

Psychology: APA Format Summary

Psychology Department

Mount Allison University

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APA stands for the “American Psychological Association,” which has a specific format for manuscripts that is published in a Manual called the *Publication Manual of the American Psychological Association, 6th Edition*. It is the standard that is followed by psychologists who are submitting articles for publication to journals. Mount Allison’s Psychology department follows the format outlined in the manual for all written assignments, including essays, lab reports, and correspondence courses. (Many different departments have their own standard format, such as Chicago, or MLA).

This document has been developed to aid those just learning APA style. It therefore gives the minimum information that is necessary for 2nd year reports and papers. In 3rd and 4th year, you may be required to include more APA formatting than is outlined in this document. Therefore, *you should always take note of what your instructor or professor requires*. If you are looking for details on APA format that are not covered here, you should check the APA Manual. Current editions of the manual are available in the Psychology Department, the library, and the bookstore. Students who are majoring in Psychology (or other disciplines that have adopted APA style), especially directed studies and Honours students should consider purchasing the APA Manual in their 3rd or 4th year of study.

General Requirements of APA Format

The following list outlines the basic formatting requirements of APA papers. Your lab reports and papers should be formatted in this way:

- Use full sentences and paragraphs, unless otherwise specified
- Type and double-space the entire document (exception: drawings and/or math)

- Use one-inch (2.5 cm) margins on sides, top, and bottom
- Number all pages in the top right corner, beginning with the title page
- Page numbers should be the same font & font size as the body of the text
- Left-justify (straight edges on left, jagged on the right, like this document)
- Indent each paragraph
- No extra spaces between paragraphs
- Use a 12 point SERIF style font for the body of the text (these are fonts that have “curls” on the letters, such as Times New Roman, Cambria, or Garamond)
- Use a 12 point SANS SERIF style for tables and figures (these are fonts that are plain looking, without the extra lines and curls on the ends of the letters, such as Calibri, Tahoma, or Arial)
- A note on numbers: The general rule is that numbers above ten must be presented numerically (e.g.: 65) and numbers ten and under should be spelled out (unless they are presenting statistical data). For example, you would say “The researchers administered three measures of depression to 67 participants.” The exception to this is that numbers are always spelled out when beginning a sentence (i.e.: “Thirty-seven students participated in the....”).

Writing Style

The basic writing style for an APA paper or report should be clear and concise; you are not telling a story – you are writing scientifically. Pay extra attention to grammar, spelling, and biased language (i.e.: “men” instead of “people”). Use a more formal style and avoid the use of jargon and colloquial writing. It is a good idea to get your paper completed ahead of time and set it aside for a day or two, then re-read it for errors. It can also help to have a friend or family

member read your paper to see if it is clear and to the point, or you can try reading it aloud, which often helps to highlight errors that you don't notice while you are writing. For more information on writing style, see the resources section at the end of this paper.

Plagiarism and How to Avoid It

In general, plagiarism is the use of another person's words, phrases, or ideas without proper acknowledgement. Mount Allison, like most other educational institutions, regards plagiarism as a form of academic dishonesty and the penalties for plagiarism can be severe.¹ Plagiarism can occur when you copy a direct quote from an author without citing the source of the quote, when you too closely paraphrase another's work (even if you cite the source), or when you model your work too closely on the work of another person. The first instance of plagiarism is fairly easy to recognize and avoid: simply be sure to place all direct quotes in quotation marks and cite the author (more on how to cite will follow). Other instances of plagiarism (such as improper paraphrasing) are more difficult to recognize and avoid. The strategy to avoid plagiarism is to 1) place the information in your own words (not the same as paraphrasing); 2) always cite the source of your facts and information; and 3) list your sources in a reference list.

Use your own words. The phrase "use your own words" sounds simple but it is often very challenging for students, especially those in first and second year. Placing the material into your own words takes practice and effort. Here are some strategies you can use:

¹ See Mount Allison's Academic Calendar, section 10.13 "Academic Integrity" for more information: http://www.mta.ca/calendar/_10.html#_10.13

- When you take notes from a textbook, website, journal article, etc. , be sure to mark down the source of your information – and highlight anything you noted word-for-word.
- Make sure you understand the material very well before you start to write – the more you understand it, the less likely you will be to plagiarize.
- When it’s time to write, make a point form outline of what you want to say. Then put all your sources away (textbook closed, articles covered, etc.). Write from memory, using your outline as a guide. If you can’t do this, you are not ready to write – go back and study the material until you know it better.
- Finally, compare your writing to the sources: make sure you’ve kept the meaning of the material and fill in more detail if necessary.

Cite the source. Citation refers to naming the author or authors whose work you used to help you answer a question, develop an essay, or write a lab report. Failure to cite someone when you have used his/her material is plagiarism and it is considered one of the most serious academic offenses that one can commit. Plagiarism also extends to using another student’s report or ‘working together’ on a report. Any work you submit must be your own individual work, even if you worked in groups to gather information or to study, etc.

To cite another’s work, you make it clear that the idea came from them. For example, you can begin a paragraph with something like the following: “Wilson (1998) proposed that attribution theory...” or you can give the citation at the end of the sentence or paragraph such as, “...and the consequences are apparent in all aspects of social functioning (Wilson, 1998)”. This is an example of a one-author source. Here are some other important points to learn about citing the source:

- When a work has two authors, always cite both names For example, “Jones and Smith (1999) showed that...”; or “Some research shows that...(Jones & Smith, 1999).
- An ampersand when citations occur in brackets and the word ‘and’ is used when in text.
- When a work has 3, 4, or 5 authors, cite all authors the first time the reference occurs. For subsequent references, use the first author followed by ‘et al.’ (e.g., “Past research (Evans, Smith, & Jones, 2000)Indeed, Evans et al. found....”)
- When a work has 6 or more authors, cite only the last name of the first author followed by ‘et al.’ and the year for the first and subsequent citations.
- An example of a multiple author citation is: “Lilienfeld, Lynn, Woolf, Cramer, and Schmaltz (2011) stress that psychology is a science.” When you cite them again, you can shorten the list of authors, like this: “Psychology uses the scientific method (Lilienfeld et al., 2011).” The “et al.” is Latin for “and colleagues” and is always written as shown.
- Avoid secondary source citations ² - if you absolutely must use a secondary source citation, you would put something like: “Freud (1921; cited in Lilienfeld et al., 2011) claimed that...”
- Direct quotations less than 40 words should be enclosed with double quotation marks followed by the citation including the page number(s).
- Direct quotations more that 40 words should be indented and in a block format with no quotation marks, also with a citation and page number(s).

Related to citation is direct quotation. How much should you quote word for word? We typically tell students in psychology to avoid quoting directly. We prefer they put the quotation

² NOTE: A secondary source citation is when you have read about someone’s work in another body of work – in other words, you are citing someone who has cited someone. Only use articles, sources, and information from what you have actually read. Most lab instructors and professors will tell you NOT to use *secondary source citations*.

into their own words and then cite the author at the end of the paraphrasing. There are three reasons for this: First, if you put someone else's words into your own words you will remember the main idea better. If you cannot put it into your own words, this suggests that you do not understand the material and should work on doing so before you complete the report. Second, if you quote extensively from another person then you must secure that person's permission to do so. Few of us have the time or energy to do this. Finally, extensive use of direct quotations detracts from your writing style. Perhaps you are not the best writer but having your style interrupted by another style in every paragraph reads worse than your style alone. Ultimately, extensive use of quotations will result in an overall lower grade because the reader will see little original input into the report.

List your sources in a reference list. In addition to using your own words and citing the source of your information in the body of the paper, you must also put the full information about your sources in a reference list. This is discussed in the section on references.

Sections of APA Papers and Lab Reports

APA papers and lab reports follow a specific order, which is detailed below. There is also a quick checklist at the end of this document that you can use to double-check your work.

The Title Page

- Titles should be descriptive, meaning they should give information about the topic, the participants, and the method of study (e.g.: The Effects of Alcohol on Driving Ability of Young Adults).
- The recommended length is no more than 12 words.
- The most important words should be capitalized (e.g., "Adolescence and Fear of Aging").

- The title page is numbered with a page number and also includes your name, the course name or number, the name of the institution, and the date.
- Here is a sample title page in APA format that can be used for papers and lab reports in Psychology. Everything is centered and double-spaced.

1
Title of Paper Your Name Course Name or PSYC XXXX Mount Allison University Date

- Always remember to consult your instructor if you are writing a paper for a class; s/he may have different guidelines for how a title page should appear.

The Abstract

The abstract is a summary of your study. It is generally 120 – 150 words long (about ½ to ¾ of a page) and it should be clear and concise.

- Abstracts begin on a new page and the word ‘Abstract’ should appear centered at the top (without quotation marks).
- The first line of the abstract is not indented.
- The abstract should include a bit of information on:
 - the problem investigated or purpose of the study;
 - the participants (specifying important characteristics such as number, age, sex);

- the essential parts of the method (procedure, tests);
 - the basic findings or outcome of the study (including significance levels but not statistics);
 - the conclusions and implications or applications.
- For a review paper, the abstract should include the topic, the purpose of the paper, sources used, and conclusion.

The Introduction

The introduction provides the reader with background information about the topic under investigation and previous research that has been performed. How much information (e.g.: how many articles to cite) will be determined in conjunction with your professor or instructor. The introduction should include a statement of the general problem under investigation. This section of the paper will also contain a review of the relevant previous research and theory that relates to the problem under investigation. Do not include everything ever done in the area - assume the reader has some general background knowledge of the topic area. For lab reports, empirical papers, and theses, the hypotheses must be explicitly stated in the introduction.

The format for the introduction is as follows:

- The introduction starts on a new page, after the abstract.
- The title of the paper appears centered at the top of the page (do not include the word 'Introduction').
- Written in past tense.

Many students find it difficult to write a clear and compelling introduction; therefore it is advisable to seek out resources to help in the development and organization of your ideas. It can

also be helpful to read the introduction section of a few psychological research articles. At the very least, the introduction will have three main sections:

- A section describing the general topic of interest or problem that exists, including a review of past research;
- A section that describes how the general topic will be studied in the present research;
- A section that defines and clarifies the terms of the study and clearly states the hypothesis.

Think of the introduction as a funnel with general information presented first, leading to your interest or study, then to the specific hypothesis/research prediction.

The Method Section

This section describes in detail how your study was done. It should contain enough detail so that others could replicate your study. Begin this section after the introduction, with the word **'Method'** (bold and no quotation marks) centered on the next line right after the last sentence of the introduction. The method section is written in past tense and typically contains 3 subsections: participants, materials, and procedure. Each of these subsections is titled, in bold, on the left hand side of the page (as shown below).

Participants

- This section describes who took part in the experiment. Note that we generally use the word “participants” for humans and “subjects” for animals.
- Include a complete description of research participants (number, age, sex). Be sure to include a description of the sample, such as the population from which it was drawn, how it was selected, and any incentives for participation that were given.
- Include whether there were no-shows or participants who dropped out of the study.

- For animals, be sure to include genus, species, or other specific identification (e.g., location of supplier). Give the animals' sex, age, weight, and physiological condition (e.g., housing conditions).
- Do NOT describe how participants were assigned to the experimental conditions (this is in the procedure section).

Materials

- Include things like questionnaires, tests, any equipment, etc.
- Do NOT include basic things like chairs, desks, pencils/pens for writing, etc.
- Describe the materials/apparatus used
 - For questionnaires, describe how they are constructed and what types of questions are asked, what the scores indicate, etc.
 - For an apparatus, provide details about the materials (i.e.: steel, wood) and measurements (i.e.: a 9 cm x 9 cm x 9 cm wooden cube).
 - When describing standardized psychological tests, be sure to include what the scores mean and give evidence of reliability and validity (if available).
 - Do not forget to provide appropriate citations (test publishers, articles from which questionnaires were taken, etc.).

Procedure

- This section should summarize each step of the research including instructions to participants, randomization (how participants were assigned to groups and how many per group), counterbalancing and other control features of the design.

- Think of this section like a recipe – include the steps that are necessary but leave out unimportant information (i.e.: don't have to say that you said “hello” to the participants, that it was a rainy day, that it was a Wednesday at 1:30, etc.)

Overall, the method section of your paper should have enough information so that a person reading it can replicate your study – they should be able to gather the same type of participants and materials and complete all the steps of the experiment in the same way that you did.

The Results Section

This section summarizes the data collected and the analytic treatment of the data. Please note that the *data* are what you collect from participants (i.e.: scores on a test, number of times they peck a light, etc.). The *results* are what you report after doing some kind of analysis (i.e.: total number of people who said yes on a questionnaire item, result of a statistical analysis). This section should begin with the heading '**Results**' (bold and no quotation marks) centered immediately following the method section.

The results section is written in past tense and usually begins with some descriptive statistics: basic information about the data that was collected, such as the average scores, standard deviation, etc. It then provides information about the statistical test results, and indicates whether the hypothesis was supported. Include enough descriptive statistics so that the nature of the effect can be understood (e.g., report means and standard deviations for each group so that the reader knows which group performed better). Raw data is not reported in the results section; if necessary, they can be included in an appendix. When reporting inferential statistics, include value of test statistic, degrees of freedom, probability values, and direction of effect. Be sure to clearly identify whether the statistic is in support of your hypothesis (or not in support of – never use the word “prove”).

Results should be presented in sentence format. For example, “The effect for age was statistically significant, $F(4,43) = 3.54, p < .05, \eta^2 = .21$. On average, older participants ($M = 29.45, SD = 2.14$) performed better on the verbal task compared to younger participants ($M = 22.45, SD = 1.87$). Therefore, the hypothesis that older participants would outperform younger participants on this task was supported. ”

Here is the format for commonly used statistics:

F test: $F(4,43) = 3.54, p = .04, \eta^2 = .09$

t test: $t(68) = 5.29, p = .03, d = .20$

Correlation: $r(58) = 0.87, p < .01$

Chi-square test: $X^2(4, N = 90) = 3.51, p = .02$

Some things to note when reporting results:

- Numbers are reported to two decimal places. Although this is by convention, some people report to three decimal places. Be consistent throughout your paper.
- Note also that p-values are exact unless the value is less than .01 as in correlation example.
- In general, it is preferable to report exact p-values and effect sizes.
- Do not report $p = .00$: instead report $p < .01$.

In most results sections, you may use tables and figures to present your results. Choose the format that presents your results in the clearest way. Do not include results in both the text and in tables and/or figures. Place tables and figures close to where they are mentioned in text but do NOT split a table or figure across pages (when submitting a paper to a journal, tables and figures are placed at the end of the manuscript).

In text refer to tables and figures by number and capitalize the words (e.g., As can be seen in Table 1....). A table or figure must be referred to in the text. Specifically, guide the reader as to what they are seeing (e.g., As can be seen in Figure 1, older participants outperformed younger participants on....).

Table example:

Table 1

Description of Experimental Groups

Gender			
Group	Female	Male	Mean Age (<i>SD</i>)
Placebo	6	7	28.43 (3.19)
Low dose	6	5	29.12 (3.83)
High dose	7	8	27.97 (3.89)

- Table Font: 12 point Sans Serif for the label, title, and content
- Table label and title go above the table
- Table label: not in italics, labeled in the order that they appear (i.e.: Table 1, Table 2, etc.)
- Table title: Line beneath the label, in *italics* and Title Case
- Note that the example table on page 52 of the APA manual is showing the wrong font type

Figure example:

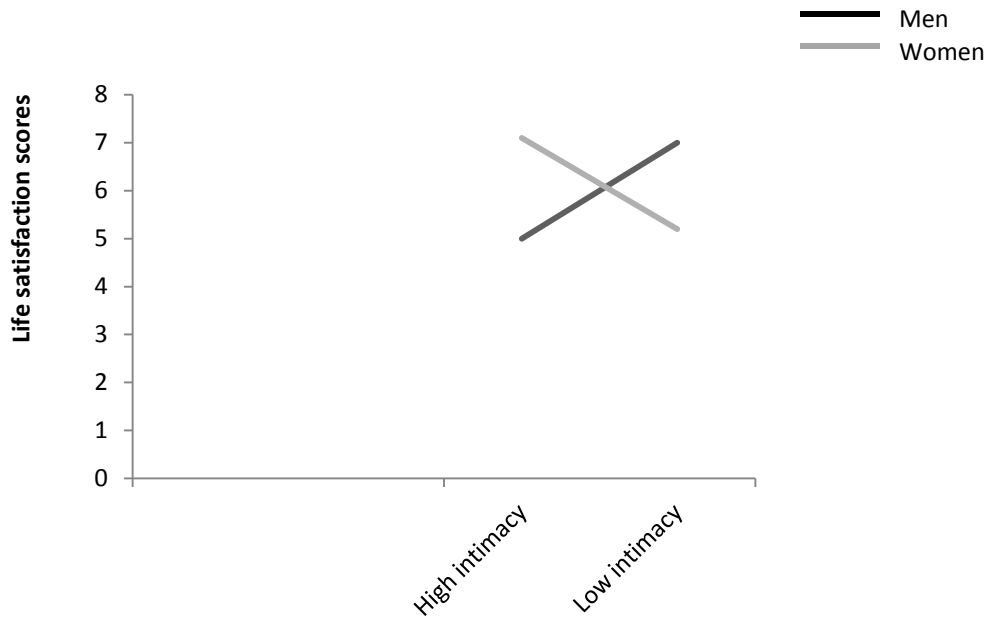


Figure 2. Results of regression analyses for life satisfaction scores. The graph shows predicted scores for men and women as a function of group intimacy levels.

- Figure font: 12 point Sans Serif for the label, title, and content
- Figure label and description go under the figure
- Figure label: in *italics* and in the order that figures appear (i.e.: *Figure 1*, *Figure 2*, etc.)
- Place a period after the figure label and start the description after the period
- Figure description: Next to the label, using plain text and sentence case and punctuation
- Avoid using colour – use grayscale and simple patterns instead.

The Discussion Section

This section is where you interpret the results and discuss the implications of the research. Begin with a restatement of your purpose and findings then proceed to discuss the results in relation to previous theory and research. This section should include some information on the limitations of the research and suggest next steps for future research.

- Begin immediately after the results section with the word “**Discussion**” (bold, no quotations) centered on the page.
- When comparing and contrasting the results to other studies, be careful to compare/contrast ideas, conclusions, and theories. We cannot compare our actual numerical results to others (i.e.: cannot compare the average number of recalled words to the average number from another study). We can only compare methods, ideas, overall effects, conclusions, etc.
 - Example of how to compare and contrast:

“Festinger and Carlsmith (1970) suggested that when people are in a state of cognitive dissonance, they seek to reduce the dissonance by changing their attitude about a topic. In the present study, participants did not produce a significant attitude change in response to an induced dissonant state. Therefore, we failed to find support for the cognitive dissonance theory. Instead, we found support for the theory introduced by Smith (1989), which stated that...”
- Put the results in context: what did the study help us learn about the topic?
- *Non significant* and *insignificant* DO NOT mean the same thing. Non significant refers to whether the statistics support a difference between groups; insignificant means “useless” – don’t mix these up!

- Even results that were not statistically significant can add to our learning and should be discussed. For example, if previous research supported the idea of a difference between genders and none was found, why might this be? (Note that this usually applies to 2nd year reports only and is not strict APA format – the instructors have added this so you become accustomed to discussing results.)
- Link ideas about the results back to theory or issues relevant to the research.
- When discussing limitations, talk about things like: Should you have used different participants, age groups, etc.? Was the choice of material poor? Did many participants drop out of the study?
- Mention anything relevant, but not so much that the entire research paper seems flawed and useless! One or two significant points should suffice - too much criticism can make the entire experiment appear to be useless.
- For studies with results that do not support the hypothesis: future research might provide support for the hypothesis but there is no such thing as getting “better” results! A study is not useless if the hypothesis was not supported. If it was well-controlled and had few limitations, it can spur on new research or even generate a new theory.
- No single study can answer all the questions about a theory or hypothesis, so mention next steps: How else could someone conduct a study that would support your findings? What should they do differently?
- Write a strong concluding paragraph. This is where you make the final point to stress what you want the reader to remember about the study. One technique is to summarize (briefly) the theory, the hypothesis and the most important result and implication of your study.
- Weak ending: “Further research is necessary to....”

- Stronger ending: “In sum, the study provides significant support for the theory that...”

The References Section

Your reference list should appear at the end of your paper and begins on a new page with the word “References” centered at the top of the page (no quotation marks). It provides the information necessary for a reader to locate and retrieve any source you have cited in your paper. Therefore, it is essential that each source you cite in the paper is in your reference list. The reference section is not a bibliography: Do not include any source in your reference list that is not cited in your paper.

- Alphabetize the list by the last names of the first author of each work.
- List the last name and all initials (no first names) for all authors (in the order of authorship)
- If a reference has more than seven authors list the first six authors, then ..., then list the last author (i.e.: Smith, H., Aaron, S., MacKenzie, T., Barns, M., Michaud, F., Leaman, P., ... Carlton, N.)
- Articles with the same author(s) (in same order) are ordered by year with the earliest presented first. For example, Smith, P. A., & Jones, M. M. (1988) comes before Smith, P. A., & Jones, M. M. (1998).
- Articles with the same last names of first authors are alphabetized by initials of authors (e.g., Brown, A. comes before Brown, D.)
- Use "&" instead of "and" when listing multiple authors of a single work.

Here are some templates for common reference types:

1. **Book/Textbook**

Author's Last Name, Initial., 2nd Author's Last Name, Initial.,... & Last Author's Last Name, Initial. (year). *Title of book in italics*. Location: Publisher.

Lilienfeld, S. O., Lynn, S. J., Namy, L. A., Woolf, N. J., Cramer, K. M., & Schmaltz, R. (2011). *Psychology: From inquiry to understanding (Canadian Edition)*. Toronto: Pearson Publishing.

2. **Chapter in an Edited Book**

Author's Last Name, Initial., 2nd Author's Last Name, Initial.,... & Last Author's Last Name, Initial. (year). Title of chapter or entry in sentence case. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book in italics and sentence case* (pp. xxx-xxx). Location: Publisher.

Hartline, H. K. (1972). Visual receptors and retinal interaction. In D. Singh & C. T. Morgan (Eds.), *Current status of physiological psychology: Readings* (pp. 25-33). California: Brooks/Cole Publishing Company.

3. **Journal Article (Published)**

Author's Last Name, Initial., 2nd Author's Last Name, Initial.,... & Last Author's Last Name, Initial. (year). Title of article in sentence case: Capital letters after any punctuation. *Title of Journal in Italics and Title Case, Volume # in italics*, page numbers. doi: #³

³ A DOI or "Digital Object Identifier" is a unique code assigned to electronic documents. Many -but not all - publishers will provide an article's DOI on the first page of the document, or it will be listed in PsychINFO. If the DOI is available, list it as shown in the example.

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/0278-6133.24.2.225

* Notice that the words “Volume”, “Vol.”, or “Pages” do NOT appear in a journal reference

4. Website

Name of webpage article (year of article or year, month day retrieved). Retrieved from: website URL.

Or

Name of the site author (year of article or year, month day retrieved). Name of webpage article.
Retrieved from: website URL.

APA Style. (2010, July 12). Retrieved from http://en.wikipedia.org/wiki/APA_format

Or

Indiana University. (2008). Plagiarism: What it is and how to recognize and avoid it. Retrieved from: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Resources

APA Style

APA Help: <http://www.apastyle.org/apa-style-help.aspx>

Basics of APA Tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>

Using APA Format: <http://owl.english.purdue.edu/owl/resource/560/01/>

Sample APA Paper: <http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf>

(NOTE: This paper includes ALL APA formatting – more than is described in this guide, but it does give you a good visual for what your paper should look like).

Sample APA Paper (more basic format): <http://my.ilstu.edu/~jkhahn/APAsample.pdf>

Writing & Grammar

Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/section/1/>

A Brief Writing Guide:

http://www.chsbs.cmich.edu/robert_noggle/General%20student%20Info/writing-guide.html

Basic Grammatical Terms That We Should Have Learned in School:

<http://grammar.about.com/od/terms/a/topgramterms.htm>

How to Avoid Colloquial (Informal) Writing:

http://concordia.csp.edu/writingcenter/WriterResources/Colloquial_Writing_-.pdf

Plagiarism

Mount Allison Library: <http://www.mta.ca/library/avoiding.html>

What is Plagiarism: <http://gervaseprograms.georgetown.edu/honor/system/53377.html>

Plagiarism: How to Recognize and Avoid It:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

APA Style Checklist⁴

- Have you used 1-inch margins and double-spaced the entire document?
- Have you numbered each page, starting with the title page?
- Have you used a 12 point Serif style font for text and a 12 point Sans-serif font for figures/tables?
- Did you paraphrase, cite, and reference?
- Have you checked for typos, spelling, and grammar errors?
- Have you used paragraph indents (except the first paragraph of the abstract)?
- Is your title descriptive and no longer than 12 words?
- Did you include your name, course number/name, and date on the title page?
- Does the abstract begin on a new page, without indentation, headed by the word 'Abstract' centered, not bolded, and no quotation marks?
- Is the abstract no longer than 120 -150 words?
- Does the introduction begin on a new page, headed by the paper's title (centered, not bolded, important words capitalized)?
- Do the method, results, and discussion sections appear immediately after the previous section (no page breaks) and are these section labels centered and in bold type?
- Are the subtitles of the method, results, and discussion sections left-justified and in bold (check the APA manual or with your instructor for sub-subtitles)?
- Have you used the past tense in writing the introduction, method, and results sections?
- Have you organized the results into paragraphs and subsections?
- Did you italicize mathematical symbols?

⁴ Adapted from: Kuther, T. L. (2012). *The psychology major's handbook (3rd Ed.)*. California: Wadsworth Cengage Learning.

- Did you report non-significant results?
- Did you report and interpret all significant results?
- Did you create tables to summarize data and/or figures to illustrate results and interactions, as requested?
- In the discussion section, have you used the past tense to describe results and present tense to discuss conclusions?
- Have you included all authors' names in the first in-text citation (except with 6 or more authors)?
- Have you used 'and' to link authors' names in text and '&' to link authors' names in parentheses?
- Did you include the year in parenthetical citations?
- Did you begin the reference list on a new page, headed by the word 'References' centered, not bolded, and no quotation marks?
- Are the references listed in alphabetical order?
- Is the first line of each reference flush with the left margin and are the subsequent lines hanging indented?
- Have you cited only work that you have read and listed only cited work in your reference section?