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PREFACE

YOU’RE HIRED!

A Message from the 2015 College of Business and Economics Advisory Council
(An external advisory group composed of business and community leaders)

Congratulations on your decision to pursue your educational dreams at Boise State University’s College of Business and Economics.

As you progress toward your degree, you will have many opportunities to distinguish yourself through your efforts in the classroom. One of the most important skills to develop during your academic career is the ability to express your insights and ideas in a clear and compelling manner.

Strong written communication skills are a vital component to a successful business career. Many studies show that communication is one of the top skills employers seek in new hires. Without the ability to express your thoughts and ideas clearly and concisely in written form, you may compromise your chances for employment and advancement to higher levels of management. So study hard, have fun, and remember to work on improving your writing skills. Your efforts will pay dividends throughout your life.

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INTRODUCTION

The goal of the College of Business and Economics (COBE) Writing Style Guide is to present a standardized tool to help all COBE students become skilled writers. Skilled writers effectively consider context, audience, purpose, tone, style and form, and understand the process of writing. With guidance, practice, and constructive critiques, all students can improve and master effective writing skills.

This handbook is not all-inclusive of the intricacies of English grammar and composition. Many of the components of this handbook were compiled as a result of the annual outcomes assessment project and feedback from our business community about what they would like of Boise State University graduates. Thus, this guide concentrates on areas that may most benefit graduates in successfully integrating into the workforce. The guide follows the *Publication Manual of the American Psychological Association* (APA) 2010, sixth edition, the accepted convention for business courses. The APA manual is available for reference at Albertsons Library and the Writing Center.

Writing is integral in all disciplines. There are different types of writing, for different audiences and purposes. Whether writing a business email, a short report, a case analysis, or a longer research document, the process and formats will differ. Please note these differences as you work through this guide.

For business courses, this guide will provide a standard for the form and style of writing. These are guidelines that you can apply from class to class as you prepare reports, presentations and other communications. However, all standards have exceptions. Instructions from the instructor regarding a specific assignment or class, or conventions of the workplace, will always take precedence.
GUIDELINES FOR WRITING

The Three-Step Writing Process: Plan, Draft, Revise!

Writing is a process. It can be improved by experience and technique. This section provides some best practice techniques to improve your writing. These tips are organized around each of the three basic steps to develop any kind of document: 1) plan, 2) draft, and 3) revise. These steps comprise an iterative process, building to the final document.

Step 1: Planning

Avoid writing without thinking about what you are trying to do. A good portion of the total time you devote to the document—perhaps a quarter or a third—should be devoted to thinking about the direction the document should take. Here are six suggestions for planning the document:

1. **Analyze your audience.** Think about their interests in reading your message; how will it address their “what’s in it for me?” question. Your audience can also include your professor. Pay close attention to all guidelines and recommendations provided.

2. **Analyze your purpose.** Consider two types of purposes: 1) what the project is intended to accomplish, and 2) what the document is intended to accomplish (i.e. what you want your audience to know and do with the information).

3. **Conduct your research and gather materials.** Use the library, online databases, professional magazines and journals. Immediately write down the full reference for any useful source you find to include in your list of references.

4. **Figure out what you’re going to say before you start making sentences and paragraphs.** Brainstorm the topic, listing or outlining ideas that might belong in the document. Organize your ideas around a central theme, and state it early in the document. Support and analyze throughout, and recap how the central theme has been addressed again in the conclusion section.

5. **Arrange the material.** Group related material by linking related topics in your brainstormed list, and determine the best sequence based on your audience and purpose. Now, compose an outline for these sequenced topics.

6. **Run it past someone else.** Finally, check your plan against the assignment instructions, and perhaps even your instructor. Are you addressing all the questions? Are you accomplishing the “spirit” or intent of the assignment? Be sure to make the effort to incorporate specific suggestions or guidance in your final document.

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Step 2: Drafting

Write the first draft quickly to capture the general idea of the points you are trying to get across. Support those ideas and points with properly cited evidence, examples, or data. Leave the polishing until later.

There are two main reasons to draft quickly. The first is to stay focused on the big picture. Second, the sentences will mesh better, the rhythms will be more conversational, and your word choice will be more natural. You will have less editing to do later.

How do you draft quickly? Here are three suggestions:

1. **Draft for a certain period of time, without stopping.** About an hour or two is the longest most people can stand.
2. **Don’t start at the beginning.** Instead, begin with a section you know well, and draft it quickly. Move your cursor around from spot to spot on the outline.
3. **Use abbreviations.** Later, use search and replace. If you are writing about potentiometers, instead type something like p*. In the final document, be sure that abbreviations are clarified, as well as acronyms. Show the complete terminology in parentheses for the first use with the acronym or abbreviation you will use going forward.

Step 3: Revising

Revision may require several iterations before the document is complete. It is a mistake to think that you can read the draft once and do a thorough job revising. To revise effectively may require a third of the total time you devote to the document.

Here are some suggestions to make your revising more effective.

1. **Let it sit,** at least overnight.
2. **Get help.** If possible, have someone read through the draft, then talk to that person about it. The campus Writing Center is an excellent resource available for you to use.
3. **Look for different kinds of problems as you revise.** Go through the document several times. Start with the bigger issues.
4. **Revise sentences.** Try to write sentences so that the subject – the object, person or idea that you are talking about – comes at the start and the main action is in a clear, simple verb.
5. **Read for content.** Ensure that your ideas flow logically, and that conclusions or analyses are supported by specific examples.
6. **Be careful with style and spell checkers.** They can detect errors, but may not provide the correct word usage and spelling (i.e. “dear” versus “deer”). There are no substitutes for your reading and comprehending each word and sentence.
An ‘A’ versus a ‘C’ Paper

As you are reading and rereading your paper during revision, check these things that separate the ‘A’ from the ‘C’ grades:

- **Use headings.**
- **Use bulleted and numbered lists appropriately.**
- **Create topic sentences for paragraphs.**
- **Create focused paragraphs.**
- **Choose the simplest and most common word.** Instead of writing “It is necessary that state-of-the-art communication modalities be utilized,” write, “We should use state-of-the-art communication tools.”
- **Avoid words that do not add meaning.** For example, instead of writing “It should be noted that caffeine is a stimulant,” write, “Caffeine is a stimulant.”
GRAMMAR FUNDAMENTALS

“If you put a jewel of an idea in a brown paper bag, to others you have a brown paper bag.” (Source unknown)

As the quotation above demonstrates, a written description full of grammatical and mechanical errors of a tremendous idea may look to the reader as a just poorly-written message. Below are a few simple rules to help show off that jewel of an idea:

Grammar Guide

1. Use commas correctly.
2. Use colons correctly.
3. Use semicolons correctly.
4. Use possessive forms rather than plural forms of nouns.
5. Use complete sentences.
6. Use pronouns that agree with their nouns.
7. Use verbs that agree with their nouns.
8. Use parallel structure especially when listing bullets in papers or on presentation slides.
9. Use common words correctly like “its” and “it’s.”
10. Use spell check and proofread assignments.

Grammar Rules

Use of the rules on the following pages may help reduce or eliminate any grammar errors. The rules below are adopted from the American Psychological Association Publication Manual (APA Publication Manual, sixth edition) and compiled by Boise State faculty.
# Commas

(APA Publication Manual sixth edition, section 4.03, pp. 88–89)

## Use a comma

<table>
<thead>
<tr>
<th>Situation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>to set off the year in exact dates.</td>
<td>April 18, 2014, was the correct date.</td>
</tr>
<tr>
<td></td>
<td>April 2014 was the correct month.</td>
</tr>
<tr>
<td>to separate two independent clauses joined by a conjunction.</td>
<td>Cedar shavings covered the floor, and paper was available for shredding and nest building.</td>
</tr>
<tr>
<td>between elements (including before and and or) in a series of three or more items.</td>
<td>the height, width, or depth</td>
</tr>
<tr>
<td></td>
<td>in a study by Stacy, Newcomb, and Bentler (1991)</td>
</tr>
<tr>
<td>to set off a nonessential or nonrestrictive clause, that is, a clause that embellishes a sentence but if removed would leave the grammatical structure and meaning of the sentence intact.</td>
<td>Switch A, which was on a panel, controlled the recording device.</td>
</tr>
<tr>
<td>to set off the year in parenthetical reference citations.</td>
<td>(Patrick, 1993)</td>
</tr>
<tr>
<td></td>
<td>(Kelsey, 1993, discovered…)</td>
</tr>
</tbody>
</table>
## Colons

**Use a colon**
- between a grammatically complete introductory clause (one that could stand as a sentence) and final phrase that illustrates, extends, or amplifies the preceding thought. If the clause following the colon is a complete sentence, it begins with a capital letter.

<table>
<thead>
<tr>
<th>Example:</th>
<th>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 uniformed participants.</th>
</tr>
</thead>
</table>

- in ratios and proportions.

<table>
<thead>
<tr>
<th>Example:</th>
<th>The proportion (saltwater) was 1:8.</th>
</tr>
</thead>
</table>

- in references between place of publication and publisher.

<table>
<thead>
<tr>
<th>Examples:</th>
<th>New York, NY: Wiley St. Louis, MO: Mosby</th>
</tr>
</thead>
</table>

- Do not use a colon after an introduction that is not an independent clause or complete sentence.

<table>
<thead>
<tr>
<th>Examples:</th>
<th>The formula is $r = a + e$. The instructions for the task were…. Your group’s task is to rank the 15 items in terms of their importance to the crew’s survival</th>
</tr>
</thead>
</table>

## Semicolons

**Use a semicolon**
- to separate two independent clauses that is not joined by a conjunction.

<table>
<thead>
<tr>
<th>Example:</th>
<th>The participants in the first study were paid; those in the second were unpaid.</th>
</tr>
</thead>
</table>

- to separate elements in a series that already contains commas.

| Example: | The color order was red, yellow, blue; blue, yellow, red; or yellow, red, blue. |
Apostrophes

<table>
<thead>
<tr>
<th>Indicates possession</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John’s assignment, witnesses’ testimonies, men’s sports, actress’s role</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicates omission of letters in a contraction</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>it’s, didn’t, can’t, o’clock (of the clock)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Generally, apostrophes are not used for years unless possessive</th>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John was nostalgic about the 1960s. We remember the 1960’s turmoil.</td>
<td></td>
</tr>
</tbody>
</table>

| It’s, its |
| it’s: it is, it has |
| its: possessive |

**Hint:** possessive pronouns don’t have apostrophes — theirs, ours, hers, his, yours, its, whose.

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s time to leave.</td>
</tr>
<tr>
<td>The dog wagged its tail.</td>
</tr>
</tbody>
</table>

Complete versus Incomplete Sentences

<table>
<thead>
<tr>
<th>Compiled by Boise State Faculty</th>
</tr>
</thead>
</table>

Sentences are clauses, but not all clauses are sentences.

**Clauses:** Groups of words that contain both a subject and a verb.

**Independent Clause:** a clause that can stand alone as a sentence. Example: *She was tired.*

**Dependent Clause** (Cliff hangers): A clause which must rely on other words for its meaning.

Example: *Because she worked on the report all night.* This example leaves us hanging: what happened because she worked on the report all night?

Dependent clauses contain words which indicate a condition such as *because, when, by, for, since, although, before, which, after, unless, though* ...

To make a dependent clause a complete sentence, add the results of the condition. Example: *Because* she worked on the report all night, she was tired.
Pronouns

(APA Publication Manual, sixth edition, section 3.20)

Pronouns replace nouns. Each pronoun should defer clearly to its antecedent and should agree with the antecedent in number and gender.

| 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. |

A pronoun must agree in gender with the noun it replaces. This rule extends to relative pronouns. 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. |
| Correct: | The instructions that were included in the experiment were complex. |
| Incorrect: | The students that completed the task successfully were rewarded. |

Use neuter pronouns to refer to animals (e.g., “the dog…it”) unless the animals have been named:

The chimps were tested daily. Sheba was tested unrestrained in an open testing area, which was her usual context for training and testing.

Pronouns can be subjects or objects of verbs or prepositions. Use who as the subject of a verb and whom as the object of a verb or a preposition. You can determine whether a relative pronoun is the subject or object of a verb by turning the subordinate clause around and substituting a personal pronoun. If you can substitute he or she, who is correct; if you can substitute him or her, whom is correct.

| Correct: | Name the participant who you found achieved scores above the median. [You found he or she achieved scores above the median.] |
| Incorrect: | Name the participant whom you found achieved scores above the median. [You found him or her achieved scores above the median.] |
| Correct: | The participant whom I identified as the youngest dropped out. [I identified him or her as the youngest.] |
| Incorrect: | The participant who I identified as the youngest dropped out. [I identified he or she as the youngest.] |
**Agreement of Subject and Verb**


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.

<table>
<thead>
<tr>
<th>Correct</th>
<th>The percentage of correct responses as well as the speed of the responses increases with patience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrect</td>
<td>The percentage of correct responses as well as the speed of the responses increase with practice.</td>
</tr>
</tbody>
</table>

**The plural form of some nouns of foreign origin, particularly those that end in the letter a, may appear to be singular and can cause authors to select a verb that does not agree in number with the noun.**

| Incorrect | The data indicates that Terrence was correct. |
| Correct | The phenomena occur every 100 years. |
| Incorrect | The phenomena occurs every 100 years. |

**Using Parallel Construction**

*(APA Publication Manual, sixth edition, section 3.23)*

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. |

**With coordinating conjunctions used in pairs (between . . . and, both . . . and, neither . . . nor, either . . . or, not only . . . but also), place the first conjunction immediately before the first part of the parallelism.**

<p>| 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. |</p>
<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>between 2.5 and 4.0 years of age</td>
<td>between 2.5-4.0 years of age</td>
</tr>
<tr>
<td>The names were difficult both to pronounce and to spell.</td>
<td>The names were both difficult to pronounce and spell.</td>
</tr>
<tr>
<td>The names were difficult to pronounce as well as to spell.</td>
<td>The names were difficult both to pronounce as well as to spell.</td>
</tr>
<tr>
<td>Neither the responses to the auditory stimuli nor the responses to the tactile stimuli were repeated.</td>
<td>Neither the responses to the auditory stimuli nor to the tactile stimuli were repeated.</td>
</tr>
<tr>
<td>The respondents either gave the worst answer or gave the best answer. or The respondents gave either the worst answer or the best answer.</td>
<td>The respondents either gave the worst answer or the best answer.</td>
</tr>
<tr>
<td>It is surprising not only that pencil-and-paper scores predicted this result but also that all other predictors were less accurate.</td>
<td>It is not only surprising that pencil-and-paper scores predicted this result but also that all other predictors were less accurate.</td>
</tr>
<tr>
<td>The participants were told to make themselves comfortable, to read the instructions, and to ask about anything they did not understand.</td>
<td>The participants were told to make themselves comfortable, to read the instructions, and that they should ask about anything they did not understand.</td>
</tr>
</tbody>
</table>
### Seriation or Lists


Seriation or lists help the reader understand the organization of key points within sections, paragraphs, and sentences. Each item on the list is punctuated at the end by a comma, semicolon, or period, depending on the grammatical structure of the list. Numbers are followed by periods and are not in parentheses. In any series, all items should be syntactically and conceptually parallel.

<table>
<thead>
<tr>
<th><strong>Separate paragraphs in a series</strong>, such as itemized conclusions or steps in a procedure, are identified by an Arabic numeral followed by a period but not enclosed in or followed by parentheses.</th>
<th>Example: Using the learned helplessness theory, we predicted that the depressed and nondepressed participants would make the following judgments of control:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate sentences in a series are also identified by an Arabic numeral followed by a period; the first word is capitalized, and the sentence ends with a period or correct punctuation.</td>
<td>Example: 1. Individuals who . . . [paragraph continues]. 2. Nondepressed persons exposed to . . . [paragraph continues]. 3. Depressed persons exposed to . . . [paragraph continues]. 4. Depressed and nondepressed participants in the no-noise groups . . . [paragraph continues].</td>
</tr>
<tr>
<td>Numbered lists are used for position (e.g., chronology, importance, priority).</td>
<td>Example: 1. Open the box. 2. Remove the device from the box. 3. Remove the plastic from the device.</td>
</tr>
<tr>
<td>Use bullets when presenting a list of items in no particular order. Symbols such as small squares, circles, and so forth, may be used in creating a bulleted list.</td>
<td>Example: • Terry had three glasses. • John had one table. • Jim had five chairs.</td>
</tr>
<tr>
<td>Within a paragraph or sentence, identify elements in a series by lowercase letters in parentheses.</td>
<td>Example: The participant's three choices were (a) working with another participant, (b) working with a team, and (c) working alone.</td>
</tr>
<tr>
<td>Within a sentence, use commas to separate three or more elements that do not have Internal commas; use semicolons to separate three or more elements that have internal commas.</td>
<td>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.</td>
</tr>
<tr>
<td>Alternatively, you may use bulleted lists within a sentence to separate three or more</td>
<td>Example: In accordance with this theory, these relations</td>
</tr>
</tbody>
</table>
elements. In these instances, capitalize and punctuate the list as if it were a complete sentence. should be marked by  
- equity, social justice, and equal opportunity;  
- affirmative actions to correct ontogenetic or historical inequities in person context fit;  
- efforts to recognize and celebrate diversity; and  
- promotion of universal participation in civic life, and hence democracy (Lerner, Balsano, Banik, and Naudeau, 2005, p. 45).

### Dates, Times and Numbers


#### Writing Numbers

Except for a few basic rules, spelling out numbers versus using figures (also called numerals) is largely a matter of writers' preference. Consistency is the key. APA recommends spelling out the numbers one through nine and using figures thereafter.

<table>
<thead>
<tr>
<th>Use words to express any number that begins a sentence, title, or text heading. (Whenever possible, reword the sentence to avoid beginning with a number.)</th>
<th><strong>Examples:</strong> Forty-eight percent of the sample showed an increase; 2% showed no change. Twelve students improved, and 12 students did not improve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyphenate all compound numbers from twenty-one through ninety-nine.</td>
<td><strong>Examples:</strong> Forty-three people were injured in the train wreck. Twenty-seven of them were hospitalized.</td>
</tr>
<tr>
<td>Hyphenate written-out fractions.</td>
<td><strong>Examples:</strong> We recovered about two-thirds of the stolen cash. One-half is slightly less than five-eighths.</td>
</tr>
<tr>
<td>Use words to express universally accepted usage.</td>
<td><strong>Examples:</strong> The Twelve Apostles Five Pillars of Islam</td>
</tr>
</tbody>
</table>
### Combining Numerals and Words to Express Numbers

| Use a combination of numerals and words to express back-to-back modifiers. | **Examples:**  
| | 2 two-way interactions  
| | ten 7-point scales  

### Dates

| The following examples apply when using dates: | **Examples:**  
| | The meeting is scheduled for June 30. (no - th necessary)  
| | The meeting is scheduled for the 30th of June.  
| | We have had tricks played on us on April 1.  
| | The 1st of April puts some people on edge. (or: The first of April)  

| There are differing policies for expressing decades using numerals. | **Examples:**  
| | During the ’80s, the world’s economy grew.  
| | During the 1980s, the world’s economy grew.  
| | During the 1980’s, the world’s economy grew.  

| Spell out the time of day or use numbers. | **Examples:**  
| | She gets up at four thirty to read.  
| | She wakes up at 5 o’clock in the morning.  

| Use numerals with the time of day when exact times are being emphasized. | **Examples:**  
| | Her flight leaves at 6:22 a.m.  
| | Please arrive by 12:30 p.m. sharp.  

| Use AM and PM, or a.m. and p.m.  
It is clearer to use noon and midnight rather than 12:00 p.m. or 12:00 a.m. | **Examples:**  
| | Her flight leaves at 6:22 a.m.  
| | Please arrive by 12:30 PM sharp.  

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## Quotation Marks

(APA Publication Manual, sixth edition, section 4.07, 4.08 and 6.03)

<table>
<thead>
<tr>
<th>Use double quotation marks</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to introduce a word or phrase used as an ironic comment, as slang, or as an invented Or coined expression. Use quotation marks the first time the word or phrase is used; thereafter, do not use quotation marks.</td>
<td>Her actions were considered &quot;normal&quot; behavior.</td>
</tr>
</tbody>
</table>

| to reproduce material from a test item or verbatim instructions to participants. | The first fill-in item was “could be expected to________.” |

| to set off the title of an article or chapter in a periodical or book when the title is mentioned in text. | Riger's (1992) article, "Epistemological Debates, Feminist Voices: Science Social Values, and the Study of Women" describes… |

### Double or Single Quotation Marks

Use double quotation marks to enclose quotations in text. Use single quotation marks within double quotation marks to set off material that in the original source was enclosed in double quotation marks.

**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).

### Double Quotation Mark Notes

If the quotation comprises 40 or more words, display it in a freestanding block of text without quotation marks. Do use double quotation marks to enclose any quoted material within a block quotation.

**Example:**
Miele (1993) found the following:

> The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited again [emphasis added], even when reel [sic] drugs were administered. Earlier studies (e.g., Abdullah, 1984; Fox, 1979) were clearly premature in attributing the results to a placebo effect. (p. 276)

If the quotation appears at the end of a sentence, close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and end with a period or other punctuation outside the final parenthesis.

**Example:**
Confusing this issue is the overlapping nature of roles in palliative care, whereby "medical needs are met by those in the medical disciplines; non-medical needs may be addressed by anyone on the team" (Csikai & Chaitin, 2006, p. 112).

**Capitalize the first letter of a direct quote when the quoted material is a complete**

**Example:**
Mr. Johnson, who was working in his field that
<table>
<thead>
<tr>
<th>sentence</th>
<th>morning, said, &quot;The alien spaceship appeared right before my own two eyes.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put commas and periods within quotation marks, except when a parenthetical reference follows.</td>
<td>Examples: He said, &quot;I may forget your name, but I never forget a face.&quot; History is stained with blood spilled in the name of &quot;civilization.&quot;</td>
</tr>
<tr>
<td>Place colons and semicolons outside closed quotation marks.</td>
<td>Example: Williams described the experiment as &quot;a definitive step forward&quot;; other scientists disagreed.</td>
</tr>
</tbody>
</table>

## Commonly Misused Words

Compiled by Boise State Faculty

### Accept, except
- accept: to receive
- except: related to exception

Please accept this gift as our thanks. Everyone except Jane knows the password.

### Affect, effect
- affect (verb): to do something to
- affect (noun): feeling or emotion
- effect (noun): result
- effect (verb): cause

The long commute affected his disposition. Psychologists continue to study the strong affects often associated with weapons. Their decision will have no effect on us. The demonstrators hope to effect social change.

### Amount, number
- amount: can’t be counted, can be added
- number: can be counted

He had a large amount of cash in his pocket. A number of applicants are waiting in the hall.

### Between, among
- between: when 2 are involved
- among: when more than 2 are involved

The disagreement was between John and Fred. Disagreement arose among five of the panelists.

### Capitol, capital
- capitol: name of a building
- capital: all other uses

The capitol building is in Boise. You need capital to invest. Do not use all capital letters. He committed a capital offense. Boise is the capital of Idaho
| Compliment, complement  | The ticket was *complimentary*.  
|                        | That was quite a *compliment* he paid you.  
|                        | That tie *complements* your jacket.  
| Compliment: praise, free  
| Complement: go with or complete  |
| Do, due  | Don’t just stand there, *do* something.  
|          | We were late *due* to the heavy traffic.  
|          | Your assignment is *due* tomorrow.  
| Do: an action  
| Due: why something happens  
| Due: when something must occur  |
| Moral, morale  | The country needs more *moral* people.  
|               | We need to increase department *morale*.  
| Moral: ethics, correct behavior  
| Morale: spirit  |
| Principal, principle  | He was called into the *principal’s* office.  
|                      | He met the *principal* criteria.  
|                      | A mortgage includes *principal* and interest.  
| Principal: person in charge of a school  
| Principle: basic truth or belief  
| or main part of something.  |
| There, their, they’re  | We eat *there* every day.  
|                       | We saw *their* performance on Saturday.  
|                       | *They’re* calling us tomorrow.  
| There: place  
| Their: possessive  
| They’re: they are  |
| Who’s, whose  | *Who’s* going to cover the next shift?  
|               | *Whose* turn is it next?  
| Who’s: who is  
| Whose: possessive  |
WRITING STYLE

Strive for clear communication. You can achieve this by using a tone that conveys the essential points of your message clearly in an interesting manner to engage readers and communicate your ideas more effectively. Here are writing style guidelines taken from APA Publication Manual, sixth edition, sections 3.05 – 3.17.

Continuity in Presentation of Ideas

Readers will better understand your ideas if you aim for continuity in words, concepts, and thematic development. Here are ways to achieve continuity:

- **Use punctuation marks.** Punctuation marks contribute to continuity by showing relationships between ideas. They cue the reader to the pauses, inflections, subordination, and pacing normally heard in speech.

- **Use of transitional words.** These words help maintain the flow of thought, especially when the material is complex or abstract. Transitional words include: time links (then, next, after, while, since), cause-effect links (therefore, consequently, as a result), addition links (in addition, moreover, furthermore, similarly), and contrast links (but, conversely, nevertheless, however, although).

Smoothness of Expression

Aim for clear and logical communication. Abruptness may result from sudden, unnecessary shifts in verb tense within the same paragraph or in adjacent paragraphs. By using verb tenses consistently, you can help ensure smooth expression.

Tone

Strive to present ideas and findings directly using an interesting and compelling style and a tone. Differences should be presented in a professional manner. For example, "Fong and Nisbett did not address . . ." is acceptable, whereas "Fong and Nisbett completely overlooked . . ." is not. One effective way to achieve the right tone is to imagine a specific reader you are intending to reach and to write in a way that will educate and persuade that individual.

Wordiness

Wordiness can also impede the ready grasp of ideas. Remove wording that doesn’t aid understanding of the message. Here are examples of wordiness:

<table>
<thead>
<tr>
<th>Wordy</th>
<th>Revised – Less Wordy</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on the fact that</td>
<td>because</td>
</tr>
<tr>
<td>at the present time</td>
<td>now</td>
</tr>
<tr>
<td>for the purpose of</td>
<td>for/to</td>
</tr>
<tr>
<td>There were several students</td>
<td>Several students</td>
</tr>
<tr>
<td>who completed</td>
<td></td>
</tr>
</tbody>
</table>
Redundancy

Writers often use redundant language in an effort to be emphatic. Avoid wordiness by using only the words necessary to convey your meaning. In the following examples, the italicized words are redundant and should be omitted:

<table>
<thead>
<tr>
<th>Redundant</th>
<th>Not Redundant</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were both alike</td>
<td>They were alike</td>
</tr>
<tr>
<td>A total of 68 participants</td>
<td>68 participants</td>
</tr>
<tr>
<td>Four different groups saw</td>
<td>Four groups saw</td>
</tr>
<tr>
<td>Small in size</td>
<td>small</td>
</tr>
<tr>
<td>The reason is because</td>
<td>because</td>
</tr>
<tr>
<td>Absolutely essential</td>
<td>absolutely – or - essential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Redundant Examples</th>
<th>Not Redundant Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>By pressing the button, it immediately sends a silent page …</td>
<td>Pressing the button immediately sends a silent page …</td>
</tr>
<tr>
<td>By working around employee’s schedules, this gives greater satisfaction to the team.</td>
<td>Working around employees’ schedules gives greater satisfaction to the team.</td>
</tr>
<tr>
<td>By having employees who are trained in all positions, it will limit the problems.</td>
<td>Having employees who are trained in all positions will limit the problems.</td>
</tr>
<tr>
<td>By building a sky bridge over Capitol Boulevard, it will increase safety and time efficiency for pedestrians.</td>
<td>Building a sky bridge over Capitol Boulevard will increase safety and time efficiency for pedestrians.</td>
</tr>
<tr>
<td>With this decrease, it leads to more students dropping out.</td>
<td>This decrease leads to more students dropping out.</td>
</tr>
</tbody>
</table>

Word choice

Make certain that every word means exactly what you intend it to mean. In an informal style, for example, *feel* broadly substitutes for *think* or *believe*, but these words may not be clearly understood by the audience. In scientific style this may not be appropriate. For example, the word *like* is often used when *such as* is meant:

| Correct: | Articles by psychologists such as Skinner and Watson . . . |
| Correct: | Like Watson, Skinner believed . . . |
| Incorrect: | Articles by psychologists like Skinner and Watson . . . |
Jargon

The term "jargon" refers to terminology used specifically to the function of a group. For example, individuals who study linguistics will use words like quantifier, voiceless labiodental fricative, intensifier, minimal pair and metonymy. To non-linguists, these words have different meanings or no meanings at all.

Use jargon when appropriate and consider alternative wording as necessary to ensure the language is as clear as possible. Consider the following pairs. The plainer version conveys technical information just as accurately as and more clearly than the jargon-laden version.

<table>
<thead>
<tr>
<th>Instead of</th>
<th>Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>riverine avifauna</td>
<td>river birds</td>
</tr>
<tr>
<td>involuntarily undomiciled</td>
<td>homeless</td>
</tr>
<tr>
<td>The patient is being given positive-pressure ventilatory support.</td>
<td>The patient is on a respirator.</td>
</tr>
</tbody>
</table>

Source: PlainLanguage.gov
http://www.plainlanguage.gov/howto/guidelines/FederalPLGuidelines/writeNoJargon.cfm

Slang and Idiomatic Expressions

Avoid using slang (words like y'all, yinz, cool) or idiomatic expressions ("pull someone's leg," "spill the beans," and "something smells fishy") in formal writing. These words make your writing sound informal and less credible. Furthermore, for non-native speakers of English, these expressions may prove more difficult to understand because of their non-literary nature.

Times do exist, however, when the use of slang and idiomatic expressions are appropriate. Think about who your audience is, what they expect, and how the use of these words may help or hinder your purpose. If you are writing a very informal or humorous piece, slang or idiomatic expressions may be appropriate.

Source: OWL Purdue, https://owl.english.purdue.edu/owl/resource/608/03/
Bias and Stereotyped Language

Stereotyped language is any that assumes a stereotype about a group of people. Effective writing reflects respect of the readers. Below are guidelines to avoid bias language. Specific examples are also given in the Guidelines for Unbiased Language, which can be found on the APA Style website (www.apastyle.org).

The National Council of Teachers of English (NCTE) suggests the following guidelines (OWL Purdue):

<table>
<thead>
<tr>
<th>Original</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>mankind</td>
<td>humanity, people, human beings</td>
</tr>
<tr>
<td>man-made</td>
<td>synthetic, manufactured, machine-made</td>
</tr>
<tr>
<td>businessman</td>
<td>business executive, business person</td>
</tr>
<tr>
<td>fireman</td>
<td>fire fighter</td>
</tr>
<tr>
<td>mailman</td>
<td>mail carrier</td>
</tr>
<tr>
<td>steward and stewardess</td>
<td>flight attendant</td>
</tr>
<tr>
<td>policeman and policewoman</td>
<td>police officer</td>
</tr>
<tr>
<td>congressman</td>
<td>congressional representative</td>
</tr>
</tbody>
</table>

GUIDELINES FOR REPORTS

Core Sections of a Report

The information below serves as a basic guideline. However, your instructor may have additional or different formatting requirements to add to or replace these. For more information see APA, Publication Manual, sixth edition, sections 2.01-2.13. Example papers can also be found on the APA Publication Manual, sixth edition, pages 40 – 59.

Core sections of a report include:

- Title page: The title page often includes a descriptive title (not just “Report”), author’s name, class and section numbers, and date of submission. Check with the instructor for particular format or information required.
- Table of Contents*
- List of Illustrations*
- Executive Summary*
- Introduction
- Body (e.g., method, findings, research, results)
- Conclusions
- References: This list includes only the sources cited in the text. If you want to include other, non-cited sources, then call this section Bibliography.
- Appendices

* On shorter reports--under five pages--these parts might not be required.

A sample research paper is available online at:
http://cobe.boisestate.edu/students/writing-styles-guide/
Major Formatting Elements

There are several options for formats. Some are listed here; see your instructor for his/her preference.

**Font**

<table>
<thead>
<tr>
<th>Most Common</th>
<th>Times New Roman 12-point font</th>
</tr>
</thead>
</table>

**Line Spacing**

<table>
<thead>
<tr>
<th>Most Common</th>
<th>Double-space text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative</td>
<td>Single-space text</td>
</tr>
</tbody>
</table>

**Margins**

<table>
<thead>
<tr>
<th>Most common</th>
<th>One-inch margins all around</th>
</tr>
</thead>
</table>

Use your word-processing software to add a header that will appear at the top of every page that includes the running head and the page number. The header appears within the top margin, not below it.  

Alternative

*if the report is to be enclosed in a binder*

Increase the left side margin to 1½ or 2 inches so that the tight binding will not make it difficult to read.

**More information**


**Paragraph Format**

<table>
<thead>
<tr>
<th>Most Common</th>
<th>Indent paragraphs one-half inch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative</td>
<td>Insert a blank line between paragraphs, and then do not indent the paragraphs</td>
</tr>
</tbody>
</table>

[Back to Table of Contents]
### Page Numbers

<table>
<thead>
<tr>
<th>Style</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Style</td>
<td>Use Arabic numerals in the upper right hand corner with a running head. The running head is a shortened title no more than 50 characters, including spaces. It is flush with the left margin.</td>
</tr>
<tr>
<td>Common</td>
<td>Use Arabic numerals, starting with the first page, centering the number in the page footer, about one-half inch from the bottom of the page</td>
</tr>
<tr>
<td>Alternative</td>
<td>Number the prefatory pages (Table of contents, Preface, etc.) with lower case Roman numerals centered in the page footer about one-half inch from the bottom of the page.</td>
</tr>
</tbody>
</table>

### Headings

<table>
<thead>
<tr>
<th>Style</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Common</td>
<td>Use section headings with appropriate heading levels. A typical section will be from one to three or four paragraphs in length. Thus, on a double-spaced manuscript, one or two section headings will appear on each page. Headings must be consistent in format and parallel in grammatical structure.</td>
</tr>
<tr>
<td></td>
<td>The title page includes five elements: title, running head, author, byline, institutional affiliation, and author note (which includes grant/funding information and a full correspondence address). The title page is numbered page 1.</td>
</tr>
<tr>
<td></td>
<td>Check with your instructor who may require other information on the title page.</td>
</tr>
<tr>
<td></td>
<td>The running head is a shortened title (no more than 50 characters, including spaces) that appears on every page. Use the automatic functions of your word-processing program to create a header that contains the running head and the page numbers for your paper. The header is located within, not below, the paper’s margin. There is no need to set the</td>
</tr>
</tbody>
</table>

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header at a specific distance from the top of the page. The words Running head: precede the running head on the title page only.


The APA style offers five levels of headings (APA *Publication Manual*, sixth edition, section 3.03). Most papers will only require two or three levels of headings. Table 13 illustrates one sample headings format.

### Sample Heading Format

<table>
<thead>
<tr>
<th>Level</th>
<th>HEADING USES</th>
<th>HEADING CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use for the main title</td>
<td><strong>Centered, Boldface, Uppercase and Lowercase Heading</strong></td>
</tr>
<tr>
<td>2</td>
<td>Use to divide the major sections of the report</td>
<td><strong>Flush left, Boldface, Uppercase and Lowercase Heading</strong></td>
</tr>
<tr>
<td>3</td>
<td>Use to divide the major sections of the report</td>
<td><strong>Indented, boldface, lowercase paragraph heading ending with a period.</strong></td>
</tr>
<tr>
<td>4</td>
<td>Use for subheadings within the major sections of the report</td>
<td><strong>Indented, boldface, italicized, lowercase paragraph heading with a period.</strong></td>
</tr>
<tr>
<td>5</td>
<td>Use for subheadings within the major sections of the report</td>
<td><strong>Indented, italicized, lowercase paragraph heading ending with a period.</strong></td>
</tr>
</tbody>
</table>

**Heading Tips:**

- Proceed through the levels numerically, starting with Level 1, without skipping over levels.
- The first heading won’t be called “Introduction” or be the title of your paper. The first heading will likely be somewhere in the body of your paper.
- Use as many levels as necessary to convey your meaning. Many student papers and published articles utilize two or three levels. Longer works like dissertations may demand four or five.
- For level 1 and 2 headings, capitalize the first and last words and all “major” words (nouns, verbs, adjectives, adverbs, and pronouns), including the second part of
hyphenated major words (e.g., *Self-Report* not *Self-report*); and all words of four letters or more.); lowercase all articles (a, the), prepositions (to, at, in, with), and coordinating conjunctions (and, but, or).

Use headings to clarify for your readers the organization and structure of the parts of the report. In this respect, headings resemble an outline of the report.

**Report Title**

**Introduction**
Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

*Descriptive Title for Section 1*
Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

*Descriptive title for sub-section 1.1.*
Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

*Descriptive Title for Section 2*
Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

*Descriptive title for sub-section 2.1.*
Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

*Descriptive title for sub-sub-section 2.1.a.* Lorem ipsum dolor sit amet, consectetuer adipiscing.

*Descriptive title for sub-section 2.2*
Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

**Conclusion**
Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

**References**
Report Style

Reports generally employ a more formal, professional style than do many letters, memos, or e-mails. The formal, professional style adds power to the report by emphasizing analysis and facts.

To accomplish a formal, professional style:

- **Avoid informal words and phrases.** Such words and phrases include jargon, colloquial expressions, contractions, slang, and casual language.
- **Use the active voice whenever possible and appropriate.**
- **Explain abbreviations and acronyms at their first appearance.**
- **Avoid using personal pronouns, especially first person pronouns (I, me, we, our) and second person pronouns (you).**
- **Minimize use of adverbs and adjectives.**

The following table presents two comparative samples of the formal, professional and informal styles.

---

**Formal vs. Informal Styles**

<table>
<thead>
<tr>
<th>Formal Style</th>
<th>Informal Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>This report will detail the advantages the company will see from the</td>
<td>In this report, I’ll explain the significant advantages that we can accomplish</td>
</tr>
<tr>
<td>implementation of certain management reforms. These reforms will not</td>
<td>by ramping up a couple of management reforms. These reforms won’t require us</td>
</tr>
<tr>
<td>adversely affect current policies and procedures.</td>
<td>to make major changes in the way we currently operate.</td>
</tr>
<tr>
<td>The authors of this report suggest that the firm narrow its marketing</td>
<td>We think that you shouldn’t have your marketing program be all over the board.</td>
</tr>
<tr>
<td>focus.</td>
<td></td>
</tr>
</tbody>
</table>

---

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The Executive Summary

Most professional business reports use an executive summary rather than an abstract or introduction. The executive summary has the advantage that it can be skimmed very quickly by a busy manager to get the critical information.

The differences between an executive summary, an abstract, and an introduction can be described as follows:

- **Executive summary** is a brief overview of a report designed to give readers a quick restatement of the report’s main points. The reader or audience is usually someone who makes funding, personnel, or policy decisions and needs information quickly and efficiently. The purpose of the executive summary is to consolidate the principal points of a document in one place. The summary should help the audience understand the main points, the evidence for those points, and why those points matter, without having to read the entire report.

- **Abstract** is a brief, comprehensive summary of the contents of an article; it allows readers to survey the contents of an article quickly. It is typically a highly condensed overview of 250 words or less.

- **Introduction**s differ from executive summaries in that they present the specific problem under study and essential background information needed to better understand the detailed information to follow. They announce the purpose, why the topic is important, scope of coverage, and methodology used. However, an introduction usually does not say what the actual conclusions are or what evidence is used to reach those conclusions.

Guidelines for Writing Executive Summaries

An effective executive summary will be able to stand alone, because decisions may be made based upon the strength of the executive summary alone. The best strategy for writing the executive summary is to organize it according to the sequence of information presented in the full report.

Other things to consider include:

- **Do not introduce new information** that is not in the report.
- **Write the executive summary last**, after you have completed the report and decided on your recommendations.
- **Make the length of the summary proportional to the full report it summarizes**, typically 10-15 percent. Most executive summaries are one to two pages.
- **Write the summary at the lowest level of technicality**, translating specialized terms and complex data into plain English.
- **Avoid personal comments** such as “this report was very interesting” or “the author seems to think that….”

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- Organize the summary according to the sequence of information presented in the full report.

- End the summary with a one- or two-line recommendation for action along with the justification for the proposed action using terms the audience will consider important.

Look at first and last sentences of paragraphs to begin to outline your summary. Find key words and use those words to organize a draft of your summary; look for words that enumerate (first, next, finally); words that express causation (therefore, consequently); words that signal essentials (basically, central, leading, principal, major) and contrast (however, similarly, more than, less likely).

Figure 1 presents the following example of an executive summary from the Colorado State University online Writing Studio:

EXECUTIVE SUMMARY

Susie's Cookies began as a small business in Cleveland, Ohio, which has expanded to include 45 stores throughout the Midwest. Plans have already been instituted to expand sales nationwide, using the same "mall-concept" marketing strategy, which has proven successful in the Midwest. Despite these plans, Susie's Cookies may be in danger of bankruptcy.

Advertising Costs

Susie's quadrupled its sales in the last two quarters, realizing a profit of $750,000 in the current year, an increase of $250,000 over the previous year, due to its increase in advertising. To realize equivalent sale figures nationwide, however, it is projected that advertising costs will increase by 200% for the first two years of the national expansions.

Expansion Costs

Further, construction costs for the new stores are estimated to be 20 million dollars. The result of increased advertising and construction costs will put a substantial debt burden on Susie's cookies, an estimated $750,000 to 1 million a year. Given that sales did not reach current levels in the Midwest until the 45 stores had been operating for five years, projected sales nationally will not cover expansion costs. As a result, Susie's Cookies is likely to show a loss of almost $2 million for at least the next five years.

Recommendation

Due to the high advertisement and development costs of national expansion, Susie's Cookies may not be able to continue doing business in the future. Therefore, we recommend that Mrs. Field's does not participate in the hostile takeover under consideration because the threat of competition will not be realized.

Figure 1. Sample Executive Summary.
Source: Colorado State University Online Writing Studio
Tables, Figures, and Equations

A report can be enhanced significantly by the use of appropriate tables and figures. Use them to summarize group data or information that is further discussed in the paragraphs immediately before and after.

Tables show data in rows and columns. Figures include graphs, charts, drawings, pictures and illustrations. Tables and figures are used to make it easier to interpret the information contained in them.

Some general rules for all tables, figures and equations:

- Identify each element of the figure or table and make sure the units of measurement are identified (e.g., dollars, euros, units, pounds, percentages, etc.).
- When the data or information is taken from other sources, you MUST include an appropriate citation.
- Try not to split tables and figures across pages.
- Add notes below the table or figure to explain the contents. Any symbol, acronym or abbreviation should be defined if not widely used; general notes or footnotes in a table or figure are labeled “a,” “b,” and “c.”

The table or figure should be closely integrated into the text or body of the report. Here are some things to remember to make that integration clear for the reader:

- Always mention and discuss the table or figure in the text.
- Place the table or figure close to where it is first mentioned in the text, or on separate pages at the end of the document if they are extensive.
- Capitalize the word Table 1 or Figure 1 in the text when referring to it. Refrain from using “the table below,” or “the table on page 17.”
- Use the same font as used in the paper.
Tables

Keep your tables as simple as possible.

- Highlight key information and eliminate the rest. For example, if annual sales volume is the key point, do not provide monthly sales information in the table.
- Drop cents from dollar figures: “$3,000” versus “$3,000.00”.
- Keep all comparable tables in the document consistent in presentation.
- Make sure each row or column in the table has a heading.
- Number each table sequentially throughout the document.
- Add a brief explanatory title underneath or to the right of the table number.

Tables Containing Numbers or Statistics

- Do not change the number of significant digits or units of measurement within a column.
- If a number is less than 1, place a 0 before the decimal unless the number cannot be greater than 1.
- Single-space text or numbers within a table, regardless of whether the report overall is single- or double-spaced. (Follow your instructor’s directions.)
- Identify all probability level values with asterisks attached to the appropriate table entries. Use the same number of asterisks for a given probability level in all tables in the same report. Generally, the largest probability receives the fewest asterisks.
- Put the notes in the following order: general note, specific note, and probability note.

(APA Publication Manual sixth edition, sections 5.07–5.19, pp. 128–150; Table 5.1, p. 129, illustrates the basic components of a table; section 8.03, p. 228)

Tables 1 – 3 offer examples of numerical tables:
Sample “Prototypical” Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>GDP\textsuperscript{a}</th>
<th>National Income\textsuperscript{b}</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>$400</td>
<td>$300</td>
</tr>
<tr>
<td>2001</td>
<td>$600</td>
<td>$400</td>
</tr>
<tr>
<td>2002</td>
<td>$700</td>
<td>$650</td>
</tr>
</tbody>
</table>

\textsuperscript{a} Millions  \\
\textsuperscript{b} Millions  \\

Note: From “Article Title”/Book Title, by Author, Publication Date, Journal Title, Vol. #, p. #/Book Place of Publication: Publisher.

This example used the Table Autoformat feature in Word. This is “Prototypical” format in APA style.

Sample Table 2

<table>
<thead>
<tr>
<th>Column 1 Header\textsuperscript{a}</th>
<th>Col. 2\textsuperscript{b}</th>
<th>Col. 3</th>
<th>Col. 4</th>
<th>Col. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1</td>
<td>Data</td>
<td>Data</td>
<td>Data</td>
<td>Data</td>
</tr>
<tr>
<td>Row 2</td>
<td>123</td>
<td>123</td>
<td>123</td>
<td>123</td>
</tr>
</tbody>
</table>

\textsuperscript{a} Explanatory note  \\
\textsuperscript{b} Explanatory note  \\

Note: From “Article Title”/Book Title, by Author, Publication Date, Journal Title, Vol. #, p. #/Book Place of Publication: Publisher.

Sample Table 3

<table>
<thead>
<tr>
<th>Column 1 Header\textsuperscript{a}</th>
<th>Col. 2\textsuperscript{b}</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 1</td>
<td>Data</td>
</tr>
<tr>
<td>Row 2</td>
<td>123</td>
</tr>
</tbody>
</table>

\textsuperscript{a} Explanatory note  \\
\textsuperscript{b} Explanatory note  \\

Note: From “Article Title”/Book Title, by Author, Publication Date, Journal Title, Vol. #, p. #/Book Place of Publication: Publisher.
Word Tables

Many tables simply contain text. There are few formatting rules for these. The main thing is for the table to be clear and easily understood. The basic rules about tables still apply, such as keeping a consistent font, sequentially numbering the tables, providing a descriptive title, and referring to the table in the text of the report. Table 4 offers an example of a word table.

Sample Table 4

| Table 4 |
| Sample Heading Format |
| Heading Uses | Heading Characteristics |
| Use for the main title | CENTERED UPPERCASE HEADING |
| Use to divide the major sections of the report | Centered, Italicized, Uppercase and Lowercase Heading |
| | Flush Left, Italicized, Uppercase and Lowercase Heading |

Figures

Figures include graphs, charts, maps, drawings, illustrations, or photographs. A good figure can greatly improve the reader’s understanding of a concept. Make sure that your figures:

- convey essential facts;
- omit details that are not relevant to the point you are making;
- are easy to read and understand; their purpose is apparent;
- are prepared in the same style as similar figures in the same article; that is, the lettering is of the same size and typeface, lines are of the same weight and so forth;
- are sequentially numbered with an explanatory title placed consistently either above or below the figure; and
- have clearly labeled elements, axes and elements.

(APA Publication Manual, sixth edition, sections 5.20–5.30, pp. 150–167; section 8.03, p. 230) Figures 1, 2, 3, and 4 provide examples of how to format different types of figures.
Figure 1. Least Cost Solution for Cobb Douglas Production Function.

Note: From “Article Title”/Book Title, by Author, Publication Date, Journal Title, Vol. #, p. #/Book Place of Publication: Publisher.
Quarterly Report for East, West, and North Regions

Figure 2. Sample Chart

Note: From “Article Title”/Book Title, by Author, Publication Date, Journal Title, Vol. #, p. #/Book Place of Publication: Publisher.

Boise State University Logos

Figure 3. Sample Graphic

Note: From “Article Title”/Book Title, by Author, Publication Date, Journal Title, Vol. #, p. #/Book Place of Publication: Publisher.
Equations

Place short, simple equations in the line of text.

- To display an equation, place it on a separate line, indented, with extra space above and below. If the equation does not fit on a single line, separate it before an operational or relational symbol. There is no need to use punctuation at the end of an equation.
- Insert a space on either side of the operators $+, -, =$, except in subscripts or superscripts.
- When referring to numbers equations, write out the reference; for example, write *Equation 1* (do not abbreviate), or write *the third equation*.
- Number all equations sequentially, (1), (2), etc., and enclosed in parentheses. The number should be placed on the same line as the equation near the right margin of the page.

\[
\begin{align*}
\max \ E_t \sum_{s=t}^{\infty} \sum_{l} u(c_{is}, z_{is}) & \quad (1) \\
p_s \sum_{i} c_{is} + a_s = \pi_s + w_s(z_s) & \quad (2)
\end{align*}
\]

For more information on equations see APA *Publication Manual*, sixth edition, sections 4.47-4.49.
RECOGNIZING AND AVOIDING PLAGIARISM

Use ideas and information from others to support and strengthen your arguments or analyses. That is what research is all about—finding out what is already known, assembling it in a new way with other ideas, and then adding your own new insights. Knowledge is a pyramid that many people build over time, building upon the ideas of one another. If we did not borrow and build on one another’s ideas, science would never advance nor would a company. However, don’t overuse the work of others. Your paper should not be primarily filled with a collection of quotes and paraphrases. Communicate your view of the topic as supported by others.

It is as important to identify or cite the source for information you use as it is to use the information. There are a few reasons to cite your sources.

• **For the reader, the source lends credibility** on the strength of the source. Thus the citation allows the reader to evaluate the quality of information you are using to build your arguments. It also allows the reader to look up the original works to learn more.

• **For the authors, it is giving credit** for the work they have done—or their “intellectual property.”

• **For you, it is honesty.** Information has value like money. If you take someone’s money without permission, it is called theft. It is called “plagiarism” when you steal or use someone else’s ideas—using another’s ideas or words without acknowledging them. Penalties for stealing someone’s ideas, on purpose or by accident, are failing the assignment or course, or dismissal from the university. We take it seriously!

This section will help you recognize when you have committed plagiarism in your writing. It also includes some ways to avoid plagiarism. Finally, there are some concrete examples of plagiarized and non-plagiarized writing to help you.

**Defining Plagiarism**

*Plagiarism is using someone else’s ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness.*

• **Ideas or phrasing** includes written, spoken, or electronic material—from whole papers and paragraphs to sentences, and, indeed, phrases—but it also includes statistics, lab results, songs, web pages, diagrams, and artwork.

• **Someone else** can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; or a paper-writing “service” (online or otherwise) which offers to sell written papers.
Recognizing Plagiarism

Figure 4 illustrates plagiaristic actions arrayed from deliberate, on the left side, to possibly accidental, on the right. You should understand that plagiarism is plagiarism whether it is deliberate or accidental.

**Actions that might be seen as plagiarism**

- Buying, stealing, or borrowing a paper
- Using the source too closely when paraphrasing
- Hiring someone to write your paper
- Building on someone’s ideas without citation
- Copying from another source without citing (on purpose or by accident)

![Diagram of plagiarism actions](image)

*Figure 4. Actions that might be seen as plagiarism.*

*Note: From “Avoiding Plagiarism” (1995-2002)*

Avoiding Plagiarizing

The heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, e-mailed, drew, or implied. Table 5 clearly separates when you need to cite the source of some information, and when you do not. Table 6 suggests actions you can take during your researching and writing processes to avoid plagiarism. Please remember: even if it’s an accident, it’s still plagiarizing!
### Table 5

**Choosing When to Cite the Source**

<table>
<thead>
<tr>
<th>Need to Cite Source</th>
<th>Do Not Need to Cite Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When you use or refer to someone else’s words or ideas from a magazine, book, newspaper, Web page, computer program, or any other medium.</td>
<td>• When you are writing your own experiences, your own observations, insights, thoughts, or conclusions about a subject, or experimental results.</td>
</tr>
<tr>
<td>• When you use information gained through interviewing another person.</td>
<td></td>
</tr>
<tr>
<td>• When you copy the exact words or a unique phrase from somewhere. In this instance, use quotation marks in addition to the citation.</td>
<td></td>
</tr>
<tr>
<td>• When you reprint any diagrams, illustrations, charts, and pictures.</td>
<td></td>
</tr>
<tr>
<td>• When you use ideas that others have given you in conversations or over e-mail.</td>
<td></td>
</tr>
</tbody>
</table>

*Note: From “Avoiding Plagiarism” (1995-2002)*

### Table 6

**Making Sure You Are Safe**

<table>
<thead>
<tr>
<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When researching, note-taking, and interviewing:</strong></td>
<td></td>
</tr>
<tr>
<td>• Mark everything that is someone else’s words with a big Q (for quote) or with big quotation marks.</td>
<td>Proofread and check with your notes (or photocopies of sources) to make sure that <em>anything</em> taken from your notes is acknowledged in some combination of the following ways: In-text citation, quotation marks, footnotes, indirect quotations, and bibliography.</td>
</tr>
<tr>
<td>• Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME).</td>
<td></td>
</tr>
<tr>
<td>• Record all of the relevant documentation information, including page numbers, in your notes.</td>
<td></td>
</tr>
</tbody>
</table>
### Making Sure You Are Safe (continued)

<table>
<thead>
<tr>
<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When paraphrasing and summarizing</strong></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing involves putting a passage from source material into your own words. Summarizing is similar, but it includes only the main point(s). A paraphrase or a summary must be attributed to the original source.</td>
<td></td>
</tr>
<tr>
<td>• First, write your paraphrase and summary without looking at the original text, so you rely only on your memory.</td>
<td>• Begin your summary with a statement giving credit to the source: According to Jonathan Kozol (1999, p.23), “...” or Kozol (1999, p.23) states, “...” or As Kozol (1999, p.23) points out, “...” Avoid repetitive phrasing.</td>
</tr>
<tr>
<td>• Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases.</td>
<td>• Put any unique words or phrases that you cannot change, or do not want to change, in quotation marks: ... &quot;savage inequalities&quot; exist throughout our educational system (Kozol, 1999, p. 23).</td>
</tr>
</tbody>
</table>

### When quoting directly

**Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

| Keep the person’s name near the quote in your notes, and in your paper. | Mention the person’s name either at the beginning, middle, or end of the quote. |
| Select direct quotes that make the most impact in your paper -- too many direct quotes lessen your credibility. | Put quotation marks around the quoted text. |
| Indicate your added phrases in brackets ([ ]) and omitted text with ellipses ( . . . ). |

### When quoting indirectly (paraphrasing)

| Keep the person’s name near the text in your notes, and in your paper. | Mention the person’s name either at the beginning of the information, or in the middle, or at the end. |
| Rewrite the key ideas using different words and sentence structures than the original text. | Double check to make sure that your words and sentence structures are different than the original text. |
Making Sure You Are Safe (continued)

<table>
<thead>
<tr>
<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When quoting Web sources</strong></td>
<td><strong>Do not cut and paste</strong> from sources on the Web. In addition to concern about the accuracy of the content, it is too easy to forget to cite the source, leaving you in plagiarism mode.</td>
</tr>
<tr>
<td>• Beware of Web sources that do not contain an author and date. Without knowing the origin and time frame, you cannot be sure of the accuracy of the information.</td>
<td></td>
</tr>
</tbody>
</table>


If You Are Still Not Sure...

The following four examples have been adapted from Capital Community College Humanities Department and the Arthur C. Banks Jr. Library (2004) “A Statement on Plagiarism.”

Below are four samples of writing, using original text from Elaine Tyler May’s “Myths and Realities of the American Family.” As you read each version, try to decide if it is a legitimate use of May’s text or a plagiarism. May’s original text follows:

> Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

**Version A:**

> Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for childcare remain woefully inadequate in the United States.

**Verdict: Plagiarism.** In Version A, there is too much direct borrowing in sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.

**Version B:**

> As May (1989) points out, "women's wages often continue to reflect the fiction that men earn the family wage" (p. 588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate" (p. 589).

**Verdict: Plagiarism.** In Version B the writer now cites May, so we're closer to telling the truth about our text's relationship to the source, but this text continues to borrow too much language without using quotation marks.
Version C:

By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Verdict: Plagiarism. Version C shows good paraphrasing of wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged.

Version D:

Women today still earn less than men — so much less that many single mothers and their children live near or below the poverty line. May (1989) argues that this situation stems in part from "the fiction that men earn the family wage" (p. 588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (p. 589). This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities.

Verdict: No Plagiarism. In version D the writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own. The quotation is properly cited, as is a later paraphrase of another of May's ideas (Capital Community College, 2004).

Academic Dishonesty

Plagiarism is one type of academic dishonesty. This is a serious offense at Boise State, as it is at any university in the country.

The official policy may be found at the University website:
http://deanofstudents.boisestate.edu/student-code-of-conduct/.
Boise State University Policy on Academic Dishonesty

Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s). Possible examples may be as follows:

- Buying or in any way using a term paper or other project that was not composed by the student turning it in.
- Copying from another exam paper before, during or after the exam.
- Using crib notes or retrieval of information stored in a computer/calculator outside exam room.
- Having someone else take an exam or taking an exam for someone else.
- Collaboration on take-home exams where it has been forbidden.
- Direct copying of a term paper.
- Failure to give proper credit to sources.

In a proven case of cheating, the student will be dismissed from the class and a failing grade issued. If the chair and instructor feel it is necessary, additional action may be taken as explained in the Boise State University website.

We recommend that you examine the issue in more depth in the APA sources. For more on plagiarism see APA, sixth edition, sections 1.10-8.04.
CITATIONS AND REFERENCES

Citations

Using external sources without citing them is considered plagiarism. Authors must provide enough information so that readers can go to the original sources and review them. This involves two things: Citations and References.

- **Citations** briefly identify the source of borrowed information, quotes, and figures in the text. The citation must be placed at the beginning, middle or end of the borrowed information. It must be clear what information is borrowed and where it comes from, including page references whenever possible. The brief citation matches the first word(s) in an entry in the reference list; the author(s) or title serves as a main entry in the reference list.

- The **reference list** contains the full descriptions of *only those sources that are cited* in the paper. It enables the reader to find any source cited in the paper. The references are placed in alphabetical order at the end of the paper.

Citing Borrowed Material

Citations include the author’s last name, the year of publication, and a page number if available. If an author is not available, use the title of the work (or a short form of the title, if it is lengthy). Titles that are italicized in the reference list are italicized in text; titles that are not italicized in the reference list appear in quotation marks. Some examples follow. This is by no means an all-inclusive list. The APA *Publication Manual*, sixth edition, sections 6.01–6.21, pp. 169–179, provides more examples of citation style.
# Citation Placement in Text

Citations are more commonly placed at the end of a sentence. When the author is referred to in the middle of a sentence, they are usually cited by first name and last name, or by last name and year. When a reference is used again in the same paragraph, only the last name and year are given. When a reference is used again in a subsequent paragraph, both the last name and year and the name of the first author followed by “et al.” are given. When two or more references are used simultaneously, they are cited alphabetically by the last name of the first author. If the reference is used in a direct quotation, the page number is included. When a reference is used in a secondary source, the original reference is cited in the References list. When a reference is used in a personal communication, the name of the source is included. When a reference is used in an interview, the name of the source is included. When a reference is used in a newspaper article, the title of the article is included. When a reference is used in a web article, the title of the article is included.

<table>
<thead>
<tr>
<th>Descriptions of Citations</th>
<th>Example Citations in Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>One author</td>
<td>Kessler (2003) found that among epidemiological samples . . .</td>
</tr>
<tr>
<td>Two authors</td>
<td>. . . as Kurta and Szapocznik (2003) demonstrated . . .</td>
</tr>
<tr>
<td>Three or more authors</td>
<td>Kisangau, Lyaruu, Hosea, and Joseph (2007) found [Use as first citation in text.] Kisangau et al. (2007) found [Use as subsequent first citation per paragraph thereafter.]</td>
</tr>
<tr>
<td>Multiple sources</td>
<td>Kosslyn, Koenig, Barrett, Cave, Tang, and Gabrieli (996)</td>
</tr>
<tr>
<td>A direct quotation</td>
<td>Behavior has been referred to as “blah blah” (Bradley, 1998, p. 276).</td>
</tr>
<tr>
<td>Secondary sources</td>
<td>Allport's diary (as cited in Nicholson, 2003).</td>
</tr>
<tr>
<td>No author</td>
<td>It was recently reported that a new drug appears to cut the risk of heart failure (“New Drug,” 1993).</td>
</tr>
<tr>
<td>Personal communications</td>
<td>T. K. Lutes (personal communication, April 18, 2001)</td>
</tr>
<tr>
<td>Interviews</td>
<td>(V. G. Nguyen, personal communication, September 28, 1998)</td>
</tr>
</tbody>
</table>
The citation of interviews depends on the nature of the interview.

**Third-party interviews:** If the interview is in a form that is recoverable (e.g., a recording, transcript, published Q&A), use the reference format appropriate for the source in which the interview is available.

**Informational interviews:** If you have interviewed someone for information about your topic and that person has agreed to be identified as a source, cite the source as a personal communication (in text only):

Personal communications do not have reference list entries because they cannot be retrieved.

**Interviews of research participants:** No citation is needed for remarks made by participants in the research on which you’re reporting. Do not cite these as personal communications; this would breach the participants’ guarantee of confidentiality.

**More information**

*APA Publication Manual*, sixth edition, section 1.11, pp. 16-17; section 6.20, p. 179; section 7.10, Examples 69 and 70, p. 214

**Electronic Sources**

Given the rich and varied online publishing environment, *APA Publication Manual*, sixth edition recommends including the same elements, in the same order, as a reference to a fixed-media source and add as much electronic retrieval information as needed for others to locate the sources cited.

Here are basic guidelines of the *APA Publication Manual*, sixth edition for citing electronic sources in the reference list.

**Websites**

For a passing reference to a website in text, the URL is sufficient; no reference list entry is needed.

Gussie Fink-Nottle has set up a discussion forum for newt fanciers

(G. Fink-Nottle, personal communication, April 5, 2011)
However, when you are citing a particular document or piece of information from a website, include both a reference list entry and an in-text citation. The key to creating the reference list entry is to determine the type of content on the web page. Basically, provide the following four pieces of information:

The in-text citation includes the author and date (Author, date), as with any other APA Style citation.

For more information see APA Publication Manual, sixth edition, section 6.32, pp. 189–192; Chapter 7, Examples 29, 30, 54, 55, and 76, pp. 198–215

<table>
<thead>
<tr>
<th>E-Books</th>
<th>Whole e-book:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Author, A. (date). Title of chapter. In E. Editor (Ed.), <em>Title of book</em> (pp. xx–xx). doi:xxxxxxxxxxxx</td>
</tr>
<tr>
<td>Facebook and Twitter</td>
<td>The in-text citation includes the author and date, as with any other APA Style citation.</td>
</tr>
</tbody>
</table>
| Although the APA Publication Manual (sixth edition) does not include specific Facebook citation formats, you can adapt the basic | [Back to Table of Contents]
**YouTube**

Here’s the general format for creating a reference for a video found on YouTube and other video-posting websites:

If both the real name of the person who posted the video and the screen name are known:

```
```

If only the screen name of the person who posted the video is known:

```
Screen name. (year, month day). Title of video [Video file]. Retrieved from http://xxxxxxxxxx
```

The in-text citations include the author name outside of brackets (whichever that may be) and the date.

**DOI’s**

A digital object identifier (DOI) is a unique string of letters, numbers, and symbols assigned to a published work to identify content and provide a persistent link to its location on the Internet. The DOI is typically located on the first page of an electronic document near the copyright notice and on the database landing page for the document. When DOIs are available, include them in the reference information. Place the DOI at the end of the reference, and don’t add a period at the end of it:

```
Author, A. (year). Title of article. Journal Title, X, xxx–xxx. doi:xxxxxx
```

**Example:**

doi:10.1108/03090560710821161

**For more information see** APA *Publication Manual*, sixth edition, sections 6.31–6.32, pp. 187–192
For electronic sources that do not provide page numbers, use the paragraph number, if available, proceeded by the paragraph symbol (¶) or the abbreviation para.

If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material.

As Myers (2000, ¶ 5) aptly phrased it, “positive emotions are both an end . . .”

“The current system of managed care and the current approach to defining empirically supported treatments are shortsighted” (Beutler, 2000, Conclusion section, para 1).

When there is no author for a web page, the text citation would then just cite a few words of the title.

…are most at risk of contracting the disease ("New Child," 2001).

When discussing—but not citing—an entire website (but not a specific document on that site), it is sufficient to give the address of the site in just the text (no entry in the reference list is needed).

Kidspsych, which can be found at http://www.kidspsych.org, is a wonderful interactive web site for children.

Here are additional guidelines on citing electronic sources (APA Publication Manual, sixth edition, section 6.32):

- You may need to do a quick web search to locate the website URL. Transcribe the URL correctly by copying it directly from the address window in your browser and pasting it into your working document.

- Do not insert a hyphen if you need to break a URL across lines; instead, break the URL before most punctuation. Do not add a period after the URL, to prevent the impression that the period is part of the URL.

- In general, it is not necessary to include database information. Journal coverage in a particular database may change over time; also, if using an aggregator such as EBSCO, OVID, or Pro Quest (each of which contain many discipline-specific databases, such as PsycINFO), it may be unclear exactly which database provided the full text of an article.

- Some archival documents (e.g., discontinued journals, monographs, dissertations, or papers not formally published) can only be found in electronic databases such as ERIC or JSTOR. When the document is not easily located through its primary publishing channels, give the home or entry page URL for the online archive.

- Do not include retrieval dates unless your instructor requires it and the source material may change over time (e.g., Wikis).
As with references to material in print or other fixed media, it is preferable to cite the final version (i.e., archival copy or version of record; see APA Publication Manual, sixth edition, section 6.24).

References

References and a bibliography are not the same.

- In References, you list only the items you have actually cited.
- In a Bibliography, you list all of the material you have consulted in preparing your essay whether or not you have actually cited the work.

Most Boise State College of Business and Economics disciplines use the references page to list the sources within the text of the report from which information was obtained.

Each citation in the text must correspond to an item in the reference list.

Each entry in references must be cited in the text in the proper way to easily lead the reader to the reference in the list (see APA Publication Manual, sixth edition, Chapters 6 and 7 for an extensive discussion).

On the references page, arrange entries:

- In alphabetical order by surname of first author. (If no author is given, alphabetize by first word of title.)
- In order of date, with earliest first, for references by the same author.
- With hanging indents, meaning the first line of each reference is set flush left and subsequent lines are indented.
- In double space with the word References appearing in uppercase and lowercase letters, centered.

A reference list includes only references that document the article and provide recoverable data. Don’t include personal communications such as letters, memos, and informational electronic communications. Instead, cite those online in text (see APA Publication Manual, sixth edition, section 6.20 for format).

In all reference entries, certain pieces of information need to be included if at all possible. These include things like author(s), year of publication, title and pages. However, some specific pieces of information vary for different types of references.

Basic components and formats include the following:

Article: Author’s last name, First and Middle (if available) initials. (Publication date). Title of article. Title of Journal, Volume number (Issue number), start page-end page.

Book: Author’s last name, First and Middle (if available) initials. (Copyright
NOTE: APA does not use the words “Volume,” “Vol.,” or “Issue” in reference list entries, just the appropriate numbers.
If no publication date is available, use (n.d.) to indicate that there is no publication date.

NOTE: The paragraph format for reference entries is a “Hanging Indent” where the first line is left flush and subsequent lines are indented. In MS WORD, use the FORMAT > PARAGRAPH > INDENTS and SPACING > INDENTATION > SPECIAL > HANGING style menu.

NOTE: Place the DOI at the end of the reference. If there is no DOI, cite the home page URL.

**What is a DOI?**

A digital object identifier (DOI) is a permanent digital identifier given to an object. Its most common application is identifying electronic documents.

The international DOI Foundation (IDF) defines DOI name as “a digital identifier for any object of intellectual property.”

View specific reference examples.
### Sample Citations and Reference List Entries

**APA Publication Manual, sixth edition, section 7.01**

<table>
<thead>
<tr>
<th>General Resources</th>
<th>In-Text Citation</th>
<th>Reference Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal article with DOI more than seven authors</strong></td>
<td>… (Gilbert et al., 2004)…</td>
<td>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, DR D2 A1allele, and depressive traits. <em>Nicotine and Tobacco Research</em>, 6, 249-267. Doi:10.1SO/14622200410001676305</td>
</tr>
</tbody>
</table>

[Back to Table of Contents]
<table>
<thead>
<tr>
<th>Resource</th>
<th>In-Text Citation</th>
<th>Reference Entry</th>
</tr>
</thead>
</table>

[Back to Table of Contents]
<table>
<thead>
<tr>
<th>Reference Entry Format and Components: Note carefully the use of italics and punctuation.</th>
<th>Author’s last name and initial(s). (Publication date). Book title in italics and using capital letters for the first word of the title and subtitle and for any proper nouns. City, state of publication: Publisher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource</td>
<td>In-Text Citation</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Paper presentation or poster session</strong></td>
<td>A.A. Presenter (year) presented…</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Resource</th>
<th>In-Text Citation</th>
<th>Reference Entry</th>
</tr>
</thead>
</table>
| Message posted to a newsgroup, online forum, or discussion group | J.R. Drake (2014) argues that . . .  
OR . . . to remain competitive (J.R. Drake, 2014). | Author, A. [or Alias.] (Year, Month day). Title of discussion thread [Online forum comment]. Message posted to Web address  
A blog comment would be referenced as follows:  
<table>
<thead>
<tr>
<th>Resource</th>
<th>In-Text Citation</th>
<th>Reference Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Communications</strong></td>
<td></td>
<td>T. K. Lutes (personal communication, April 18, 2001) (V.-G. Nguyen, personal communication, September 28, 1998)</td>
</tr>
</tbody>
</table>

Personal communications may be private letters, memos, some electronic communications (e.g., e-mail or messages from nonarchived discussion groups or electronic bulletin boards), personal interviews, telephone conversations, and the like. Because they do not provide recoverable data, personal communications are not included in the reference list. Cite personal communications in text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.

For more on citations and reference entries, see APA *Publication Manual*, sixth edition, Chapters 6 and 7.
COMMUNICATIONS GUIDELINES

Effective Presentations

One skill that employers look for in students is their ability to present in front of a group. This method of communication is a way for a new hire to become known in the organization. This is how you prove your professionalism and knowledge. Here are a few Do’s and Don’ts of presenting.

**Do**

- **Know your material.** If you are well prepared, you will be able to talk with, not read to, your audience. Use the key words on your slides to prompt you on what to say next. If using Power Point, use speaker’s notes.

- **Look professional.** Dress appropriately, comb your hair, remove your hat, and check to see that everything is in its place.

- **Face the audience, not your visual aid.** If using PowerPoint, refer to the computer console. Don’t turn your back to the audience and read from the screen on the wall.

- **Prepare for questions.** Your audience is there for a reason and there probably will be people who want to know more about your presentation than you presented. Think beforehand about what these questions may be and how you can respond to them.

- **Repeat or restate the question.** Repeat or restate the question to confirm your understanding of the question and so that everyone in the audience hears the question.

- **Maintain eye contact.** Look at the people in the audience. Look at an individual for just a second before looking at another. Eye contact will generate audience interest, promote a conversational style, encourage natural delivery, and instill confidence.

**Don’t**

- **Don’t read a script or the slides to the audience.** Talk with them; don’t read to them. A quote here or there is fine, as is reading a point word for word to emphasize it. Aside from that, talk with your audience.

- **Don’t create distractions.** If you tend to jangle coins in your pocket, empty your pockets before presenting. If you click your pen, use a pencil or a non-clicking pen.

- **Don’t stand in front of what you are showing.** Make sure you are not in the light beam of the projector. If using posters or other visual aids, make sure you stand to the side so people can see them.

- **Don’t chew gum.**
Preparing the Slides

An important aspect of delivering effective presentations is creating clear, succinct, audience-friendly slides. Consider that you are telling a story, and be very intentional about the order of presenting your information. Then, keep the slides themselves simple and visually pleasing so they help your listeners stay focused and interested. It is all about planning and designing.

When planning your presentation, keep in mind the following:

- **Start by considering the audience.** Plan to speak to their interests. Use vocabulary appropriate to the education level of the group. Make sure you avoid or define jargon and technical terms.

- **Organize your presentation.** Start with an introduction of the topic; continue with the body which includes findings, data, application, and examples; and then end with a conclusion or summary.

- **Minimize the number of slides you use.**

- **Use one slide to convey one idea.** Each slide should illustrate only one idea and its supporting points.

- **Use only keywords or phrases.** Slides should not contain every word of your presentation. Think of your slides as an outline that you use to prompt yourself to speak extemporaneously. They also act as visual signals for the audience to help them focus in on what you are saying.

When designing your slide layout, there are numerous design rules to consider. Here are a few of the most important:

- **Use the 6 x 6 Rule:** Keep the number of lines per slide to six or less and the number of words per line to six or less.

- **Use font size 24 points or larger; line thickness should be at least 2 points.** Use fonts of 48-54 for main titles, 36-44 for slide titles, and 24-36 for text.

- **Use contrasting colors** with either a very light background and very dark lettering, or very dark background with very light lettering. Dark colors to use include black, dark brown, navy blue, and dark purple. Light colors that contrast well with these are white and yellow.

- **Give your slides variety.** All-text presentations are boring. Use relevant graphs, photos, and clip art when appropriate. Avoid unnecessary sound effects, slow transitions, and moving graphics. Use visuals such as flow charts, tables, or figures where appropriate to engage your audience in the topic, or explain complex processes.

- **Don’t overdo it.** Stick with simple backgrounds and templates, and avoid the razzle-dazzle colors and patterns. Also, use lots of white space.

- **Use a consistent, professional format.**

- **DON’T YELL AT YOUR AUDIENCE!** Do not capitalize every word in the slide.

- **When using bullets:**

[Back to Table of Contents]
1. use the same type of bullets for all slides
2. try not to break the text across the line
3. do not put a period or comma at the end of bullets
4. keep bullets grammatically parallel. If the first bullet starts with a verb, all bullets should start with verbs. If the first bullet is a noun, all bullets should be nouns

- **Add a slide title in the same place for each slide.** In PowerPoint, put the presentation title and author on the “Slide Master” (On the View menu) so that it automatically will be placed on all slides. Adding a page number there is also a good idea.

- **Use spell-check, double-check for consistent capitalization, and proofread!**
E-mail Etiquette

The popularity of e-mail in today’s society makes it an active form of communication. As such, we have now come to think of it as a standard business tool. Many of the same rules of writing apply, along with the following guidelines to increase the efficiency of this tool.

- **Check your e-mail regularly**, especially when working with other students on projects.
- **Reply promptly** with the original message attached or included.
- **Don’t reply if you are angry.** Give yourself time to calm down before sending e-mail.
- **Don’t expect an immediate reply.** If something is urgent, use the phone.
- **Don’t “Reply to All”** when answering e-mail unless it is approved and appropriate.
- **Don’t send or forward obscene, offensive, threatening, or defamatory e-mails.**
- **Reference attachments that are clearly titled** in the body of your message. (i.e. “Quarter 2 Sales Summary” is better than “Sales File”).

The key point to remember is this: people form an opinion of you from your writing. Whether it is formal or informal communication, it should never be sloppy or disrespectful unless that is how you really want people to know you. Figure 6 presents additional suggestions.

![E-mail Etiquette Diagram]

Figure 6. Sample E-mail with Suggestions.
E-mail Salutations

Consider these guidelines for email salutations:

An e-mail message may not require a salutation, especially when (1) the message is being distributed to a number of people within an organization or (2) the message consists of an impersonal announcement about a change in policy or procedure.

- A salutation is desirable, however, when your message might otherwise appear cold and impersonal.
- When writing to someone you know, the salutation can take a number of forms and it may be followed by a comma rather than a colon. For example:
  - Tim, Dear Tim, Hello Tim, Hi Tim,
- As an alternative to inserting a salutation on a line by itself, you can incorporate the person's name in the opening of the message. For example:
  - You're right, Tim. The meeting starts at 8:00 a.m.
- When you are writing to someone you don't know or someone with whom you still have a formal relationship, use a formal salutation and follow it with a colon. For example:
  - Dear Ms. Smith: OR Dear Judy Smith: Dr. Johnson:
Telephone and Voicemail Etiquette

Speaking on the telephone should be second nature to us all, but the proper method for business communication requires a more formal approach than in chatting with a friend. Depending on whom you are calling and for what purpose, it is important to consider the following points.

Business Phone Calls

When making a business phone call:

- Identify yourself when the target person answers the phone.
- Ask if it is a good time to discuss the issue or ask your question; if the person is rushed you may not get the answer you’d like.
- If the timing is good, clearly and succinctly ask your question or state your business.
- Clarify any instructions or details that might be confusing.
- Summarize and confirm what has been agreed upon.
- End your call professionally, thanking your contact for his or her help.
- If a secretary or other support person answers the phone, be as polite and specific as you would with the target person. Secretaries can be a big help, and should never be considered unimportant in the communication cycle.

It is also inevitable in our busy lives that you will be leaving a voice message. Don’t panic, and be prepared for this common communication mode.

Voice Mail

- Before you place the call, be aware you may need to leave a message.
- Clearly and briefly state your name, the name of your business, the time and date of your call.
- State the purpose of your call.
- Specify when you will be available for a return call and *clearly and slowly* speak your phone number, or email address as an alternative contact method.
- Thank the target person, and repeat your full name and phone number to guarantee he/she noted it correctly.
Texting Etiquette

Text messaging can be an efficient means of communicating in business. It provides an instant and convenient means of communicating. Common uses include providing quick, brief notices or changes or information such as letting someone know you’re on your way a meeting/luncheon or to let them know you emailed them important documents. When texting for a business-related matter, consider these etiquette guidelines:

• **Be Professional** – Keep language appropriate to your audience and avoid informal abbreviations such as “2” for the word “too/to/two” and “u” for the word “you”.

• **Check your grammar and spelling** – Check you text thoroughly before sending. Errors reflect on you and the company.

• **Think about timing** – While many people often keep their mobile phone with them, they may not want to be contacted at inopportune times. Sending texts “out of hours” may not appear professional.

• **Allow for brief responses** – Make it easy for the receiver to respond. Avoid asking something that cannot be easily replied to by text.

• **Keep the message concise** – Texting is designed for short message displayed on a small screen. Use other means such as email to send documents and complex information.

• **Don’t expect an immediate reply** – The person may not be available or able to receive and read texts.

• **Use positive tone** – When texting a short message quickly, you may not think about your tone that may sound harsher than intended. Write in complete sentences to prevent sounding abrupt.

Don’t let texting replace other methods of communication. Consider whether a face-to-face meeting or phone call will better achieve your purpose. Both methods help build rapport better than a text message.
# Business Letter Formats

## Personal Block Letter Format

<table>
<thead>
<tr>
<th>Letterhead/Return address</th>
<th>Sender’s Name</th>
<th>Street Address</th>
<th>City, State Abbreviation ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Month Day, Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inside address</td>
<td>Recipient’s Name</td>
<td>Job Title / Department</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Company Name</td>
<td>Street Address</td>
<td>City, State Abbreviation ZIP</td>
</tr>
<tr>
<td>Subject</td>
<td>Brief and Descriptive (i.e. “Application for Job #222”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salutation</td>
<td>Dear Mr./Ms./Mrs. Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Integer metus nibh, ullamcorper a, sagittis eget, aliquet in, nisi. Cum sociis nataque penatibus et magnis dis parturient montes, nascetur ridiculus mus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close</td>
<td>Sincerely,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writer’s Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GDL:MHB Reference Initials: Writer:Typist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notation (if needed)</td>
<td>Enc. Enclosure notation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cc: Name Copy notation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Letterhead/ Formal Block Letter Format

| Letterhead/ Return address | Company Name  
|                           | Street Address  
|                           | City, State Abbreviation ZIP  
| Date                      | Month Day, Year  
| Inside address            | Recipient’s Name  
|                           | Job Title / Department  
|                           | Company Name  
|                           | Street Address  
|                           | City, State Abbreviation ZIP  
| Subject                   | Brief and Descriptive (i.e. “Application for Job #222”)  
| Salutation                | Dear Mr./Ms. Name:  
|                           | Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Integer metus nibh, ullamcorper a, sagittis eget, aliquet in, nisi. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.  
| Close                     | Sincerely,  
|                           | Writer’s Name  
| Name                      | GDL:MHB  
|                           | Reference Initials: Writer:Typist  
|                           | Enc.  
|                           | Enclosure notation  
|                           | cc: Name  
|                           | Copy notation  

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Letter Salutation Guidelines:

As a general rule, follow these salutation guidelines:

- Follow the salutation with a colon, unless addressing a person by first name only, and then follow with a comma.
- Omit the salutation if you are using the simplified style, and replace it with a subject line.
-Abbreviate only the titles Mr., Ms., Mrs., and Dr. and their plural forms. Spell out all other titles, such as Professor and Father.
- Capitalize the first word as well as any nouns and titles in the salutation; for example, Dear Mrs. Smith, Dear Sir.
- Be sure that the spelling of the surname in the salutation matches the spelling in the inside address. If the person you are writing to has a hyphenated last name (for example, Mrs. Hazel Gray-Proofs), the salutation should include the entire last name (Dear Mrs. Gray-Proofs).
- In salutations involving two people, use and, not &, between the names. In salutations involving three or more people, separate the names with commas and insert and, not &  between the last two names.
- If you don't know a person's name or gender, avoid "To whom it may concern." Instead, use the job title or a generic greeting: Dear Recruiter:  Dear Claims Adjustor:
- For a simplified business letter, use a subject in all capital letters, followed by the body of the letter.

Here are common salutation situations:

| To One Person (Name, Gender, and Personal Title Preference Known) | Dear Mr. Smith:
| Dear Ms. Simpson: |
| To One Person (Name Known, Gender Unknown) | Dear Pat Parker:
| Dear R. V. Moore: |
| To One Woman (Personal Title Preference Unknown) | Dear Ms. Malloy:
| Dear Rhonda Malloy: |
| To Several Persons | Dear Mr. Anderson, Mrs. Brodsky, and Dr. Denver: Dear Friends (Colleagues, Members, or some other appropriate collective term): |
| To Two or More Men OR To Two or More Women | Dear Mr. Gelb and Mr. Harris: OR Gentlemen:
| OR Dear Messrs. Gelb and Harris: (more formal)
| Dear Mrs. Allen, Ms. Whitley, and Miss Smith:
| Dear Mrs. Wallace and Mrs. Drum |

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Memo Formats

A “memo” (short for “memorandum”) is generally considered to be less formal than a letter and is often used for communication within a company or organization.

Companies will often have templates for memos.

Most memos contain a title (such as “Memo” or “Interoffice Correspondence”) and use “To,” “From,” “Date,” and “Subject” headings.

Memos often do not use salutations (“Dear…”), complimentary closes (“Sincerely,…”), or signature boxes.

Memos allow you to maintain a “paper trail” of communication.

Sample Memo Format

MEMO

TO: Recipient’s name
FROM: Writer’s name
DATE: Month Day, Year
SUBJECT: Concise and descriptive topic statement


Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Integer metus nibh, ullamcorper a, sagittis eget, aliquet in, nisi. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus.
REFERENCES

Reference lists contain only those materials cited in the report.


http://www.ccc.commnet.edu/mla/plagiarism.shtml

Colorado State University. (n.d.) Writing@ CSU
http://writing.colostate.edu/references/documents/execsum/com17a1.cfm


OWL (Online Writing Lab) at Purdue University.
http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html and
https://owl.english.purdue.edu/owl/

Writing@CSU. (n.d.) Copyrighted by The Writing Center, Colorado State University, Ft. Collins, CO. http://writing.colostate.edu/references/documents/execsum/com17a1.cfm

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APPENDIX A: BIBLIOGRAPHY

A Bibliography lists all materials that have been consulted in preparing an essay whether or not the materials have been cited in the text.


Yale University Library. (n.d.). Email etiquette. [http://www.library.yale.edu/training/netiquette/](http://www.library.yale.edu/training/netiquette/).
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