Effective APA titles help readers find good work.
Your title should be descriptive, self-explanatory, and brief (the APA recommends 12 words max). Then, if possible, you can be stylish (p. 23).

Caroline M. Abramowitz, Christine E. Swartz, Gabriela M. Baker,
Taralyn N. Guthrie, Paige E. McKenzie, Nico T. C. Penaranda,
Kristina S. Shuey, and Kevin R. Jefferson
James Madison University

This paper follows and cites the American Psychological Association’s 2010 Publication Manual (6th ed.) and the APA Style Blog 6th Edition Archive. We’ll update to reflect the APA’s new 2019 Publication Manual (7th ed.) as soon as possible.

APA Format Guidelines
- APA recommends a consistent serif font and font size (e.g., 12-point Times New Roman; p. 228).
- Double space throughout, with at least 1-inch margins (p. 229)
- Leave right margins ragged (do not right justify; p. 229)

APA Style Guidelines
- APA Style values clear, concise, specific language and consistent punctuation (p. 66)
- APA recommends first person (“I/We found”) over third person (“The researchers found”; p. 69); some APA disciplines and audiences prefer third person.
- APA recommends active voice (“I/We/ones found” and “Results suggest”) over passive voice (“It was found”; p. 77). Passive voice is “acceptable” (p.77) when the object of the action is more important than the actor (e.g., “Participants were grouped” may focus attention on the participants while “I/We grouped” may draw attention to the researcher). Some APA disciplines and audiences value first person active voice for the sake of clarity; others favor active voice workarounds like “The current study focuses on” and “The survey asked.”
- Use the Oxford/serial comma before the last item in a list (e.g., a, b, and c; p. 88).
- APA offers guidelines for formatting and citing quotations, but many APA disciplines use quotations sparingly, favoring summary and paraphrase.
- In general, spell the numbers one to nine (p. 111) and any larger number that begins a sentence (but try rewording the sentence before doing so; p. 112). Use numerals for 10 and above (p. 111), immediately before a unit of measurement, and to represent mathematical functions, fractional quantities, percentages, ratios, the date and time of day, and points on a scale (e.g., 6.7 meters, divided by 12, .26 of the sample, 10.2%, 4:1 ratio, September 24, at 2:14 p.m., and 3.5 on a 5-point scale). See pp. 111-114 for exceptions to these suggestions.
- Use italics sparingly (p. 104). Italics are appropriate for symbols (p and N); genera, species, and varieties (Rattus rattus); and when introducing technical terms, unfamiliar foreign words, and words as words (e.g., the term haptic feedback refers to...). Bertolt Brecht’s Verfremdungseffekt suggests that... there is a difference between then and than).
- Spell out variables and symbols when discussing them in the text (e.g., independent variable, p value, and sample size); shorten them in equations (e.g., γ = f(x), p ≤ .05, and N = 7) (p. 117).
- Use % when it immediately follows a number (e.g., 15%); otherwise, use percentage (p. 118).
- For help with APA title case and sentence case capitalization and for when to italicize titles/enclose titles in quotation marks, see this paper’s References section.

Offer a running head and the page number on every page (p. 229).
If you need to shorten your title for your running head—APA allows 50 characters max—you may revise the wording.
The words “Running head:” appear only page 1 (click on the top inch of your page to open the Header & Footer tools and then click on the “different first page” box).

How to use this paper
This APA sample paper addresses APA content, formatting, and style concerns.
The main text focuses on key content concerns in the sections and subsections of a typical APA paper.
The purple boxes summarize APA formatting and style conventions.
The green marginal notes address common APA questions.
Use Command or Control F to search for specific concerns.
Abstract

Many APA papers submitted for academic courses and most APA papers submitted for publication require an abstract. Often between 150 and 250 words, an abstract offers a concise, readable, objective one-paragraph summary to potential readers who are scanning quickly through the first page(s) of a database search. An effective abstract introduces the paper’s central concern or problem before offering a sentence or two on each of the sections. For example, the abstract for an empirical paper might report the context (introduction/literature review), approach (method), findings (results), and implications (discussion/conclusion). An abstract for a case study or stand-alone literature review might include similar features: why focusing on the concern or problem is useful, the characteristics of the participants or text(s) studied, analysis procedures, results/findings, and implications. Abstracts should be stand-alone documents: they may introduce key influences, theories, or measures but should not include in-text citations.

*Keywords:* writing in the disciplines, APA sample paper, APA format and style, APA style guide, content area guidelines, sample APA references, undergraduate research and scholarship
APA SAMPLE PAPER AND STYLE GUIDE (6th ED.)


The introductory section in an American Psychological Association (APA) Style paper establishes the purpose and problem that will be addressed. Where the abstract is a concise summary, the introduction devotes more time to explaining the central concern or problem that the paper engages. The section typically situates the project within the field by providing background information and relevant research or theories that the project will use, build on, test, support, and/or add to. Early on, the section might include one or more longer in-text citations featuring multiple key sources that contextualize the issue. The APA Style Blog 6th Edition Archive offers help with headings (Lee, 2011), tables and figures (Becker, 2016, 2019; Stefanie, 2009), and references (Lee, 2010, 2010). APA Style sample papers that follow 6th edition guidelines are available online (APA, n.d.-a, n.d.-b; Purdue Online Writing Lab, n.d.-a).

Depending on the academic discipline and the type of paper, the introduction might conclude with a hypothesis, a research or guiding question, a problem statement, or something closer to a traditional thesis (e.g., “Doing the work of this paper illustrates/reveals/ suggests/shows something new/important”). In addition to situating this purpose within the field and establishing the objective, the section often briefly discusses the research design and surveys the practical/theoretical implications of the effort.

**Literature Review**

If your paper includes a separate Literature Review or Background section, it follows the introductory section. A literature review surveys the key scholarship that the project will use, build on, test, support, and/or add to. The aim is to situate readers within the concern or problem that the rest of the paper will engage. The tone should be “professional” and “noncombative”: literature reviews should synthesize the themes, findings, and/or methods that past researchers have reported and should identify
opportunities for further research without stooping to exaggeration or personal attack (APA, 2010, p. 66). See Appendix B for help formatting in-text citations.

APA style encourages writers to break sections into subsections to organize and lead readers through their thinking. Literature Review above is a Level 1 heading, and APA papers often feature Level 2 headings (longer papers may include Level 3, Level 4, and even Level 5 headings, with each new level containing at least two subsections).

**Synthesizing Sources**

A key aim in literature reviews is to synthesize sources, rather than to summarize them one by one. Each section in a literature review typically engages multiple sources that focus on similar themes or report similar findings or use similar methods. Topic sentences in literature reviews are generally more about the paragraph’s larger concern—the theme, finding, or method—than about what a single source says.

Academic disciplines and courses have differing standards for what kinds of sources are permissible. The APA (2010) *Publication Manual* focuses on journal articles, but the deeper point is that writers should favor recent peer-reviewed primary sources (i.e., sources that present information gathered firsthand, instead of simply reporting on someone else’s work; Lee, 2015). Writers should “evaluate each source on its own merits” to ensure that it is appropriate for inclusion (Lee, 2015, “Reliable Sources,” para. 1). APA Style is flexible enough to cite any source. Lee’s (2010) APA Style Blog post offers guidance on citing website pages, YouTube videos, tweets, Instagram posts, and other online sources.

**Narrowing Down to a Research Gap**

Literature reviews generally narrow down to a *research gap*, a reason for conducting the current study. Is the work that the paper will do a next step in an evolving conversation, does it illuminate a promising gray area between disciplines, or does it apply existing approaches to an overlooked or emerging focus?
Method

The Method section offers a detailed description of how the researcher conducted the study. Different disciplines and kinds of papers feature different components in different orders, and researchers generally break Method sections into subsections. The aim is to enable readers “to evaluate the appropriateness of your methods and the reliability and validity of your results” (APA, 2010, p. 29).

Participant Characteristics

Animal participants. This subsection describes the sample’s demographic characteristics. If the study involved animals, report the genus, species, and strain number. Include the number of animals and their age, sex, weight, and condition.

Human participants. This subsection describes the sample’s demographic characteristics (e.g., age, sex, education, group membership, status, and/or identity).

Sampling Procedures

If the study involved living human subjects, this subsection should detail how they were selected, incentives for participating, the response rate, and any criteria that disqualified individuals from participating. This section should also affirm Institutional Review Board (IRB) approval where necessary, including the assigned IRB protocol number. If the study focused on texts—i.e., a literature review—this section might be titled Search Criteria. It might establish the scope of the review by identifying databases or journals searched and key terms and dates used to limit the search (Kay, 2015).

Measures

This Method subsection identifies instruments used to measure, collect, and safeguard data. If the study involved surveys, questionnaires, interviews, or observations, it describes their design and affirms their internal and external validity. Broadly speaking, internal validity requires that measures be appropriate (e.g., they have been used before, or tested/vetted) and that they are administered fairly/consistently.
External validity refers to how generalizable any results can be. Do the measures permit these results to be compared to other results? Will the measures produce results and allow conclusions that can apply to other settings, groups of people, or times?

**Research Design**

This Method subsection describes the technical aspects of the research process and is often a step-by-step procedural. For instance, when was the intervention—the experiment, survey, or observation—administered, by whom (with what training), for how long, in what kind of setting, to whom, with what controls in place to ensure replicability/validity? The subsection may also be labeled Procedure, and may include Level 3 and even Level 4 headings.

**Data Analysis**

Some APA papers include a Data Analysis subsection that describes the order and types of analysis (e.g., statistical tests, coding) used to interpret the raw quantitative and/or qualitative data.

**Results**

Sometimes titled Data or Findings, the Results section summarizes the pertinent results identified through the analysis. Researchers should present all results that bear on the hypothesis/research question/problem statement, including results that contradict the hypothesis. Bem (2003) suggests that an effective Results sections offers a narrative: “You cannot just throw numbers at readers and expect them to retain them in memory until they reach the discussion” (p. 9). Bem suggests beginning the section by reminding readers of the questions/hypothesis the paper engages and the operations performed/behaviors measured. Results sections are often divided into subsections: each Results subsection might end with a summary that makes sense of the subsection’s data, and each new Results subsection might begin with a clear transition that leads smoothly into the next step in the narrative (Bem, 2003).
Tables

Results sections often refer to tables that summarize quantitative or qualitative findings that cannot be expressed simply or clearly in the text of the paper (Becker, 2019). The APA (2010) suggests that “Tables should be integral to the text but should be designed so that they can be understood in isolation” (p. 128). The text should refer to every table but should discuss only the highlights (see Table 1). Tables require multiple rows and/or columns; they are not simply bullet-pointed lists (Becker, 2019).

Table 1

<table>
<thead>
<tr>
<th>Concern</th>
<th>Tables</th>
<th>Figures (graphs, charts, maps, images)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Retain standard font and (where possible) standard font size; single spacing within tables is fine; favor white space over ruled lines</td>
<td>May use a sans serif font, bolding, and different font sizes; label all axes; figures should be large/clear enough to be read easily</td>
</tr>
<tr>
<td>Placement in text</td>
<td>Depends on the disciplinary field, guidelines, and audience</td>
<td>Depends on the disciplinary field, guidelines, and audience</td>
</tr>
<tr>
<td>Mentioned in text</td>
<td>Required: “As shown in Table 1” or (see Table 1)</td>
<td>Required: “As shown in Figure 1” or (see Figure 1)</td>
</tr>
<tr>
<td>Titles and captions</td>
<td>Title: above the table, double-spaced, in title case, and italicized; brief, clear, self-explanatory (see Table 1)</td>
<td>Caption: below the figure, in sentence case and not italicized; brief, clear, self-explanatory (see Figure 1)</td>
</tr>
<tr>
<td>Notes</td>
<td>A note (optional) below the table explains any points of emphasis, abbreviations of technical terms, or sources</td>
<td>After the caption title, include any explanatory information: points of emphasis, abbreviations, or sources</td>
</tr>
<tr>
<td>Sources</td>
<td>Tables that present information not created by the researcher require citations. (^{\text{a}}) Tables adapted or reproduced from other sources may require permission from the copyright holder(^{\text{b}})</td>
<td>Figures that present information not created by the researcher require citations. Figures adapted or reproduced from other sources may require permission from the copyright holder</td>
</tr>
</tbody>
</table>

Note. Table notes are formatted as shown. Use a general note like this one to explain information relating to the table as a whole and/or offer a credit line acknowledging a source for the table as a whole. This note uses a smaller font size to ensure that the whole table fits on a single page for the sake of readability.

\(^{\text{a}}\) Specific notes refer to an individual row, column, or cell. If individual rows in a table are drawn from a specific study or other source, you may use normal ( ) within the table, usually in the first column. Becker (2016) offers help in using superscript (e.g., \(^{\text{a}}\) and \(^{\text{b}}\) in the last row above) to cite sources within tables. \(^{\text{b}}\) Lee (2016a) and Figure C1 of this paper offer help in formatting credit lines below tables and figures.
Figures

Figures—graphs, maps, charts (e.g., flow charts or schematic diagrams), and images—can help the reader visualize the researcher’s findings (see Figure 1).

**Figure formatting.** The APA (n.d.-b; 2010) suggests that each table and figure in manuscripts submitted for publication should be included on a separate page after the References section and that explanatory notes and captions be double-spaced in 12-point font. Some disciplines or audiences ask that tables and figures be included near where they are referenced in the text, in which case they may be positioned differently on the page, and notes and captions may be single-spaced in a smaller font for the sake of clarity).

**Figure citations.** Like tables, figures that present information not created by the researcher require citations. While information presented in tables is cited using APA in-text citations or superscript (see Becker, 2016), sources for figures require fuller citations, as shown in the captions for Figures 1 and 2. See Lee (2016a) for formatting guidelines and note that figure sources are also included in the References section.

**Images and Copyright**

Tables and figures reproduced from other sources count as images. Do not simply scan, download, or snip images for use in your own work, even if someone else has already (legally or illegally) reproduced the images. In addition to requiring citations, they may require permission from the copyright holder (Lee, 2016a, 2016b).

Fair use law may give academic researchers some legal cover for infringing on artists’ copyright, but it is best not to trespass too frequently on this legal gray area.

Refer to each figure in the main text, just as you refer to each table in the main text. If you put figures and tables in appendices, your reference may look like this: (see Appendix A) or (see Figure C1). See this paper’s Appendix section for more help.
Wherever possible, use images in the public domain or that have been licensed through Creative Commons, or write directly to the copyright holder for permission.

**Discussion and Conclusion**

Some disciplines and writing tasks may call for splitting the Results, Discussion, and Conclusion into three separate sections. Others may require or allow the researcher to combine the results and discussion into a single “Results and Discussion” section, particularly when the discussion is brief and clear. A third approach separates Results and Discussion into two sections, treating the Conclusion as a final subsection in the Discussion.

**Discussion**

The Discussion section focuses on the immediate, internal interpretation and evaluation of results, particularly as the results inform the paper’s central hypothesis or research question. How and how well do the results support the hypothesis or answer the research question? If they don’t support the hypothesis or answer the research question, why don’t they? Why do you think you got the results you did? How do the results compare to results achieved in other comparable studies?

**Limitations in design or execution.** The Discussion section often includes a Limitations subsection that objectively assesses the quality of the results. Despite the traditional “Limitations” title for the subsection, the aim here is not to systematically undermine everything that has come earlier. Rather, the aim is to qualify the results, where a *qualifier* is a limitation or modification of meaning. In an immediate sense, whether or not the results support the hypothesis or answer the research question, are there any concerns about their internal validity? For instance, did the research process expose biases, weaknesses, or imprecision in the method or its execution?

**Limitations in generalizability.** More broadly, how externally valid are the results? Will these results be replicable in or applicable to other settings or in other situations?
Conclusion

Building on the earlier discussion, including the strengths or weaknesses highlighted in the Limitations subsection, the Conclusion comments on “the theoretical, clinical, or practical significance” of the study as a whole (APA, 2010, p. 36). Against the initial problem or question that motivated the study, what do the findings mean for the particular discipline or field within the discipline? What do they suggest or allow? What directions for future research are now advisable or possible? What new horizons or questions are now visible? Without overstating the importance of the effort, what are its broader implications or applications? Why should audiences within and beyond the particular discipline value and build on the study?
APA SAMPLE PAPER AND STYLE GUIDE (6th ED.)

References


References Guidelines

This paper’s References section offers examples of common citations. For help formatting APA in-text citations, see the Literature Review section and Figure B2 in this paper’s Appendix. For help formatting citations within tables, see Table 1 and the Table 1 Note. For help formatting figure and table credit lines, see Figure 1 and the box next to Figure 1.

References entries include four key pieces of information: Author (date). Title. Publication information.

Authors

- Most references start with an author or team of authors. List all authors (up to seven) in the order they appear in the text with last names followed by initials; separate each author with a comma; include an & before the final author’s name (e.g., Abramowitz, C. M., & Swartz, C. E.). For eight or more authors, list the first six and the last, using a . . . before the last author’s name (e.g., Penaranda, N. T. C., . . . Jefferson, K. R.).
- If no individuals are identified, references may start with the name of the publishing organization, association, corporation, or government department.
- If no author or publishing group is available even after tracing back through the URL and searching elsewhere online, start the reference with the title.


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**Date**

- Refer to the year of publication (i.e., do not use the copyright or “last updated” dates on website pages).
- Include the Month and day for precisely dated sources.
- Where no date is available, use (n.d.).

**Titles of sources are capitalized and formatted differently depending on where they appear in the paper:**

- In the body of the paper, use title case capitalization for all titles (capitalizing the first word, all “major” words, the second part of hyphenated major words, all words longer than three letters, and the first word in a subtitle/after a colon or em dash).
- In the body of the paper, italicize the titles of stand-alone texts (e.g., books, journals, government reports, newspapers and newsletters, movies, TV shows, YouTube videos, music albums, photographs, artwork). Use quotation marks around the titles of texts that are part of a larger whole (e.g., book chapters, journal/magazine/newspaper/newsletter/ website articles, TV episodes, songs, social media posts and comments). Website titles—e.g., YouTube and APA Style Blog—don’t get italics or quotation marks in the body of the paper (Lee, 2014).
- In the References section, use sentence case capitalization for all sources that are part of a larger whole and for all book titles (capitalizing the first word in the title, all proper nouns, and the first word in a subtitle/after a colon or em dash). With the exception of book titles, the titles of all second texts in entries—the journals, newspapers, or newsletters that contain the first texts—get title case capitalization (e.g., *Journal of the American Medical Association* and *The New York Times*).
- In the References section, italicize the titles of all stand-alone texts and do not use quotation marks around the titles of texts that are part of a larger whole.

**Publication Information**

- When the source is part of a larger work, publication information includes the location within the text. Publication information begins with the title of the source and—for journals, magazines, newspapers, newsletters, albums, and TV shows—the title of the containing text. Website sources require only the title of the specific page.
- Include the volume, issue, and page numbers for all journal and magazine articles: 16(2), 342-360.
- Include the digital object identifier (DOI) when one is available. Be consistent in formatting DOIs either as DOIs (e.g., doi:10.1016/j.bodyim.2008.10.003) or as URLs (e.g., [https://doi.org/10.1016/j.bodyim.2008.10.003](https://doi.org/10.1016/j.bodyim.2008.10.003)).
- When no doi is available, include the URL, preceded by Retrieved from. It is permissible to leave URLs as live links, especially if the text will be published and read online.


Sample social media comment reference.

In this case, Lee was responding down in the comment section of her article to a reader’s style question, so she is the author of the comment.

The same format would work for citing the reader’s question.

Applicable to comment sections on blogs, online newspaper articles, YouTube videos, Twitter, Instagram, and Facebook.

https://blog.apastyle.org/apastyle/2016/01/navigating-copyright-part-2.html


Purdue Online Writing Lab (n.d.-b). APA tables and figures 1. Retrieved from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures_1.html

Purdue Online Writing Lab (n.d.-c). APA tables and figures 2. Retrieved from https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_tables_and_figures_2.html


Appendix A

Appendix Guidelines

Supplemental information that might clutter or distract earlier in the paper might appear in the Appendix section (e.g., stimulus materials, detailed equipment specifications or descriptions, a list of sources consulted but not directly referred to in the main text, or detailed demographic notes). Researchers submitting their APA papers for possible publication should feature all tables and figures in the Appendix section.

Some academic disciplines and courses include tables and figures near where they are referenced in the main text, while others require that tables and figures appear in the Appendix section. Disciplines and courses that allow researchers to integrate tables and figures into the main text of the paper may require that each table and figure appear on a separate page and may ask that tables, table notes, and figure captions use the same 1-inch margins and double-spaced Times New Roman font featured elsewhere in the paper. Other disciplines and courses may allow for design choices regarding font size, line spacing, and alignment for the sake of readability (as shown in Table 1 and Figure 1 earlier in this paper).

A paper may include just one appendix, labeled Appendix and titled appropriately (e.g., Demographic Information or Tables and Figures). Use multiple appendices (labeled Appendix A, Appendix B, Appendix C…) when dealing with multiple topics. Each appendix may contain multiple tables and figures; in a general sense, tables and figures should appear in the Appendix section in the order they are referred to in the main text. If there are multiple tables and figures in an appendix—even if there is only one appendix—include the appendix letter when identifying each table and figure in the main text (i.e., the first table in Appendix A will be referred to in the main text as Table A1, and the first figure as Figure A1).
Appendix B
In-Text Citation Guidelines

<table>
<thead>
<tr>
<th>Type of citation</th>
<th>First citation in text</th>
<th>Subsequent citations in text</th>
<th>Parenthetical format, first citation in text</th>
<th>Parenthetical format, subsequent citations in text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work by six or more authors</td>
<td>Abramowitz et al. (2019)</td>
<td>Abramowitz et al. (2019)</td>
<td>(Abramowitz et al., 2019)</td>
<td>(Abramowitz et al., 2019)</td>
</tr>
</tbody>
</table>
## Table C1

### APA Style Guidelines for Tables and Figures

<table>
<thead>
<tr>
<th>Concern</th>
<th>Tables</th>
<th>Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Retain standard font and (where possible) standard font size; single spacing within tables is fine; favor white space over ruled lines</td>
<td>May use a sans serif font, bolding, and different font sizes; label all axes; figures should be large/clear enough to be read easily</td>
</tr>
<tr>
<td>Placement in text</td>
<td>Depends on the disciplinary field, guidelines, and audience</td>
<td>Depends on the disciplinary field, guidelines, and audience</td>
</tr>
<tr>
<td>Mentioned in text</td>
<td>Required: “As shown in Table 1” or (see Table 1)</td>
<td>Required: “As shown in Figure 1” or (see Figure 1)</td>
</tr>
<tr>
<td>Titles and captions</td>
<td>Title: above the table, double-spaced, in title case, and italicized; brief, clear, self-explanatory (see Table 1)</td>
<td>Caption: below the figure, in sentence case and not italicized; brief, clear, self-explanatory (see Figure 1)</td>
</tr>
<tr>
<td>Notes</td>
<td>A note (optional) below the table explains any points of emphasis, abbreviations of technical terms, or sources</td>
<td>After the caption title, include any explanatory information: points of emphasis, abbreviations, or sources</td>
</tr>
<tr>
<td>Sources</td>
<td>Tables that present information not created by the researcher require citations. Tables adapted or</td>
<td>Figures that present information not created by the researcher require citations. Figures adapted or reproduced</td>
</tr>
</tbody>
</table>

(continued)
Concern | Tables | (graphs, charts, maps, images)
--- | --- | ---
Sources | reproduced from other sources may require permission from the copyright holder | from other sources may require permission from the copyright holder

Note. Table notes are formatted as shown. Use a general note like this one to explain information relating to the table as a whole and/or offer a credit line acknowledging a source for the table as a whole.

Specific notes refer to an individual row, column, or cell. If individual rows in a table are drawn from a specific study or other source, you may use normal ( ) within the table, usually in the first column. Becker (2016) offers help in using superscript (e.g., a and b in the last row above) to cite sources within tables. Lee (2016a) and page 8 of this paper offer help in formatting credit lines below tables and figures.

Table C1 spans more than one page. Note the word continued at the bottom right of the table’s first page and the top right of the table’s second page. Note also the repetition of the column headers at the top of the second page.

The basic in-text figure citation template for a journal article is as follows:

From [or Adapted from/Data in column 1 are from] “Title of Article,” by A. A. Author and B. B. Author, year, *Title of Journal, Volume*, p. xx. Copyright [year] by Name of Copyright Holder. Reprinted [or Used or Adapted] with permission.

For a website page figure citation, use this template:

From [or Adapted from/Data in column 1 are from] “Title of Web Document,” by A. A. Author and B. B. Author, year (http://URL). Copyright [year] by Name of Copyright holder. Reprinted [or Used or Adapted] with permission.

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**How do you respond?**

- Would you like to read your paper out loud so that we can hear some of those problems?
- Did your professor mention specific problems? Do you have his comments?
- I’m happy to help with this. Just let me get a helpful resource book in case we need it. (You get a copy of Keys to Teaching Grammar to English Language Learners from the bookshelf and set it on the table.)

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Yes, he told me to come here to get help with my writing problems.