already contain commas. (See *Publication Manual of the American Psychological Association*, 6th edition, section 3.04 for the use of semicolons in numbered or lettered series.)

**For example:**

The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue (Davis & Hueter, 1994; Pettigrew, 1993).

age,  $M = 34.5$  years, 95% CI [29.4, 39.6]; years of education,  $M = 10.4$  [8.7,12.1]; and weekly income,  $M = 612$  [522, 702];

Certain adverbs, when used to join two independent clauses, should be preceded by a semicolon, rather than a comma. These transitional adverbs include *however*, *thus*, *hence*, *indeed*, *accordingly*, *besides*, *therefore*, and sometimes, *then*. A comma usually follows the adverb but may be omitted if the sentence seems just as effective without it.

*The accuracy of Jesse's watch was never in question; besides, he was an expert at intuiting the time of the day from the position of the sun and stars.*

*Kallista was determined not to miss anything on her voyage; accordingly, she made an appointment with her ophthalmologist.*

### 3.2.10 Colon

Use a colon:	Do not use a colon:
<p>between a grammatically complete introductory clause and a final phrase or clause. For example, Freud (1930/1961) wrote of two urges: an urge toward union with others and an egoistic urge toward happiness. They have agreed on the outcome: Informed participants perform better than do uninformed participants.</p>	<p>after an introduction that is not an independent clause or complete sentence. The formula is <math>r_i = a_i + e</math>. The instructions for the task were     Your group's task is to rank the 15 items in terms of their importance for the crew's survival.</p>

### 3.2.11 Slash

Use a slash (also called a <i>virgule</i> , <i>solidus</i> ):	Do not use a slash:
to clarify a relationship in which a hyphenated compound is used.	when a phrase would be clearer.
the classification/similarity-judgment condition	Each child handed the ball to her mother or guardian. <i>not</i> Each child handed the ball to her mother/guardian.

### 3.2.12 Hyphenation

Follow *Merriam-Webster's Collegiate Dictionary*.

Rule	Example
<b>Hyphenate</b>	
A compound with a participle when it precedes the term it modifies	role-playing technique anxiety-arousing condition water-deprived animals
A phrase used as an adjective when it precedes the term it modifies	trial-by-trial analysis to-be-recalled items all-or-none questionnaire
An adjective-and-noun compound when it precedes the term it modifies	high-anxiety group middle-class families low-frequency words
A compound with a number as the first element when the compound precedes the term it modifies	two-way analysis of variance six-trial problem 12th-grade students 16-s interval
A fraction used as an adjective	two-thirds majority
<b>Do not hyphenate</b>	
A compound including an adverb ending in <i>ly</i>	widely used text relatively homogeneous sample randomly assigned participants
A compound including a comparative or superlative adjective	better written paper less informed interviewers higher scoring students higher order learning
Chemical terms	sodium chloride solution amino acid compound
Foreign phrases used as adjectives or adverbs	a posteriori test post hoc comparisons fed ad lib [but hyphenate the adjectival form: ad-lib feeding; see <i>Webster's Collegiate</i> ]
A modifier including a letter or numeral as the second element	Group B participants Type II error Trial 1 performance
Common fractions used as nouns	one third of the participants
Use en dash for equal weightage (e.g., water–oil combination)	
Use hyphen for adjectival units: 4.6-cm long, a 7-kg weight	

### 3.2.12.1 Prefixes and Suffixes That Do Not Require Hyphens

Prefix or suffix	Example	Prefix or suffix	Example
Able	retrievable	mini	minisession
After	aftereffect	multi	multiphase
Anti	antisocial	non	nonsignificant
Bi	bilingual	over	overaggressive
Cede	intercede	phobia	agoraphobia
Co	coworker	post	posttest
Counter	counterbalance	pre	preexperimental
Equi	equimax	pro	pro war
Extra	extracurricular	pseudo	pseudoscience
Gram	cardiogram	quasi	quasiperiodic
Infra	infrared	re	reevaluate
Inter	interstimulus	semi	semidarkness
Intra	intraspecific	socio	socioeconomic
Like	wavelike	sub	subtest
Macro	macrocosm	super	superordinate
Mega	megawatt	supra	supraliminal
Meta	metacognitive	ultra	ultrahigh
Meter	micrometer	un	unbiased
Micro	microcosm	under	underdeveloped
Mid	midterm		

**Exceptions: Use a hyphen in meta-analysis and quasi-experimental.**

### 3.2.12.2 Prefixed Words That Require Hyphens

Occurrence	Example
Compounds in which the base word is capitalized a number an abbreviation more than one word	pro-Freudian post-1970 pre-UCS trial non-achievement-oriented students
All <i>self-</i> compounds, whether they are adjectives or nouns	self-report technique the test was self-paced self-esteem
Words that could be misunderstood	re-pair [pair again] re-form [form again] un-ionized
Words in which the prefix ends and the base word begins with the same vowel	meta-analysis anti-intellectual co-occur

### 3.2.13 Capitalization

#### Capitalize

- Words beginning a sentence.
- The first word after a colon.
- Major words in titles and headings.

- Conjunctions, articles, and short prepositions are not considered major words; however, capitalize all words of four letters or more. Capitalize all verbs (including linking verbs), nouns, adjectives, adverbs, and pronouns. When a capitalized word is a hyphenated compound, capitalize both words. Also, capitalize the first word after a colon or a dash in a title.
- In table headings and figure captions, only the first word and proper nouns.
- References to titles of sections within the same article.
- Proper nouns and adjectives and words used as proper nouns.
- Names of university departments if they refer to a specific department within a specific university and complete names of academic courses if they refer to a specific course.
- Trade and brand names of drugs, equipment, and food.
- Nouns followed by numerals or letters that denote a specific place in a numbered series.

***For example:***

On Day 2 of Experiment 4

- Complete titles of published and unpublished tests.
- Names of derived variables within a factor or principal components analysis.
  - The words *factor* and *component* are not capitalized unless followed by a number.

***For example:***

Mealtime Behavior (Factor 4)

Factors 6 and 7

- Abbreviations beginning a sentence.

***For example:***

p-Endorphins

***Exceptions***

- In titles of books and articles in reference lists, capitalize only the first word, the first word after a colon or em dash, and proper nouns. Do not capitalize the second word of a hyphenated compound (see the *Publication Manual of the American Psychological Association*, 6th edition, section 4.15).
- Do not capitalize nouns that denote common parts of books or tables followed by numerals or letters.
- Do not capitalize names of laws, theories, models, statistical procedures, or hypotheses.
- Do not capitalize nouns that precede a variable.

***For example:***

trial  $n$  and item  $x$

- Do not capitalize shortened, inexact, or generic titles of tests.

***For example:***

a vocabulary test

- Do not capitalize names of conditions or groups in an experiment.
- Do not capitalize effects or variables unless they appear with multiplication signs.

### 3.2.14 Italics

Use italics for:	Do not use italics for:
genera, species, and varieties.	foreign phrases and abbreviations common in English.
introduction of a new, technical, or key term or label.	chemical terms (NaCl, LSD).
a letter, word, or phrase cited as a linguistic example.	trigonometric terms.
words that could be misread.	nonstatistical subscripts to statistical symbols or mathematical expressions.
letters used as statistical symbols or algebraic variables.	Greek letters.
some test scores and scales.	mere emphasis. (Italics are acceptable if emphasis might otherwise be lost; in general, however, use syntax to provide emphasis).
anchors of a scale.	

### 3.2.15 Abbreviations

- Spell it out in the first occurrence in abstract and text and abbreviate it thereafter.
- APA Style permits the use of abbreviations that appear as word entries (i.e., that are not labeled *abbr*) in *Merriam-Webster's Collegiate Dictionary* (2005). Such abbreviations do not need explanation in text.

***For example:***

IQ; REM; ESP; AIDS; HIV; NADP; ACTH

- Use the following standard Latin abbreviations only in parenthetical material; in nonparenthetical material, use the English translation of the Latin terms; in both cases, include the correct punctuation that accompanies the term:

cf.	compare	i.e.,	that is,
e.g.,	for example,	viz.,	namely,
, etc.,	and so forth	vs.	versus, against



**Abbreviate the following**

- hr, hour
- min, minute
- ms, millisecond
- ns, nanosecond
- s, second
- %, percentage (use the word *percentage* when a number is not given)
- Volume: Liter for standalone → L (always). *For Example:* 5 L and 6 ml
- Temperature: 3–4°C (degrees Celsius, no space before °C)
- Measures of currency: \$55.60

**3.2.15.1 Common Abbreviations for Units of Measurement**

Abbreviation	Unit of measurement	Abbreviation	Unit of measurement
A	ampere	m	meter
Å	angstrom	µm	micrometer
AC	alternating current	mA	milliampere
a.m.	ante meridiem	mEq	milliequivalent
°C	degree Celsius	MeV	million electron volts
Ci	curie	mg	milligram
cm	centimeter	ml	milliliter
cps	cycles per second	mm	millimeter
dB	decibel (specify scale)	mM	millimolar
DC	direct current	mmHg	millimeters of mercury
deg/s	degrees per second	mmol	millimole
dl	deciliter	mol wt	molecular weight
°F	degree Fahrenheit	mph	miles per hour (include metric equivalent in parentheses)
g	gram	MQ	megohm
g	gravity	N	newton
Hz	hertz	p.m.	post meridiem
in.	inch (include metric equivalent in parentheses)	ppm	parts per million
IQ	intelligence quotient	psi	pounds per square inch (include metric equivalent in parentheses)
IU	international unit	rpm	revolutions per minute
kg	kilogram	S	Siemens
km	kilometer	V	volt
kph	kilometers per hour	W	watt
kW	kilowatt		
L	liter		

**3.2.16 Numbers**

Use numerals to express:

- numbers 10 and above (e.g., 12 cm wide)
- numbers that immediately precede a unit of measurement (e.g., a 5-mg dose)
- numbers that represent statistical or mathematical functions (e.g., multiplied by 5)
- numbers that represent time, dates, ages, scores and points on a scale, exact sums of money, and numerals as numerals (e.g., 1 hr 34 min)

- numbers that denote a specific place in a numbered series (e.g., row 5)

Use words to express:

- numbers zero to nine
- any number that begins a sentence, title, or text heading
- common fractions (e.g., one fifth of the class)
- universally accepted usage (e.g., the Twelve Apostles)

Use a combination of numerals and words to express back-to-back modifiers:

- 2 two-way interactions
- ten 7-point scales

### 3.2.16.1 Ordinal Numbers: Examples

- Second-order factor
- The fourth graders
- The first item of the 75th trial
- The first and third groups
- Spell out ordinal that appears before a numeral

### 3.2.16.2 Decimal Fractions

- Use zero before decimal fraction.
- Use leading zeros for statistical values pertaining to probability ( $p$ ,  $\beta$ ,  $\alpha$ ).

**For examples:**

0.23 cm

Cohen's  $d = 0.70$

0.48 s

$r(24) = -0.43$

$P = 0.028$

### 3.2.16.3 Plurals of Numbers

To form the plurals of numbers, whether expressed as figures or as words, add *s* or *es* alone, without an apostrophe.

**For example:**

fours and sixes; 1950s; 10s and 20s

### 3.2.17 Time and Date

- Date: April 18, 1992
- Time: 8:30 p.m., 12:30 a.m.

### 3.2.18 Acknowledgments

- Acknowledgments - Should be presented as a separate section.

#### Acknowledgements

24.

For journals using US spelling, it should be 'Acknowledgment' or 'Acknowledgments'.  
For journals using UK spelling, it should be 'Acknowledgement' or 'Acknowledgements'.

#### *For example:*

##### ACKNOWLEDGMENTS

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How to cite this article: Abraham AS, Chacko MP, Fouzia NA, Srivastava A, Daniel D. Antibodies to human platelet antigens form a significant proportion of platelet antibodies detected in Indian patients with refractoriness to platelet transfusions. *Transfusion Med.* 2018;1-5. <https://doi.org/10.1111/tme.0003>

### 3.2.19 Scientific Abbreviations

- Do not repeat abbreviated units of measure when expressing multiple amounts: 16–30 kHz.
- Write out abbreviations for units that are not accompanied by numeric values (e.g., measured in centimeters, several kilograms).
- **Units of time.** To prevent misreading, do not abbreviate the following units of time, even when they are accompanied by numeric values: day; week; month; year.
- **Routes of administration:** You may abbreviate a route of administration when it is paired with a number-and-unit combination. Preferred style for APA is no periods: icv = intracerebral ventricular, im = intramuscular, ip = intraperitoneal, iv = intravenous, sc = subcutaneous, and so on.

#### *For example:*

anesthetized with sodium pentobarbital (90 mg/kg ip)

*but*

the first of two subcutaneous injections [*not* sc injections)

### 3.2.20 General Rules

- Spelling errors: plain spelling errors in normal English words are to be corrected.
- Indefinite and definite articles must be corrected.

- Italicize the genus and species name. *Mycobacterium avium* (Genus species) in article title, at first mention in Abstract, main text, but *M. avium* thereafter.
- Fundamental errors in syntax must be corrected.
- Incorrect word inflection must be corrected.
- Genes italic, proteins roman.
- The order of the manuscript should be Introduction, Methods, Results, Discussion and conclusion.
- Probability (p): Lowercase/Uppercase. Follow Journal Style Sheet.
- Use a semicolon in place of back-to back parentheses.
- Display and block quotes to be set in roman.

### 3.2.21 Gene Names

- If the author defines a gene symbol, keep the definition.
- If a gene symbol is used only once or twice, there is no need to define the symbol.
- If the symbol is defined, always keep the symbol as well as the definition even if the symbol is used only once (because some genes are better known by the symbol).
- Do not define gene symbols when there is no good definition.

### 3.2.22 Frequently Asked Questions (FAQs)

#### 1. Gene names in italics?

Wiley: If it is understandable, make it italics and raise an author query.

2. Use of owing to/because of/due to in this scenario “Do we have to differentiate between these? As per our understanding: "He lost the first game because of carelessness" ("because of" is modifying the main verb "lost") and "The accident was due to bad weather" ("due to" is preceded by the supporting verb "was")

Wiley: Usually change "owing to" to "because of." Use of "due to" is correct here.

#### 3. Style for table/Figure subparts ( Tables 1a, b vs. Tables 1a and 1b)?

Wiley: Follow: Figure 1a, Figure 1a-c, Figures 2b and 2c.

4. Should we assume that introductory phrases or text always be followed by a comma? ("In terms of homology, it..."; "In 1999,....")

Wiley: Yes. Sometimes, the comma is needed for clarity, but that's not always the case. And, in general, prefer to use them more often than not.

**5.** Should we insert commas around "however" and "therefore" (when used for an emphasis or as intensifiers)? We follow the author in such cases; however, we do insert a comma after these when they begin a sentence.

Wiley: Yes. Don't think it's something that should be a set rule. But it is sometimes more situational.

**6.** Change "resulting" to "and this results" in the sentence "Rab5 and Rab10 reciprocally recruit the other's GAP, resulting in demarcated domains in the Golgi–endosome interface"

Wiley: OK to leave as is. Also either way is acceptable.

**7.** Myeloid and lymphoid lineages cells: This was edited to avoid double plurals to "myeloid and lymphoid lineage cells". Can this be explained?

Wiley: The remark to stet the original was not intended for that phrase; it was for the phrase above it: "the 3D induction system–derived" because it looks like there was an en dash there, though I suppose it could just be a space.

**8.** Infectious Disease Regional Centre: This is marked to set in lower case. Can all organizations names also be lowercase?

Wiley: No, not all organization names should be lowercase. Addition of "an" before the department name in this case makes it generic.

**9.** In APA style, should "western" be lower case?

Wiley: We use lowercase "w" for western blotting (and lowercase "n" for northern blotting) but uppercase "S" for "Southern" blotting because Southern is a person's name.

**10.** Post –purification, closed up as per APA style?

Wiley: Close up throughout.

**11.** As fabG is a Gene, they take italics and FabG represents protein, it is roman. Here we follow the author for roman/italics. However, we raise a blanket query to the author to check roman/italics.

Wiley: You need to try to understand the sentence in order to figure out whether author means gene or gene product (protein).

**12.** Is ca.to be used only with dates?

Wiley: We would only use it with dates; usually we use a ~ elsewhere.

### 3.2.23 Exceptions/Deviations from APA style

1. Zero is used before a decimal fraction.
2. Use leading zeros for statistical values pertaining to probability (p, beta, alpha).
3. Acknowledgments to be set in separate section.

## Part IV: Copyediting Level 2

This level constitutes the standard copyediting level. Some journals have much more comprehensive style sheets, or guides, than others, so this level covers a range of editing that is dependent on the extent of the rules and the level of editorial office expectations. The CE2 specifications are composed of CE1 rules and other additional copyediting tasks mentioned below.

### 4.1 Mechanical Editing

Refer to Part II.

### 4.2 Copyediting

#### 4.2.1 Preferred Spelling

American English: *Merriam-Webster's Collegiate Dictionary* (2005).

Spelling of psychological terms should conform to the *APA Dictionary of Psychology*.

**Exception:** *For APA-style journals whose title is a UK spelling, allow UK spelling for such titles to avoid iterations.*

#### 4.2.2 Misplaced and Dangling Modifiers

##### 4.2.2.1 Misplaced Modifiers

Ambiguously or illogically modify a word. You can eliminate misplaced modifiers by placing an adjective or an adverb as close as possible to the word it modifies.

*Correct:* Based on this assumption, the model....

*Incorrect:* Based on this assumption, we developed a model....

*Correct:* These data provide only a partial answer.

*Incorrect:* These data only provide a partial answer.

##### 4.2.2.2 Dangling Modifiers

Dangling modifiers have no referent in the sentence. Many of these result from the use of the passive voice. Dangling modifiers can be avoided by using the active voice.

*Correct:* Mulholland and Williams (2000) found that this group performed better, a result that is congruent with those of other studies. [The result, not Mulholland and Williams, is congruent.]

*Incorrect:* Congruent with other studies, Mulholland and Williams (2000) found that this group performed better.

### 4.2.3 Grammar

- Articles are employed according to standard rules of usage.
- Basic agreement in subject-verb, person, and number is checked.
- Inconsistencies in active/passive voice, first/third person, present/past tense should be corrected; idiom/style should be corrected.
- Definite/indefinite articles.

### 4.2.4 Usage

- Commonly misused terms are corrected; many gender-specific terms have a neutral equivalent (e.g., mankind/humankind).

### 4.2.5 Scientific and Mathematical Content

- Check for the mathematical operators, editing inline/displayed mathematical and chemical formulas; treatment of numbers, spaces, and symbols.
- Equations: Cross-reference in the text should be as “Equation (1)” and for plural it should be as “Equations 1 and 2.”
- Punctuated, single-letter variables italic; two or more letter variables roman; anything that qualifies a variable is roman (e.g.,  $T^N$  [Neel temperature]).
- Equation numbers flush right within parentheses (if applicable), center equations.
- Line space above and below.
- Close up the mathematical operators with single value ( $\sim XX$  or  $+XX$ , etc.).
- Symbols representing variables and scalars should be italicized (e.g.,  $a + b = c$ ).
- Arrays and vectors should be in boldface.
- Differential  $d$  in italic.
- Greek symbols as variables should be in italics (e.g.,  $\alpha = .5$ ).
- Uppercase Greek symbols should be roman (e.g.,  $\Delta$ ). Symbols for vectors and matrices (**V**, **X**) **should be boldface**.
- All other statistical symbols ( $N$ ,  $Mx$ ,  $df$ ,  $SSE$ ,  $MSE$ ,  $t$ ,  $F$ ) *should be italic*.
- Check for styling of variables and notions in equations (italics, boldface, roman, etc.).

- Linearization and display formats wherever required (convert inline equation into display equation and vice versa).
- Manipulation of spaces within equations and conditions (em space, en space, thin space, etc.).
- Identifying and styling mathematical symbols (summation, product, subset, much less than, much greater than, partial differential, Delta, etc.).
- Mathematical content — formatting of variables, constants, vectors, matrices; consistency; linear/nonlinear equations; mathematical operators, etc.

#### 4.2.6 Manuscript Components

- Every citation in text should have a counterpart; verify the appropriateness of all section and head levels; complete reference check; check that reference callouts in the text match the actual *number* of authors and also the listed references; a close reading and editing of tables is performed; figure legends are to be checked against figures; making or recommending changes for sense, clarity, or consistency and query the author to verify the changes were made.
- Query for all drug dosages; this can be done as a blanket query.
- Although it is not the responsibility of the copyeditor to check whether text, tables, or illustrations require permission to reprint, if there are strong indications that an element of the article could have been published previously elsewhere but there is no indication that permission to reproduce has been obtained, it is reasonable to add a query pointing out that the author should have obtained permission to reproduce the material.

#### 4.2.7 Frequently Asked Question

1. Should all Greek letters be rendered in italics?  
According to IUPAC, italic and roman Greek letters means different. Ideally, the Greek letters (physical quantities or variables) are set in italics and Greek letters representing units and labels in roman. Vendors are expected to check on the Greek letters as variables in italics, if not raise an author query.

#### 4.2.8 Exceptions/Deviations from APA style

- UK spellings are preferred for UK articles.

### Part V: Copyediting Level 3

This is a level of copyediting that requires extremely experienced copyeditors who can produce results of a noticeable greater breadth than is required for CE2 editing. Style sheets, or guides, for CE3 journals are lengthy and complex. The CE3 specifications include CE1 rules and other additional editing rules mentioned below.



## 5.1 Mechanical Editing

- Refer to Part II.
  - In addition, the copyeditor is expected to apply high-level discipline-specific rules for abbreviations and nomenclature.

## 5.2 Copyediting

### 5.2.1 Spelling

Spellings of trade and nonproprietary drug and equipment names, medical and nonmedical terms, and specialty-specific phrases; US/UK spellings; non-English words and terms with diacritical marks and accents should be verified; PubMed or Google searches may be used to verify usage and spelling of specialty-specific terms and phrases; eponyms should be checked and used consistently; different spellings may be used for noun/adjective word forms; and the style for statistical terms and tests should be consistent in text, tables, and figures throughout the journal. Other sources, generally databases for international standards, are used for verification, as specified in the style manual.

### 5.2.2 Grammar

- Articles are employed according to standard rules of usage.
- Basic agreement in subject-verb, person, and number to be checked.
- Inconsistencies in active/passive voice, first/third person, present/past tense should be corrected; idiom/style should be corrected.
- Definite/indefinite articles.

### 5.2.3 Syntax

- Redundancies are queried or eliminated; run-on sentences are shortened or broken up or the author is queried to rewrite the sentence; dangling modifiers are fixed. Text is rephrased to achieve parallel structure; rephrase any awkward or infelicitous phrases to achieve the greatest clarity; ask author to verify changes; and rephrase text for clarity even if original does not contain a grammatical error.
- Parallel structure with compound verbs or participles.
- Reword the sentences for clarity and ask the author to verify the rephrasing.

### 5.2.4 Usage

- Commonly misused terms are corrected; gender-specific terms have a neutral equivalent (e.g., mankind/humankind).
- Correcting for ethical appropriateness and stereotypical language.

### 5.2.5 Scientific and Mathematical Content

- Refer to section 4.2.5.
- Content editing: Verify facts in articles using outside sources (e.g., references, Internet searches, databases).

### 5.2.6 Manuscript Components

- Every citation in text should have a counterpart; verify the appropriateness of all section and head levels; complete reference check; check that reference callouts in the text match the actual number of authors and also the listed references; perform a close reading and editing of tables; and make or recommend changes for sense, clarity, or consistency, including reorganizing the tables.
- Can edit tables to save space (e.g., several heads can be combined into one in a virgule construction to save space [Study/Y/%]).
- Query for all drug dosages; this can be done as a blanket query.
- Should clarify language as much as possible, whether or not an indisputable error has occurred. The author is asked to verify all changes.
- Read the abstract content against the article content to ensure that the abstract correctly reflects the article's thesis, methods, and conclusion. The copyeditor may also edit the article title on the basis of content and query.
- Revision of poor writing that is a result of an author's lack of familiarity with English is undertaken.
- Check whether text, tables, or illustrations require permission to reprint, if there are strong indications that an element of the article could have been published previously elsewhere but there is no indication that permission to reproduce has been obtained, it is reasonable to add a query pointing out that the author should have obtained permission to reproduce the material.