St. Francis Xavier University

Academic Writing in the StFX Master of Education Program

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Critical thinking is a key component to graduate education, and writing is one of the most common ways of accessing and representing that thinking. Educators often speak of writing to learn and writing to publish. Writing to learn enables readers to pour their thinking onto paper or a screen to both assess and subsequently engage with the ideas. This kind of writing is often more informal in style.

Once graduate students have sufficiently engaged in writing to learn, they need to transform this into writing to publish. This writing is intended to be shared with an audience beyond the writer. This is the point where the writing is edited, crafted, and polished into work that can be shared with others. Academic writing includes both processes, but is more commonly understood to be associated with writing to publish. As part of graduate education, students are expected to develop their skills in academic writing over the course of their program.

Some graduate students enter the program reporting they are not confident about their writing abilities, but what students find is that the more they write and think about their writing, the stronger they become as writers. Writers become stronger the more frequently they write and think about their writing. At StFX, graduate students will find resources and supports to help them develop their writing voice and style. The information below provides some helpful information to keep in mind when writing.

Remember, as you move through the program, reference rules may have changed after the production of this document. Follow the most current electronic version of the *Graduate Student Handbook* at https://www2.mystfx.ca/masters-of-education/handbooks

The Six Cs of Informative Writing

Concise   Do you stay on topic with economical wording, little elaboration, little repetition, and by avoiding writing about interesting but unrelated ideas?

Complete   Do you say everything you need to say in order for the reader to understand your points and perspectives?

Consistent Do you maintain consistent word choices from sentence to sentence, page to page, and throughout the paper?

Clear   Are your sentences short and direct? Do your ideas flow from sentence to sentence? Do you use active verbs? Is your vocabulary understandable by your target readers without more than occasional reference to a dictionary? Do you

define technical terms when you first introduce them? Do you avoid jargon and frequent use of acronyms? Do you use the passive voice sparingly?

Coherent   Do you use headings like signposts, to let a busy reader skim the headings to get a sense of what is in the paper? Do you maintain a logical development or flow of ideas? Do you let the reader know in advance where you are going with the paper and how it is organized? Do you use explicit transitional sentences or paragraphs where the focus shifts from one topic to another? Do you bring closure to a topic before shifting and closure to the paper at the end?

Correct   Do you clarify your idea for the reader and identify the source or sources of ideas you obtained from elsewhere? Are your citations from other sources accurate and not misleading? Do you say what you mean (i.e., will the reader likely perceive your intended meaning)?

When writing, favour active voice over passive voice. Short, declarative sentences, few acronyms, and minimal jargon are hallmarks of effective academic writing. Complex ideas sometimes require complex sentences, but often two simpler sentences convey a complex idea more clearly. Contractions are avoided except in direct quotations. Imperatives (e.g., must, should) are used cautiously, when mandatory, or in a recommendation.

Remember the basics. Keep a clear focus on the topic; make sure the narrative flows smoothly and can be easily understood by someone not already steeped in your topic, someone unfamiliar with the details of your topic or the key literature. Rather than thinking of your advisor as the reader, write for the naïve reader. Introduce the topic in general terms—in your own voice—before presenting the details of the paper. An introduction should explain, in a concise manner, why the paper was written or why the topic is important, and it should set up the subtopics as a framework for the reader.

Develop an effective title, one that truly represents the content and direction of the paper. In the main body of the paper, use headings that serve as signposts for the reader. They also help you, the writer, to organize your paper logically around points that are easy to follow.

A summary briefly restates or reinforces the main points already made in the text. A conclusion, when used, captures and answers the question, "So what?" Do not introduce new information in your conclusion. If you find that you are adding new ideas or quotations to a conclusion, you should place them in the main body of the document and then rewrite the conclusion to reference those points.

American Psychological Association Style Guide (APA, 7th ed.)

The StFX Faculty of Education Graduate Studies program uses the American Psychological Association's (APA's) general style for communicative writing. The *Publication Manual* (APA, 2019) contains general information on preferred writing style for academic communications in the social sciences as well as specific guidelines for presentation and referencing details. Passages in the APA manual that may be useful during your studies are listed in Table 1.

Figure 1
Front cover of the APA manual

Remember, the content is the most important part of your paper. When writing your initial draft, let the content ideas flow as they may. Revise and edit the narrative flow and APA format after you have established your main ideas in a preliminary draft. Provide transitions between sections. Good writing comes through a process of rewriting and revision, for it is through rewriting that your main ideas become more clearly identified and expressed.

All instructors in the Faculty of Education expect you to write and reference papers following APA style guidelines. The samples outlined in the following sections are by no means exhaustive, but rather, they merely represent the most common references used by Master of Education students. Always refer to the complete *Publication Manual* (APA, 2019).

Carefully document all your sources of information. The reader should be able to identify easily the sources for all parts of the information. Direct quotations should illustrate ideas rather than do the work of making the point. They add voice and a sense of authenticity for ideas. As you do a literature search, remember to keep track of all sources in your notes, including page numbers for direct extracts. The software RefWorks can be a very valuable tool for this. You can access RefWorks via the StFX Library website at https://www2.mystfx.ca/library/refworks Remember, though, if using reference generator software, you still need to check the outputs for accuracy, especially in terms of capitalization, punctuation, and font style such as italics.

Additional resources are available from:
- Your course's Moodle site;
- APA at https://apastyle.apa.org/style-grammar-guidelines/index;
- Purdue Online Writing Lab at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html; and
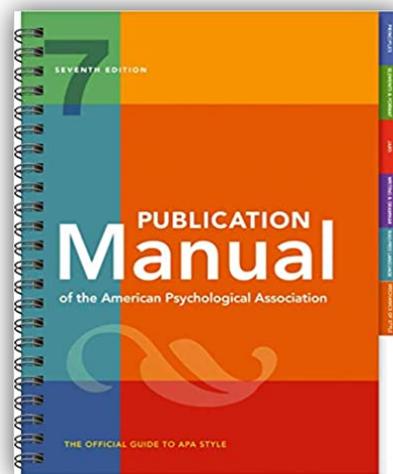- The StFX Student Success Centre at http://www2.mystfx.ca/student-success/apa-mla-chicago-harvard-guides

Table 1

Useful Passages in the *Publication Manual of APA* (7th ed.)

Topic	Pages
Abbreviations; when to use them	172–178
Active voice	73–74
Ampersand (& used in parentheses; in reference list)	226, 286, 288
Anthropomorphism, editorial we, use of first or third person	117
Audiovisual media (films, TV programs, music, podcasts)	313, 341–347
Bias-free language guidelines	131–149
Books	66, 321–324
Chapters in an edited book	326–328
Citations, parenthetical, narrative	51–64, 262–263
Citing Traditional Knowledge, Oral Traditions from Indigenous Peoples	260–261
Clauses, nonrestrictive and restrictive	122–123
Commas, serial comma, in references	155–156, 171, 181
Doctoral dissertations and Master's theses	297, 333–334
DOIs	299–300, 298–299
Figures	225–250
Heading Levels	47–48
Lists, seriation (a, b, c; 1, 2, 3; bulleted)	189–191
Locations, works with specific	297, 332–333, 346
Numbers, written as numerals or words	178–181
Online media (Tweet, Facebook, Blog, Instagram, discussion forum)	348–350
Order of references in reference list	303–306
Parallel construction	124–125
Personal communications	65, 260–261
Pronouns, gender	120–123, 140
Proper nouns	165–166, 317
Punctuation	153–160
Quotation marks for other than direct quotes	157
Quotations; use of ellipses	270–278
Reference examples	313–352
Reference list format and order	303–307
Running head	30–31
Subject/verb agreement	119–120
Tables	195–224
Verbs for active voice	117–120
Wordiness	114, 131

Some APA Style Rules for Punctuation

APA 7th edition outlines specific rules of style for punctuation (see pp. 153–161, 171, 187–188, 190–191, 284–285). However, many people are often confused by the various lengths, names, and spacing of ellipses, dashes, and hyphens. This section can help clarify their uses and typography.

The ellipsis (…) is used in direct quotations to indicate that intervening text (one word to several sentences or even more) in the original was left out: "Older learners take longer … to learn a second language" (Smith, 1998, p. 23). Note that a space precedes and follows an ellipsis. Do not include an ellipse at the beginning or end of a direct quotation unless the original source included an ellipse.

An en dash (–) is mid-size and is used to replace "to" in a range, or for parallel adjectives: like 1952–1953; 27–33-year-old range; 50%–60%; student–teacher relationships. Do not forget en dashes in your references containing page ranges, for example, a chapter in a book would appear as (pp. 5–12); a journal article page range would appear as 15–32.

An em dash (—) is used for asides, etc., and looks long—like this. It replaces the parenthetical aside, reserving the parentheses for in-text citations. If it is important enough to write, it belongs in the main sentence.

Some publishers add spaces around an en dash and use it in lieu of an em dash – like this – but APA does not.

A hyphen (-) is short and is used when one adjective modifies another adjective, like in post-secondary education, on-site assessment, etc.

Other Punctuation and Spacing

Use one space after a period or a question mark at the end of a sentence.
There is one space between reference elements and initials (e.g., Doe, J. E.; p. 276).
There are no spaces after internal periods in abbreviations (i.e., another rule; n.d.).
There is one space after a comma (,), colon (:), and semicolon (;).

APA employs the serial (Oxford) comma rule when listing three or more elements (i.e., the height, width, or depth …)

See APA pp. 155–156 for specific comma rules for clauses.

APA Heading Level Styles

Begin the paper with one to three paragraphs that set up the purpose and explain what it is about. Subsequent sections should begin with a paragraph or two that explains the main focus of that section and sets up any subsections in it. Note there are no extra line spaces between sections. Make sure your word processing default is not set to add extra spacing after paragraphs. The introduction section of a paper is not labeled.

Table 2
APA Heading Levels

Level	Format
1	**Centered, Bold, Title Case Heading** Text begins as a new paragraph.
2	**Flush Left, Bold, Title Case Heading** Text begins as a new paragraph.
3	***Flush Left, Bold Italic, Title Case Heading*** Text begins as a new paragraph.
4	**Indented, Bold, Title Case Heading, Ending with a Period.** Text begins on the same line and continues as a regular paragraph.
5	***Indented, Bold Italic, Title Case Heading, Ending with a Period.*** Text begins on the same line and continues as a regular paragraph.

Level 1 Major Section Heading

A section consists of paragraphs and possibly subsections. Usually, an introductory paragraph is used to set up the main themes in the section before the first subsection heading. If short, there may be no subsection headings. Avoid stacking two headings without intervening text.

Level 2 Subsection Heading

Subsections typically contain much of the basic data in a report. Occasionally, long reports may contain secondary order subsections. Note the title case and lack of punctuation.

Level 3 Secondary Order Subsection Headings

Secondary subsections contain sub-themes within a subsection. These headings are usually part of the first paragraph. Note the title case, italics, and lack of punctuation.

Sample APA Elements

The samples outlined below are by no means exhaustive; they merely represent the most common references used by MEd students. Always refer to APA's (2019) complete *Publication Manual.* Also, check out the resources available on the APA website at https://apastyle.apa.org/style-grammar-guidelines/index

Incorporating Direct Quotations

Limit the number of direct quotations you are incorporating from the literature, paraphrasing instead. Paraphrasing demonstrates your ability to synthesize information. Save direct quotations for particularly expressive and powerful passages.

Direct Quotation, Reference in Text, Ellipses

As Throop Robinson (2018) noted, "discourse in my classroom became over reliant on the teacher. … How could students become more participatory and responsible for the discourse of mathematics to make it more meaningful and authentic?" (p. 6).

Quotation Marks within Quotation Marks, Inserted Text

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. 26). In terms of research design, this suggests that …

Block Quotation, Reference in Text

Qualitative research methods often involve interactions with participants, using methods such as interviews and focus groups to collect responses related to the research inquiry. As Stringer (2007) has noted:

> Much research is confounded by the lack of interest of the participants, but the collaborative processes of action research are designed to promote high levels of enthusiasm and active participation. Enthusiasm and interest, however, should not be mistaken for sound research processes. (p. 57)

The design of participatory action research is intended to …

Multiple References in Text, Summary of Authors' Point

According to Newell et al. (1980), as technology evolved, many aspects of computer studies have involved inquiries into how humans interact and problem-solve. One historic example of computer simulation of human problem-solving performance is the General Problem-Solver (Newell et al., 1980; Newell & Simon, 1961, 1972).

> **Note:** The year of the Newell et al. reference is repeated in the parentheses; if Newell et al. were referred to again in the paragraph sentences, no year is required.

Secondary Citation

Mackey (2018) noted the importance of authentic instructional leadership when implementing culturally relevant pedagogy that encompasses "the behavioural expressions of knowledge, beliefs, and values that recognize the importance of racial cultural diversity in learning (Gay, 2010, as cited in Mackey, 2018, p. 47). With this definition in mind, I …

> **Note:** Avoid secondary citations if possible, especially in your thesis. Take the time to find the original source.

What is a DOI?[1]

Internet content can be moved, redesigned, or removed, resulting in broken hyperlinks and incorrect URLs in your reference list. In a move to address this issue, many scholarly publishers now assign a Digital Object Identifier (DOI) to journal articles and other documents. The DOI system is used to identify digital intellectual property, identifying where that property (or information about that property) can be found on the Internet. A DOI name differs from commonly-used Internet pointers to material such as the URL because it identifies an object, not just its current Internet address. Journal articles and electronic books can have DOIs.

Sometimes, DOIs are hard to find or simply have not been assigned. The DOI resolver provided by CrossRef.org, a registration agency for scholarly and professional publications, is one tool you can use to find a DOI if it is not prominently displayed in a journal article. When a DOI is available online, include the https://doi.org DOI URL instead of just the DOI itself.

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[1] Modified from http://www.doi.org

APA Reference Examples with DOIs

Throop Robinson, E. (2018). Mapping complexity in an elementary mathematics classroom. *The*

Canadian Journal of Action Research, 19(3), 5–33.

https://doi.org/10.33524/cjar.v19i3.423

Howard, P., Saevi, T., Foran, A, & Biesta, G. (Eds.). (2020). *Phenomenology and educational*

theory in conversation: Back to education itself. Routledge.

https://doi.org/10.4324/9780429264696

Stultz, J. (2006). Integrating exposure therapy and analytic therapy in trauma treatment.

American Journal of Orthopsychiatry, 76(4), 482–488. doi:10.1037/0002-9432.76.4.482

[Note the 9432 refers to the journal, the 76 is the volume, the 4 is the issue, and the 482 is the start of the page range; however, not all DOI numbers are this transparent.]

Note: A DOI is not the same as the Document ID number, which is often used by journal databases such as ProQuest. Do not use the Document ID number in your reference because it is specific only to that particular database.

Reference List Items

Each reference below has been selected to serve as an example of a particular referencing element; sometimes there are multiple elements displayed in a single reference. This list is by no means exhaustive. Refer to your APA manual for more details.

The references displayed below are single-spaced to reduce this document's page length. In your paper, references are double-spaced, with no extra spacing between sources, like displayed above in the examples of articles with DOIs.

Journal Article, No DOI, Bound Journal

Meyer, M. J., & Mitchell, C. (2011). Contested practices of social justice. *Journal of Educational Administration and Foundations, 21*(1), 1–22.

Journal Article with a DOI

Gagné, A., & Thomas, R. (2011). Language portfolio design for a concurrent teacher education program in Ontario, Canada. *Synergies Europe, 6*, 219–228. https://gerflint.fr/Base/Europe6/gagne.pdf

Gilham, C., Thompson, K., & Ruckstuhl, S. (2000) Improving girls' developmental assets using a mentor-led approach in Atlantic Canada. *Gender Issues* (2020). https://doi.org/10.1007/s12147-020-09251-6

McKee, L., & Carr, G. (2016). Supporting beginning readers in reading to learn: A comprehensive strategy. *The Reading Teacher, 70*(3), 359–393. https://doi.org/10.1002/trtr.1510

Mitton-Kükner, J., & Michael, H. (2019). An inquiry into adolescents' experiences with cognitively demanding writing: Time investment and the importance of authenticity. *Language and Literacy, 21*(1), 75–97. https://doi.org/10.20360/langandlit29377

Journal Article without a DOI, Found Online

Foran, A., Young, D. C., & Kraglund-Gauthier, W. L. with R. Amiro, N. Bakody-Flinn, K. Corbett, J. Doucette, B. Doyle, A. B. Himmelan, D. Hubley, S. Hudson, M. Hyson, A. Neaves, P. O'Laughlin, & P. Redmond (2018). The 7 rights: An active reflection tool to develop risk awareness for outdoor first aid education. *International Journal of First Aid Education, 1*(2), Article 2. https://digitalcommons.kent.edu/ijfae/vol2/iss1/2

Kearns, L.-L. (2011). High-stakes standardized testing and marginalized youth: An examination of the impact on those who fail. *Canadian Journal of Education, 34*(2), 112–130. http://ojs.vre.upei.ca/index.php/cje-rce

> **Note:** Retrieval dates are only needed if the document comes from a website that may change its content. Journal article references do not need retrieval dates. You have the option to include the web address if it will ease the reader's retrieval of the document (i.e., available openly on the Internet rather than in a subscriber-only database).

Reference to Entire Books

Cooper, K., & White, R. E. (2011). *Qualitative research in the postmodern era: Contexts of qualitative research* (Vol. 1). Springer.

Young, D. C. (Ed.). (2017). *Education law in Canada: A guide for teachers and administrators.* Irwin Law.

Chapter in an Edited Book

Mackey, W. (2018). Diversity, adversity, and determination: Making a difference for African Nova Scotia students. In S. E. Singer & M. J. Harkins (Eds), *Educators on diversity, social justice, and schooling: A reader* (pp. 39–57). Canadian Scholars.

MacLeod, K. (2017). A case study of infusing collaborative STEM inquiry learning with available technology into undergraduate student learning: Perceptions, benefits, and challenges. In I. Levin & D. Tsybulsky (Eds.), *Optimizing STEM education with advanced ITCs and simulations* (pp. 245–266). IGI Global.

Paul, J. J., Lunney Borden, L., Orr, J., Orr, T., & Tompkins, J. (2019). Mi'kmaw Kina'matnewey and Mi'kmaw control over Mi'kmaw education: Using the master's tools to dismantle the master's house? In E. A. McKinley & L. Tuhiwai Smith (Eds.), *Handbook of Indigenous education* (pp. 309–328). Springer.

Paper Presented at a Conference, Available Online

Long, D. A., Mccoach, D. B., Hamilton, R., Siegle, D., Gubbins, E. J., & Callahan, C. M. (2019, April 8). *The effects of ability grouping of gifted students on gifted and nongifted achievement growth* [Conference session]. American Educational Research Association Conference, Toronto, ON, Canada. http://www.aera.net/repository doi:10.302/1436906

Published Conference Proceedings, Available Online

Chakim, M. A., & Sudarso, H. (2019, September 4). Reading strategies in EFL reading classroom [Paper presentation]. *Proceedings of the 1st National Conference on Teaching Innovation 2019, Surabaya, Indonesia* (pp. 149–155). https://osf.io/preprints/inarxiv/7dxwz/download

ERIC Documents, Available Online

Graham, D. (2014). A haven for learning: Gaining professional knowledge through sincere conversation in an online reading course. *Canadian Journal for the Scholarship of Teaching and Learning, 5*(1), Article 4. https://eric.ed.gov/?id=EJ1045953

Robinson, D. B., Robinson, I., & Foran, A. (2019). Teachers as learners in the (literal) field: Results from an international service learning internship. *Brock Education: A Journal of Educational Research and Practice, 28*(2), 64–81. https://eric.ed.gov/?id=EJ1220031

Note: A journal article from ERIC does not need the EJ portion of the reference

Johnson, T. G., & Turner, L. (2016). *The physical activity movement and the definition of physical education* (ED597331). ERIC. http://files.eric.ed.gov/fulltext/ED597331.pdf

Unpublished Dissertation or Thesis

Armstrong, E. (2013). *Collaboration as a response to teaching in the inclusive classroom: The perspectives of three elementary teachers* [Unpublished Master's thesis]. St. Francis Xavier University.

Cocek, C. (2018). *The informal experience of learning professionally online.* [Unpublished doctoral dissertation]. St. Francis Xavier University.

Dissertation or Thesis Retrieved from a Database

Brunette, M. K. (2017). *Navigating landscapes: International student expectations and lived experiences of Canadian outdoor recreation* (Accession No. 620A6DC1D0111B7F) [Doctoral dissertation, Nipissing University]. EBSCOhost Open Dissertations. http://hdl.handle.net/1807/92720

Government /Corporate Document, Written and Published by the Same

Government of Nova Scotia. (2018). *Access by design 2030: Achieving an accessible Nova Scotia.* https://novascotia.ca/accessibility/access-by-design/

Nova Scotia Teachers Union. (2017, October). *Position paper: Early childhood education & Nova Scotia's Pre-Primary program.* https://nstu.ca/the-nstu/communications/nstu-publications/position-papers-and-reports

Government / Corporate Website

Cape Breton University. (2020). *Mi'kmaw ethics watch.* Retrieved March 31, 2020, from https://www.cbu.ca/indigenous-affairs/mikmaw-ethics-watch/

Curriculum Document, Available Online

Nova Scotia Department of Education. (2019). *Health education 5 guide: 2015*. Halifax, NS, Canada: Author. Retrieved March 31, 2020, from https://curriculum.novascotia.ca/english-programs/course/health-education-5

Electronic Book

Berardi, A. A., & Morton, B. M. (2019). *Trauma-informed school practices: Building expertise to transform schools.* George Fox University Library. https://open.umn.edu/opentextbooks/textbooks/trauma-informed-school-practices-building-expertise-to-transform-schools

Montgomery, L. M. (2008). *Anne of Green Gables*. http://www.gutenberg.org/files/45/45-h/45-h.htm (Original work published 1908)

Technical or Research Report, Available Online

Sukhai, M. A., Mohler, C. E., & Smith, F. (2014, June). *Understanding accessibility in "practical space" learning environments across disciplines.* Council of Ontario Universities. http://www.accessiblecampus.ca/wp-content/uploads/2017/01/Understanding-Accessibility-in-Practical-Space-Learning-Environments-Across-Disciplines.pdf

Online Reference (Definitions) / Encyclopedia

Siegel, H., Phillips, D. C., & Callan, E. (2018, October 7). Philosophy of education. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. https://plato.stanford.edu/entries/education-philosophy/

Newspaper / Magazine Article

Globe and Mail. (2018, February 8). *Globe-We Learning guide. A discussion guide on financial literacy for high-school students.* Retrieved March 30, 2020, from https://www.theglobeandmail.com/life/globewe/a-discussion-guide-on-financial-literacy-for-high-schoolstudents/article37896941/

Lewington, J. (2019, October 3). Reconciliation: "We need to get teachers from our communities". *Macleans.* https://www.macleans.ca/education/mikmaq-st-francis-xavier-university/

Online Video

Khan Academy. (n.d.). *Elements and atoms* [Video file]. Khan Academy. https://www.khanacademy.org/science/chemistry/atomic-structure-and-properties/introduction-to-the-atom/v/elements-and-atoms?modal=1

TED. (2009, October 7). *The danger of a single story | Chimamanda Ngozi Adichi* [Video file].
        YouTube. https://youtu.be/D9Ihs241zeg

Podcast

Hatfield, J. M. (Host, Producer). (2014, July 10). *Therapy and Learning Services Show: Keys to
        teaching teens to set priorities* [Audio podcast].
        http://www.blogtalkradio.com/therapyandlearningservices/2014/07/10/therapy-and-
        learning-services-show-keys-to-teaching-teens-to-set-priorities

Walker, C. (Host). (2018, March 7). Stolen. Missing. Murdered (No. 1) [Audio podcast episode].
        In *Missing and murdered: Finding Cleo.* CBC Radio.
        https://www.cbc.ca/radio/findingcleo/click-here-to-listen-to-missing-murdered-finding-
        cleo-1.4557887

Music Recording

MacGillivrary, K. (2008). *Love o' the isles* [Album]. Kenroy Music Productions.

Video or DVD

Hamilton, S. D. (Writer/Producer) (2007). *Little black school house* [DVD]. Available from
        Maroon Films.

Sample Title Page for a Paper

FINDING A NEW FRIEND   1

Saint Francis Xavier University

Finding a New Friend: Navigating the APA Style Manual
[Give the paper a title that conveys a sense of the specific topic of the paper]

By

Ann E. Gar-Learner
202012345

EDUC 534.45
Introduction to the Foundations of Education

Dr. My Professor

Antigonish, Nova Scotia
Month, Year

Writing Checklist

Before submitting any assignment, take time to review these important questions.

Formatting

- ☐ Did you use Times New Roman 12pt font?
- ☐ Is your document double-spaced, including long quotations and references?
- ☐ Are your margins 1 in (2.54 cm) on each side, but 1.5 in (3.81cm) on the left side for thesis
- ☐ Is your Table of Contents formatted using left tabs and dot-leader right-aligned tabs?
- ☐ Does your running head start on the title page and is it 50 characters or less?
- ☐ Did you left-justify your margins (i.e., not full-justify)?
- ☐ Did you indent the first line of every paragraph (excluding headings and block quotes) by 0.5 in (1.27cm)?
- ☐ Did you begin page numbering with page 1 on your title page in the top right header, and continue consecutively numbering every page including the reference list and appendices?
- ☐ Did you check each page for widows and orphans, and re-format if necessary?
- ☐ Are footnotes used sparingly, if at all?

Headings and Paragraphs

- ☐ Did you avoid stacking headings one after another, without intervening text?
- ☐ Do all headings of the same level appear in the same format?
- ☐ Is each paragraph longer than one sentence?
- ☐ Are there transitions between paragraphs and sections?

Verb Tense and Voice

- ☐ Did you write in the past tense when presenting the literature (e.g., Smith and Renquist (2015) noted … Collins (2018) made several recommendations regarding …) and in presenting results (e.g., in three interviews, participants mentioned the …)?
- ☐ Did you use present perfect tense to refer to an occurrence that did not occur at a specific time or for an action beginning in the past and continuing to the present (e.g., Since the early 1990s, some researchers (Brookfield, 2005; Cranton, 2001) have drawn parallels between …)?
- ☐ Did you write in the present tense when discussing results and presenting conclusions

(The results from the survey indicate that the …)?

☐ Did you write in the active voice throughout the document (e.g., "I ordered the books," not "the books were ordered")? First-person is acceptable in APA (e.g., "I approached the research process with …furthermore, my objectives were …"). Avoid the use of "you" and "your" and "we" (e.g., "As educations, we …") because you cannot speak for the whole profession).

☐ Did you vary your verbs when incorporating narrative citations, (e.g., "MacDonald (2014) asserted, emphasized, maintained, observed")?

Capitalization (see also APA, pp. 165–170, 287)

☐ Did you capitalize other proper nouns followed by numerals that refer to a specific place in a numbered series (i.e., Grade 1, Chapter 3, Phase 1, Day 2, Session 3, and Table 4)?

☐ Did you capitalize proper nouns (the Master of Education program at StFX; the course, EDUC 573: Professional Development and Supervision), but use lowercase for generic terms (2 participants had a master's degree in education; she is a biology teacher; I used action research; the theory of lost domino pieces)?

Numbers (see also APA, pp. 178–181, 187)

☐ Did you write numbers 10 or greater as figures, and numbers less than 10 as words?

☐ Did you write numbers for specific time and dates as figures, but as words for approximates (e.g., 1 hour, 6-year-olds, 4-month course, but approximately two weeks)?

☐ Did you write numbers grouped together with numbers 10 or greater, as figures (e.g., "I noticed that 4 of the 15 participants were writing," but "two of the five pages were blank")?

Wording

☐ Did you consistently use one term to refer to your work (e.g., study, course, program)?

☐ Did you use a consistent term to refer to your participants (e.g., students, participants, co-workers, teachers, colleagues)?

☐ Did you use abbreviations and acronyms sparingly or provide a list of acronyms if you use more than five?

☐ Did you avoid using contractions? (e.g., can't, we'd)—except in verbatim narrative and direct quotations?

☐ Did you hyphenate compound adjectives used to qualify a noun, (e.g., "university-level program" but "a program at the university level")?

☐ Did you avoid plural pronouns for singular antecedents (i.e., a participant … they …)?

☐ Did you avoid using gender-specific pronouns when discussing authors or when presenting research in which gender was not a variable?

☐ Did you use "I" to refer to yourself as sole author, or "we" to refer to you and your co-authors?

Punctuation

☐ Did you use either one or two spaces after punctuation at the end of sentences, but only one after author initials on the References page and none when using the (n.d.) [used when no date is given on a publication]?

☐ Did you use commas for two or more items in a list (e.g., "David, Greg, and I went to the classroom to observe ...")?

☐ Did you put commas and periods inside quotation marks (e.g., He said, "I went there.") except in literature citations?

☐ Did you use (a), (b), and (c) for lists within a paragraph?

☐ Did you use 1., 2., and 3. to number each paragraph in a serial list when order is important (i.e., ordinal list)

☐ Did you use bullets in a serial list when order is not important (i.e., non-ordinal list)?

☐ Did you reserve double quotation marks primarily for use around direct quotations? APA uses quotation marks sparingly otherwise (i.e., for irony, slang, and coined words).

☐ Did you use the en dash (–) to separate numbered items (e.g., numbered page ranges 23–34 in your References pages) and em dashes (—) for "asides"?

Bolding and Italics

☐ Is there no bolded text in your document, other than Heading levels and the exceptions in the MEd document forms required for theses?

☐ Did you use italics (rather than quotation marks) for emphasis, technical, or key terms, or for linguistic examples?

Tables and Figures

☐ Did you include copies of all tables and figures cited?

☐ Are all tables and figures cited in the text, numbered in the order cited, and provided with captions?

☐ Did you present tables (see pp. 199–224) and figures (see pp. 225–250) in APA style?

☐ Did you obtain written permission from the copyright holder to use any previously

published materials such as tables, figures, poetry, etc. (see pp. 385–386)?

Quotations

☐ Did you block left indent by 0.5" (1.27cm) and double-space all quotations of 40 or more words?

☐ Did you avoid using quotation marks around blocked quotations?

☐ Did you give page numbers for all direct quotations if page numbers are available?

Confidentiality

☐ Did you ensure people and institutions are anonymous (e.g., fictitious names are not transparent) unless permission for identifying the persons and places has been granted?

☐ Did you include only personal data for which you received informed consent (such as audio-taped interviews), not from informal conversations for which consent was not specifically extended?

In-Text Citations (Parenthetical, Narrative)

☐ Did you eliminate the repetition of the date, in subsequent references to the same author/date in the same paragraph? (e.g., Brookfield (1996) in the first reference, but Brookfield only in subsequent references in the same paragraph)?

☐ Did you use et al. for references with three or more authors?

☐ Did you alphabetize multiple references within parentheses (e.g., Apple, 2012; Bowen et al., 2019;)?

☐ Did you separate multiple references in parentheses with a semi-colon?

☐ Did you use the ampersand (&) only in parentheses and the reference list?

☐ Did you cite multiple references illustratively—for example: I hold with proponents of experiential learning (e.g., Boud & Miller, 1996; Lindeman, 1926), rather than exhaustively listing all experiential proponents you have reviewed?

☐ Did you avoid appropriating a reference's voice or actions for your own—for example: I asked the teachers to reflect on their activities in their journal (similar to Jones' procedures, 2003, p. 27); not, I asked the teachers "to reflect in a journal on what you have done" (Jones, 2003, p. 27); also use "see" to reference background information on a concept in your actions (I investigated the concept of emotional intelligence (see Salovey & Mayer, 1990).

Reference List

- ☐ Did you follow APA style (7th ed.)?
- ☐ Did you incorporate the DOI number for journal articles if they are available?
- ☐ Did you cite every reference in the text with exactly the same spelling, name(s), and date as those in the reference list?
- ☐ Did you match every reference in the reference list with those in the text?
- ☐ Did you use sentence case titles for articles and books in the reference list?
- ☐ Did you use italics and title case for journals in the reference list?
- ☐ Did you use hanging indent paragraphs?
- ☐ Did you order references from the same author and different years from oldest to newest (e.g., Doe, J. (2000), then Doe, J. (2003)?
- ☐ Did you distinguish between two references with identical authors and date by assigning "a" and "b" in date by title alphabetization—for example: Doe, J. (2001a). Doing it right; Doe, J. (2001b). Making do with what you have—regardless of which you cited first in text?

Appendices

- ☐ Are the appendices labelled A, B, C, in order of citation in the main body and are the pages numbered consecutively with the rest of the document?
- ☐ Do all appendices conform to requirements for margins and APA style?
- ☐ Did you use original text for the appendix (i.e., retyped for the paper) or a legible scan of the original document?

Proofreading

- ☐ Did you set your word processor's spell-check to English-Canada or French-Canada?
- ☐ Have you made use of the services of the StFX Student Success Centre to identify and revise patterns of error, learn self-editing practices, and hone writing and documenting styles?
- ☐ Did you have a second reader proofread the document for typographic errors and sentence clarity?