Introduction to the AMA 10th and Other Writing Tips for Nurse Anesthesia

by Cheryl Prentice
© The Writing Center
Saint Mary's University of Minnesota
Schools of Graduate & Professional Programs

Rev. June 2011
INTRODUCTION TO
AMA STYLE, 10th ed.
FOR NURSE ANESTHESIA

Revised June, 2011

Saint Mary's University of Minnesota
Schools of Graduate & Professional Programs

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Director, The Writing Center

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About This Booklet

This booklet is not intended to replace the AMA Manual of Style, 10th ed., but rather to help you interpret the manual and to call your attention to some of its most important features for student writers. This booklet also provides some information, such as word processing instructions, not found in the AMA manual.

Throughout the booklet you will see decimal numbers and page numbers that refer to relevant sections of the AMA manual, where you will usually find more extensive information. When the manual does not specify a rule, such as placement of page numbers, your program director and instructors will set a uniform policy.

At the end of the booklet you will find description of the Saint Mary's University Writing Center on the Twin Cities campus, a free service to help you develop your writing skills. I hope you'll take advantage of the support the Writing Center offers. You can also find AMA information on the Writing Center's Web page at www.smumn.edu/tcwrite.

Please note that this booklet is not formatted in AMA style. I have used AMA style where possible, but AMA was designed for academic papers, not "how-to" manuals. Consequently, you will see many departures from AMA style and formatting.

If you want to suggest ways to make the booklet more helpful, I would appreciate hearing from you. You can reach the Writing Center via the contact information on the last page.

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### QUICK GUIDE TO THE AMA MANUAL, 10th ed.

An index of frequently-referenced passages of the *American Medical Association Manual of Style, 10th ed.*

Decimal numbers indicate chapter, section, and subsection. For example, 2.12.7 is a reference to Chapter 2, Section 12, subsection 7

<table>
<thead>
<tr>
<th>ABBREVIATIONS</th>
<th>14.1–14.14</th>
<th>See also specific topic under “Abbreviations” in AMA Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT: Types and contents</td>
<td>2.5</td>
<td>General guidelines</td>
</tr>
<tr>
<td>BULLETS (use for lists)</td>
<td>2.8.2</td>
<td></td>
</tr>
<tr>
<td>CAPITALIZATION</td>
<td>10.1–10.8</td>
<td></td>
</tr>
<tr>
<td>EPONYMS (terms formed from human names)</td>
<td>16.1</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>7.1–7.9</td>
<td></td>
</tr>
<tr>
<td>HEADINGS</td>
<td>2.8.1–2.8.3</td>
<td></td>
</tr>
<tr>
<td>Italics</td>
<td>22.5.4</td>
<td></td>
</tr>
<tr>
<td>Lists (Seriation, Enumeration)</td>
<td>19.5</td>
<td></td>
</tr>
<tr>
<td>Misplaced modifiers</td>
<td>7.4.1–7.4.2</td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td>19.0</td>
<td></td>
</tr>
<tr>
<td>Digit spans and hyphens</td>
<td>19.4</td>
<td></td>
</tr>
<tr>
<td>Half spaces replacing commas</td>
<td>19.1.1</td>
<td></td>
</tr>
<tr>
<td>Lists (enumeration)</td>
<td>19.5</td>
<td></td>
</tr>
<tr>
<td>Ordinals (1st, first; 2nd, second; . . .)</td>
<td>19.2.5</td>
<td></td>
</tr>
<tr>
<td>Percentages and proportions</td>
<td>19.7.2–19.7.3</td>
<td></td>
</tr>
<tr>
<td>Spelled out, guide to</td>
<td>19.2–19.2.5, and 19.3.2</td>
<td></td>
</tr>
<tr>
<td>Parallel construction</td>
<td>7.7.1–7.7.4</td>
<td></td>
</tr>
<tr>
<td>Plurals</td>
<td>9.1–9.8</td>
<td></td>
</tr>
<tr>
<td>Pronouns</td>
<td>7.2</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>Apostrophe</td>
<td>8.7.1–8.7.7</td>
<td></td>
</tr>
<tr>
<td>Comma, Semicolon, Colon</td>
<td>8.2–8.2.3</td>
<td></td>
</tr>
<tr>
<td>Ellipses (dots to show omission)</td>
<td>8.8–8.8.8</td>
<td></td>
</tr>
<tr>
<td>Hyphen, Dash</td>
<td>8.3–8.3.2</td>
<td></td>
</tr>
<tr>
<td>References and Citations</td>
<td>3.1–3.16.3</td>
<td></td>
</tr>
<tr>
<td>General guidelines for references</td>
<td>3.4–3.5</td>
<td></td>
</tr>
<tr>
<td>Author names</td>
<td>3.7–3.8</td>
<td></td>
</tr>
<tr>
<td>Legal references</td>
<td>3.15.12–3.16.2</td>
<td></td>
</tr>
<tr>
<td>Secondary sources</td>
<td>3.13.10</td>
<td></td>
</tr>
<tr>
<td>Titles</td>
<td>3.9–3.10</td>
<td></td>
</tr>
<tr>
<td>Citations in text</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>General guidelines</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Authors, multiple</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>Personal communication</td>
<td>3.13.9</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td>3.6, p. 42</td>
<td></td>
</tr>
<tr>
<td>Works not yet accepted for publication</td>
<td>3.13.8, p. 60</td>
<td></td>
</tr>
<tr>
<td>Book references</td>
<td>3.12.1–3.12.11</td>
<td></td>
</tr>
<tr>
<td>Electronic references</td>
<td>3.15–3.15.11</td>
<td></td>
</tr>
<tr>
<td>General guidelines</td>
<td>3.15</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>3.15.2</td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>3.15.1</td>
<td></td>
</tr>
<tr>
<td>Reports by government or organization</td>
<td>3.15.5</td>
<td></td>
</tr>
<tr>
<td>Legal references</td>
<td>3.15.12–3.16.3</td>
<td></td>
</tr>
<tr>
<td>Monographs (Same as books)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other materials references</td>
<td>3.13–3.14.2</td>
<td></td>
</tr>
<tr>
<td>Print journal references</td>
<td>3.11–3.11.15</td>
<td></td>
</tr>
<tr>
<td>Unpublished material references</td>
<td>3.13.8</td>
<td></td>
</tr>
<tr>
<td>Tables &amp; Figures</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td>4.1.1–4.1.9</td>
<td></td>
</tr>
<tr>
<td>Figures</td>
<td>4.2.1–4.2.11</td>
<td></td>
</tr>
<tr>
<td>Titles</td>
<td>10.1–10.2</td>
<td></td>
</tr>
<tr>
<td>Usage, Word</td>
<td>11.0</td>
<td></td>
</tr>
<tr>
<td>Age and sex referents</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>Bias</td>
<td>11.10–11.10.5</td>
<td></td>
</tr>
<tr>
<td>Misused words and phrases</td>
<td>11.1</td>
<td></td>
</tr>
<tr>
<td>Professional words, preferred use</td>
<td>11.4</td>
<td></td>
</tr>
<tr>
<td>(See also Nomenclature 12.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redundant words and phrases</td>
<td>11.2.1</td>
<td></td>
</tr>
<tr>
<td>Verbs: Tense</td>
<td>7.3.3</td>
<td></td>
</tr>
<tr>
<td>Misplaced modifiers</td>
<td>7.4.1–7.4.2</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY OF AMA STYLE and Other Writing Tips
With references to The American Medical Association Manual of Style, 10th ed.

PUNCTUATION and How to Type It

Apostrophe (‘)

To Show Ownership or Possession

(a) Add an apostrophe and an s (‘s) to words that don’t end with an s.
   
   somebody’s car (the car belonging to somebody)
   
   the men’s locker room (the locker room of the men)
   
   a month’s rent (the rent of a month)

(b) Add only an apostrophe after the s to words that already end in s.
   
   all the students’ tests (that is, tests belonging to the students)
   
   twelve days’ pay (that is, the pay for twelve days)

(c) To show joint possession, add an apostrophe and s to only the last word in the group.
   
   Laurel and Hardy’s last movie (a movie by the team of Laurel and Hardy)

(d) But to show individual possession, add an apostrophe and s to each word in the group.
   
   Holm’s and Caio’s opinions (the opinions of Holm, and the opinions of Caio)

To Form the Plural of Lowercase Letters, Signs, Symbols, or Terms

Her’s look like l’s.
Underline all the and’s in your paragraph.
He omitted all the +’s and –’s in his math problems.

Do not use an apostrophe for plural of all-capital abbreviations or for numerals.

   ECGs, EEGs, IQs
   In the late 1880s
   Patients in their 50s and 60s

Do not use apostrophes to create contractions (eg, cannot = can’t, do not = don’t). Contractions are generally considered too informal for academic writing.

Avoid the misuse of apostrophes.

- Don’t use an apostrophe for a simple plural.
  
  Wrong: All the players knew this was the last chance to score
  
  Right: All the players knew this was the last chance to score.

- Don’t use an apostrophe for pronouns that already indicate possession.
  
  Wrong: We didn’t know the suitcases were her’s (your’s, their’s, our’s).
  
  Right: We didn’t know the suitcases were hers (yours, theirs, ours).

- Correct an especially troublesome error.

  It’s (a contraction) means it is: It’s not fair for adults to compete with children.
  
  Its (a possessive) means belonging to it: Henry’s dog chases its tail.
  
  To test for correctness, ask yourself, “Do I mean it is?”

Colon (:) [AMA 6.2.3]

- Use to introduce if list if a complete sentence precedes the list.
  The medical students brought the following supplies: tongue depressors, stethoscopes, gloves, masks, and pens.

- If a complete sentence does not introduce a list, do not use a colon.
  Grading criteria include correct grammar, punctuation, and spelling as well as adherence to AMA style.

- COLONs are used in reference list entries (1) between title and subtitle and (2) between volume and page numbers of a periodical [see AMA 8.2.3].

Comma (,) [AMA 6.3.1]

- Commas separate words or phrases, but never sentences.

- Commas rules can be flexible, but check the AMA manual before departing from a rule. Do not use the “rule” of comma-for-a-breath.

- When a comma is used in conjunction with quotation marks, place the comma inside the end quotation mark—always.
Six Comma Rules

These six comma rules will enable you to punctuate most sentences correctly.

1. **Use a comma before a coordinating conjunction (one of the FANBOYS)** if it joins two sentences.

   Ellen thought the movie was exciting, and Fred liked it more than any he had seen that year.
   Fred and Ellen saw a movie and went out to dinner afterwards. (No comma needed because and is not joining two sentences.)

   ➢ In the case of the conjunction “so,” if the conjunction so is used to join sentences and means therefore, consequently, or as a result, use a comma before the conjunction:

   Dr. Foster had to travel by train, so she arrived too late to give her speech.
   But if the conjunction so is used to mean so that, do not use a comma before it.

   Elliot stepped in at the last moment so that the convention would have a speaker.

   *FANBOYS: For, And, Nor, But, Or, Yet, So (when so means consequently, therefore)

2. **Use a comma after introductory expressions.** An introductory expression is a word or words that lead up to the main part of the sentence (independent clause).

   Frankly, I’ve had enough of this cold and rainy weather.
   When our bakery closed down, Jan had to buy her bread in Duluth.
   Confused by the freeway signs, Ralph got hopelessly lost in Chicago.

3. **Use commas to separate three or more items in a series.** Use a comma after each item, including the one before the conjunction.

   Harold wore black pants, a red shirt, and an orange tie.
   You can study before class, after school, or on Saturday afternoon.

4. **Use commas to set off words and phrases that interrupt the sentence if those words are not essential to the purpose of the sentence.**

   Michelle took her seat at the table and, much to everyone’s surprise, blew her nose on the tablecloth.
   I liked Brad’s sense of humor. His lewd jokes, however, deeply embarrassed his grandmother.
   Bill, a man of much courage, grabbed the burglar’s hand and bit off his trigger finger.
   Ryan’s bedroom, which he hadn’t cleaned for nine years, was boarded up by the county health commissioner.

   NOTE: Not all words and phrases need commas. If the phrase is essential to the main point of the sentence, do not set it with commas.

   Students who don’t study hard usually get poor grades. (Who don’t study hard is essential to the purpose: to know which students usually get poor grades.)
   Dentists who have offices in high-rent locations must charge their patients high fees.

5. **Use a comma to set off a phrase at the end of a sentence if that phrase refers to the beginning, middle, or entire part of the sentence preceding it.** These phrases will usually begin with a word ending in –ed or –ing.

   Teachers offered rewards to the students, trying to improve their test scores.
   Without a comma, the sentence means that teachers offered rewards only to students who were trying to improve their test scores.

   Example:

   The company recognized every branch manager, raising morale and encouraging high standards.

   The sentence above—containing a comma before the final phrase—means that raising morale and encouraging high standards are the result of the company’s recognition of every branch manager. Raising refers to the entire sentence that precedes it.

   The company recognized every branch manager raising morale and encouraging high standards.

   Without a comma, the sentence means that the company recognized only those branch managers who were raising morale and encouraging high standards.

   Example:

   Close communication exists among the cell types, allowing interchange of secretions between the hormones.

   The sentence above means that the interchange is a result of the close communication (among the cell types). Allowing refers to the close communication exists among cell types.

   Close communication exists among the cell types allowing interchange of secretions between the hormones.

   The sentence above means that communication exists only among cell types that allow the interchange. (Allowing refers only to cell types.)

   Example:

   Effects on the endothelium increase sensitivity to pressure agents, causing the vasoconstriction seen in preeclampsia.

   Effects on the endothelium increase sensitivity to pressor agents causing the vasoconstriction seen in preeclampsia.
6. If rules 1-5 don’t apply, you probably don’t need a comma. Most people over-
use commas. Occasionally, however, a comma is needed to prevent the misreading
of a sentence, even if one of the five rules doesn’t apply.

- Patients who can discuss side effects with their doctors before undergoing
  surgery.
- Patients who can discuss side effects with their doctors before undergoing
  surgery.
- Every Christmas holiday arrangements become source of stress for
  families.
- Every Christmas, holiday arrangements become source of stress for
  families.

Dash (—) [AMA 6.3.2]
- Dashes are separators. They are commonly used to separator
  interrupting words or phrases from the main sentence. They are used
  only when other marks of punctuation—comma, parentheses, colons—
  will not serve well.

  Three of the seven factors—weight gain, weight loss, and age—
  were not associated with the characteristic symptoms.
  Hopkins, Nevens, and Reinholdt—these were the physicians on
  duty.

- Dashes are typed as two hyphens—no space before, between, or after.
  They must be distinguishable from hyphens.

Hyphen (-) [AMA 6.3.1, also see index]
- Hyphens are connectors. They are used primary to connect
  compound words, prefixes and suffixes: upper-division rank, long-
  term worth, son-in-law

  Hyphens are typed directly from the keyboard, with no space before or
  after.

  AMA rules for hyphenation are numerous and detailed. Questions
  about hyphenation are best referred to the manual.

Minus Sign (−)
- Use in statistical copy (e.g., 1 – β), but do not substitute a minus sign
  for a hyphen or dash in text.
- Type as a hyphen with space before and after.

Negative Value Sign (-)
- Use in statistical copy (e.g., -5°).
- Type as a hyphen with a space before but not after.

Hyphens and Digit Spans [AMA19.4]
- Do not omit digits in a span: " pp 263-267" (not "pp 263-7"), "1996-
  1999" (not 1996-99)
- When using a measurement symbol (such as % or °), and there is
  no space between digit and symbol, use a symbol with each digit
  [AMA19.4]: 12%-16% (not 12-16%), angles of 45°-60° (not 45-60°)

  However, when using a measurement abbreviation, and there is a
  space between the digit and the abbreviation, the abbreviation need not
  be repeated: 3-6 cu in, 0.75-0.85 cm

When To Use To, Through, or Hyphen
- Use to only when the final digit is not included in the span: 8 to 12
  years (12-year-olds not included)
- Use through to include the final digit in the span: 25 through 35
  years (35-year-olds included)
- Hyphens do not indicate whether the last digit is included in the span.
  Use a hyphen when the span has been previously defined in the text
  or when its definition can be understood from the context: fiscal
  year 2000-2001
- Use a hyphen with to when the span describes a noun (6.3.1): a 5-
  to 10-mg dose (but a dose of 5 to 10 mg), a 2- to 4-year span (but a
  span of 2 to 4 years)
- If the unit of measure changes within the span, do not use a hyphen:
  6 months to 2 years (or, ages 6 months through two years)

Semicolon (;) [AMA 6.2.2]
- Use between independent clauses (sentences) that are closely related
  in meaning.
  Nurses should escort patients to the examination cubicle; they
  should not leave patients to find their way alone.
- Use between independent clauses joined with an adverbial conjunction.
  The test for streptococcus was positive; however, other tests were
  inconclusive.
- Use between grammatical items that contain commas within them.
  The following positions are open to all applicants: medical
  secretary, United Hospital; radiologist, St. Luke’s Hospital; claims
  processor, Metro Health Center; and nurse practitioner, Fairview
  Clinic.
- Use to separate elements (usually publisher and year, or year and
  volume) within a bibliographic group in a reference entry.
  Norcroft, AM. Calcium and physical function in women over fifty.
  Orthop No Am. 1998;11:39-45
FORMATTING THE PAPER

For complete word processing guidelines for Microsoft Word 2007, see pages 15-29 of this booklet.
Directions for Word 2003 are found at www.smumn.edu/tcwrite under “AMA.”

Alignment
Always align text at left margin only. To align text, click Format, Paragraph, Alignment=Left. For details see “Microsoft Word for AMA” in this booklet.

Font
Times New Roman 12 is most commonly used, but others are available. Keep font size the same throughout, except for superscripts. For detailed instructions on setting fonts, see p. 18 of this booklet.

Superscript
For in-text citations and for some statistical and medical notation, superscripts (and occasionally subscripts) are required.
Superscript: Glover et al1 reported no difference . . .
Subscript: \( H_2 O \)

Indents
Do not set indentation for First Line Indent. Leave First Line Indent setting at "none" to prevent headings from being indented. To indent paragraphs, press the TAB key, which is pre-set for \( \frac{1}{2} \) inch. For details see “Microsoft Word for AMA” in this booklet.

For direct quotes longer than four lines, set off the quote as a separate paragraph and indent the entire paragraph as shown in “Microsoft Word for AMA” in this booklet.

Line Spacing
Leave one double space between all lines—never more, never less (unless your instructor tells you otherwise)—except within references on the reference page. To set double spaces before you begin typing, see “Microsoft Word for AMA” in this booklet.

If you notice irregular spacing between paragraphs (e.g., three lines instead of two), refer to “Microsoft Word for AMA” in this booklet.

Margins
Margins on an AMA paper are set at 1 inch on all four sides, unless a journal’s submission guidelines require otherwise. To change margins, r details see p. 19 of this booklet).

New Page Start
Title page, Abstract, Table of Contents, First page of text, Reference page, Appendices. DO NOT force a new page by pressing the Enter key repeatedly. Instead, insert a page break or press Ctrl+Enter.

Page Numbers and Headers
Each page of text should contain a page number at the top right, one-half inch from the top edge of the paper. Directions are in “Microsoft Word for AMA” in this booklet.

Table of Contents
Directions for formatting the table of contents, if one is required, are found in “Microsoft Word for AMA” in this booklet.

Capitalizing Headings
The general rule for Level 1 and 2 headings is to capitalize major words—meaning all words except (a) coordinating conjunctions, (b) articles, and (c) short prepositions (but capitalize any work that begins the title). Do not capitalize the following:

- Coordinating Conjunctions
  There are seven coordinating conjunctions, and they can be arranged by their first letters to form the “word” fanboy: for, and, nor, but, or, yet

- Articles
  Articles are those three critical little words—a, an, and the—without which we can scarcely write a sentence.

- Short Prepositions
  Prepositions, like articles, are function words. When paired with nouns, they identify relationships of position and time, like before sundown, between you and me, among the trees, and above average. There are more than 70 common prepositions. Do not capitalize prepositions of three words or fewer:
  as at but by for in of off on out to up

Level 3 headings (indented on the same line as text) are capitalized only in the first word and proper nouns.
CITATIONS and REFERENCES IN AMA STYLE
[AMA 3.1–3.16 (See also 3.13.9 and 3.7)]

IN-TEXT CITATIONS
[AMA 3.6 (See also 3.7 and 3.13.9)]

- Indicate citations in superscript Arabic numerals (usually at the end of the sentence). Number them in the order in which they appear in the text. Each citation will retain its original number whenever it appears in the text.

For directions on creating superscripts see the "Using MSWord for AMA Tasks" section of this booklet.

- Punctuate the text as follows: place commas and periods before numbers; place colons and semicolons after numbers.

- When more than two references occur together [AMA 3.6],
  - use a hyphen (no spaces) to separate first and last items in a closed series: 4–8, 15
  - use a comma to separate non-series: 8,10,13
  - use a comma to separate two sequential references: 8,9

- If you mention the author’s name, use only the last name—no first names, titles, or initials.

- In the case of multiple authors, note the following [AMA p. 45]:
  - for two authors or author and a group, use both surnames:
    Melhta and Zimm12 studied the effects
    Fidleson and the National Institute of Health15 analyzed the
  - for more than two authors, use only first author’s name followed by et al
    Glover et al9 reported no difference . . .

- In most cases, place citation numbers at the end of the sentence. However, if you mention the name of the author/s in text, place the citation immediately after the name/s. Likewise, if you refer to "a study" or "studies," place the citation immediately after "studies":

Several studies4,7,10–13 conducted in the United Kingdom . . .

Page Numbers in Citations [AMA 3.6, p. 44]
The APA does not say that page numbers are required with quotations; however, most instructors require them and some authors include them on occasion even for unquoted text. Page numbers appear within the superscript citations, as in the following examples.

... when children became "physically resistant" to treatment,2(p8)
Two hospitals4(p0,12)(p41) reported similar incidents that year.

THE REFERENCE PAGE
[AMA 3.1–3.16.3]

- Use Arabic numerals, not superscripted, to correspond to citation numerals in text.
- Give full citation (see below) to enable readers to easily retrieve your source.
- Generally, every source cited in the text must have an entry on the reference page. Reference page entries are limited to sources actually cited in the text. Personal communications (oral, written, and electronic) and articles not accepted for publication are not included on the reference page. Instead, give a parenthetical note in the text (see AMA 3.3, and 3.13.8, p. 60).
- Pay close attention to spacing following punctuation marks. Follow examples in manual
- Reference content. Each reference entry is divided by periods into bibliographic groups.

Example (book) Brackets indicate a bibliographic group.


Books [AMA 3.12.1–3.12.11] (See example above)
Bibliographic groups appear in the order listed:

1. Author/s surname and initial/s [3.7]
2. Title (and subtitle if applicable, preceded by a colon) [3.9.1–3.9.4]
4. Publication information
   city and state (or country) [3.12.8. and 14.5]
   publisher name [3.12.9]
   publication date [3.12.10] 3.12.8–3.12.8

For special circumstances such as chapter, translator, editor, etc. see 3.12.4–3.12.5

(Continued)
Print Journals [AMA 3.11–3.11.15]

Bibliographic groups appear in the order listed:

1. Author's surname and initial(s) [AMA 3.7]
2. Title of article [3.9–3.10] (note formatting)
3. Title of journal, abbreviated [3.11.12] (note formatting)
4. Locator information
   year [3.11.13]
   volume number [3.11.3 and 3.11.5]
   issue number [3.11.3 and 3.11.5–3.11.7]
   inclusive page numbers [3.11.3–3.11.4]
5. If applicable, give part number, supplement, theme, special edition [3.11.7–3.11.8]

For special circumstances such as no identified author, see 3.11.9–3.11.15

Example 1


Example 2: Source with part number


Example 3: Source is a supplement


(The issue number is 3; the abbreviation "suppl" indicates that the source is a supplement issue.)

Example 4: Theme issue


Electronic Journals [AMA 3.15 -3.15.12]

NOTE TO TWIN CITIES STUDENTS

For AANA purposes, you should depart from AMA guidelines regarding electronic references. Sources retrieved from databases are to be treated as print sources, not electronic sources. Sources retrieved from the Internet should include URL (Internet address) and access date.

Some of the AMA directions in the “Electronic sources” section below are in lighter font. If you are a Twin Cities CRNA student, ignore directions in lighter font. If you have been instructed to follow AMA verbatim, then adhere to all rules below, including those in lighter font.

AMA directions for online resources require that, in addition to the print information, you should add the follow for electronic journals:

1. DOI, PMID, or URL (Internet address)
   ~ If both URL and DOI are available, use the DOI instead of URL (AMA p. 65).
   ~ If both URL and PMID are available, use both, URL listed first (AMA p. 63).
2. Publish date (date posted online) online, if available
3. Update date, if applicable
4. Access date (date you retrieved it), followed by period. Do not give access date when DOI is available

Note spacing of punctuation in the following examples.

Example 1: URL, with online published date and update


Example 2: Source with DOI number


Example 3: PubMed source with PMID number


Example 4: Source from database, no DOI or PMID

General Notes About Electronic Sources

- If only the citation or abstract are available online, and you had to request a print copy of the article, cite it as a print source, not an electronic source.
- DOIs and PMIDs do not appear on PDF documents, so save or print the citations from your database search.
- After completing the reference list, check the URLs, DOIs, and PMIDs to make sure they work.

To access documents using a DOI or PMID number, type one of the following addresses into the URL box, followed by the number (AMA p. 64):

- DOI documents: http://dx.doi.org/

For example: http://dx.doi.org/10.1016/j.ejogrb.2006.04.02

Secondary Sources [AMA 3.13.10]
If you read about an original author's work (primary source) in another author's text (secondary source), you must cite both works as follows (the example is based upon reading about work by Peller in an article by Givens):

In your text, if you mention the name of the author, give the primary author (Peller).

On your reference page, give the name of the original author and retrieval information (if available), followed by the secondary source (Cited by: Givens or Quoted by: Givens) and retrieval information for secondary source.

Note that the use of secondary sources and abstracts will detract from your scholarship. Whenever possible, read the complete text of the original author. Reserve secondary sources to special cases, as when the original text is not available in English. Discuss the use of secondary sources with your instructor.

DIRECT QUOTATIONS

Direct quotations are generally discouraged in academic writing (other than literary reviews) for the following reasons:

- Quotations are removed from their original context and may not fit properly in the context you provide.
- Sometimes the meaning or intent of the quote is changed by the new context.
- Quoting someone directly provides no indication of how well, or even if, you understand the material you are quoting. Overuse of quotes therefore can cause you to lose credibility with your readers.
- Quoting, if not done very skillfully, can break up the flow of your writing. Suddenly encountering another person's writing style can be jarring to readers.
- It is your job to summarize and interpret research for the reader. A direct quote more or less says to the reader: Here, you figure it out.

- Direct quotes are best used for a specific purpose—for example, if you intend to comment on the author's word choice or style of expression.

If you find a direct quote to be necessary, follow the AMA guidelines:

- Short quotations are explained in AMA 8.6.1.
- The manual does not say that page numbers are required with quotations; however, your instructor may prefer them. If you use page numbers, follow the instructions beginning in the last paragraph on AMA 3.6, p. 44.
- Introduce the source of the quote before presenting the quote itself. If the author's name is given, place the citation immediately after the author's name rather than at the end of the sentence.
- AMA 6.6.14 says that quotes longer than 4 lines should be blocked and placed in reduced type without quotation marks. Blocked generally means that the entire quote is indented ½ inch (or whatever your normal paragraph indentation is).
- Blocked quotes may not be acceptable. Check with your instructor.

AMA HEADINGS [2.8.1-2.8.3 and 22.5.3]

Headings are important organizational and transitional markers. Styles may vary from journal to journal; however, the AMA provides general guidelines.

LEVEL 1

A Level 1 heading designates a major section of the paper. Type the heading fully capitalized and boldfaced. Begin the text (or the next heading) one double-space below the heading, at the left margin, and indented ½ inch.

LEVEL 2

Level 2 headings designate subdivisions of a major section. A Level 2 heading is typed at the left margin in boldface and lowercase. Capitalize only the first letter of major words and proper nouns. Paragraph text begins one double-space below the heading, at the left margin, indented ½ inch. When used to divide a section, at least two headings are required (a section can't be “divided” into only one subdivision).

LEVEL 3

Level 3 indicates a subsection of a Level 2 subdivision. The heading is indented ½ inch and followed by a period. Type in boldface and lowercase, capitalizing only the first letter of major words and proper nouns. The paragraph text begins after the period, on the same line as the heading. The text "wraps" to the left margin as shown in this paragraph. As with other levels of headings, there must be at least two Level 3 headings when they are used to divide a section.
Note the following:

- Headings are always bold-faced.
- A Level 4 heading exists [AMA 22.5.3]; however, it is rarely used and would be appropriate only for a very lengthy and complex paper. Check with your instructor or advisor before using it.
- Headings make the paper much easier for the reader to follow. They also help keep the writer focused and organized, and they make transitions clearer.
- The AMA manual provides information about headings in sections 2.8 and 22.5.3.
- Headings are more easily formatted if you list them on a separate sheet of paper, away from the text, where their relationships are clear. After formatting, you can easily insert them back into the text.

ELIMINATING WORDINESS

Wordiness refers to the habit of loading a document with words that don’t contribute to the purpose or meaning. What causes wordiness? Some writers resort to wordiness because they’ve been assigned a 500-word paper, but have only 200 words worth of ideas about the topic, hence the extra words to meet length requirements. Other writers use extra words to obscure fuzzy or undeveloped thinking. When they’re not sure what they’re talking about, they try to cover their inadequacies with words. Most readers, however, recognize the ploy. Writers who rely on verbosity lose credibility with their readers. Sometimes writers are wordy without realizing it. They habitually employ stock phrases without considering whether the phrases add meaning. Below are examples of such phrases. Wordiness is a weakness to watch for when revising. Mark out meaningless or repetitive phrases.

1. Don’t use more words that you have to.
   in this day and age = today
   at this point in time = now
2. Don’t say the same thing twice.
   In the month of November = in November
   yellow in color = yellow
3. Don’t use words that don’t add meaning.
   The fact of the matter is that I’m tired = I’m tired

WORDY
an unexpected surprise = a surprise
at that point in time = then
due to the fact that = because
end result = result
past history = history
He is a person who can be trusted = He can be trusted.
There are many teens who smoke = Many teens smoke.
two different kinds = two kinds
refer back to = refer to
surrounded on all sides = surrounded
There is no doubt that he lost = He lost.

CONCISE
Examples From Student Writing

Within the cardiac muscle fibers are dark areas called *intercalated discs* that function as a connection between connect two different cardiac muscle fibers, forming a series with one another.

It is the *Troponin* and tropomyosin regulatory proteins, stimulated by the increased levels of calcium, which allow the active sites on the actin filament to interact, thus creating myosin bridges.

ACTIVE AND PASSIVE VOICE [7.3.1]

The AMA says this about active voice (p. 320)

In general, the authors should use the active voice, except in instances in which the actor is unknown or the interest focuses on what is acted on. . . . If the actor is mentioned in the sentence the active voice is preferred.

Active Voice

Instructors often tell students to write in the *active voice*. What does this mean? Active voice emphasizes a subject *doing* something, as in the following sentence:

Captain Hawes fired the gun.

Passive Voice

By contrast, passive voice emphasizes something *done to* a subject.

The gun was fired by Captain Hawes.

Passive voice emphasizes a different subject: in the example above, passive voice places the focus on gun, while active voice places it on Captain Hawes. Passive voice also uses more words than active voice to express the same idea, thus contributing to the problem of wordiness. You can reduce the number of words:

The gun was fired.

But then you omit important information—in our example, who fired the gun.

Active or Passive Voice?

In general, use the active voice because (a) it reduces wordiness, and (b) it provides more information in a more direct fashion.

However, use the passive voice when you want to emphasize the *receiver* rather than the *doer* of the action:

Passive: Tetracycline was increased to 50 mg.
Active: Doctors increased tetracycline to 50 mg.
"FLOW": HOW TO IMPROVE IT

What is "flow"? People sometimes use the informal (and imprecise) term flow, as in "does my paper flow?" when they want to know if readers can follow ideas easily. This quality of discourse called "flow" (writing professionals refer to it as coherence) is influenced by a number of factors. Flow, or coherence, cannot be addressed as a single concept; it needs to be analyzed to identify its underlying components.

Keep in mind that academic writing is different in a number of ways from less formal discourse such as personal letters and reflections, newspaper articles, and advertising brochures. First, of all, academic writing usually involves complex and abstract concepts, explained thoroughly and objectively. Academic writing often employs specialized vocabulary requiring definitions or context clues. In addition, academic writing is idea-dense, which means that a lot of information is conveyed in a small space. It is also high stakes writing, in that misunderstandings by readers can be costly. Finally, academic writing must be understood by a worldwide audience of English readers, in whose countries another English dialect may prevail. For all these reasons, academic writing must follow a strict model of Standard Formal English, the model shared by most academics around the world.

Because of the complex and high stakes characteristics of academic and professional writing, readers must rely more heavily on the structure of the text to understand it, text structure that includes consistency, organization, grammar, transitions, and diction.

Factors That Affect "Flow"

- **Consistency.** Keep terminology consistent. If you are writing about the relationship between "company service representatives" and "customers," don't call them "company staff" and "clients" in the next sentence or paragraph. Keeping the terms consistent throughout the paper helps readers concentrate on concepts instead of trying to figure out if you are still referring to the same thing, or why you changed the terms. It's good to avoid unnecessary repetition, but consistency is not the same as repetition—or, if you prefer to think of it this way—consistency is "good" repetition.

- **Headings.** Headings and subheadings are essential to organization. They provide a quick overview of content; they establish logical relationships among sections of the paper and provide transition from one section to another. Imagine yourself driving through a large foreign city without road signs marking highways and streets. Readers experience something similar as they navigate a paper with no headings. Here's the best part: Headings help the writer, as well as the reader, organize. Establishing headings before you write helps keep you focused. For tips on effective headings, read the "Headings" section of this booklet.

- **Pronouns.** Pronouns replace or "point to" words you have used previously in your text: Students learn more from teachers who inspire them. If the connections are unclear, the ideas become disconnected. To avoid pronoun confusion, read "Avoid Vague Pronouns" in this booklet, and follow up with appropriate sections of the AMA manual.

- **Quotations.** Quotations disrupt the flow of ideas and mix writing styles. If you must use a quotation, keep it very short. Avoid quoting complete sentences and paragraphs. Read the "Quotations" section of this booklet for do's and don'ts.

- **Audience.** Disruption to flow occurs when there are gaps in information or disorganization in presenting it. Gaps and disorganization occur when the writer forgets the audience. We tend to be egocentric when we compose, thinking of what we know or intend to say rather than what the reader needs to know or might misinterpret. Try to read your own paper from an audience point of view.

- **Transitional devices.** If you read the second paragraph under the heading "FLOW: How to Improve It" above, you will see examples of transitional devices: First of all, . . . In addition, . . . also . . . Finally, . . . For all those reasons. These transitional words and phrases keep nudging the reader forward and then, finally, announce a summary statement, "For all those reasons . . . ." You will find a list of transitional words and phrases in this booklet under the "Transitions" heading.

Some transitional devices are non-verbal: for example, (a) alphabetized lists within paragraphs, (b) numbered lists arranged vertically, and (c) bullet points.

- **Organization.** When you think about organization, think about levels. The entire paper has an organization; sections of the paper have organization; paragraphs have organization; and, yes, sentences have organization.

1. **Overall organization.** When you consider the organization of your paper, ask yourself, What is the most logical way to present this particular topic?: chronologically? climactically? most-to-least important? cause-and effect? compare-contrast? problem-solution? myth-and-fact? sequence of steps? reverse order? Remember that after you decide on an overall organization, you may decide to use another organizational method within a specific section.

2. **Section organization.** The organization of a section depends upon the purpose of the section. Let's take a literature review section as an example here because many students struggle with the flow of the literature review. The purpose of most graduate literature reviews is to synthesize (integrate, interrelate) conclusions of others to arrive at a more-informed conclusion or to answer a question.
Therefore, literature reviews are generally organized \textit{thematically}: that is, by subthemes of the big topic. You can determine the subthemes before you start the research (I want to answer the question, what factors support independent learning in adults? I probably need to know about \textit{motivations of adult learners}, \textit{social characteristics of adult learners}, \textit{cognitive functioning of adult learners}—so these will be my subheadings). But as you read the literature, you keep running across another theme you call "psychological barriers," so you may add or replace a subheading. Organizing a literature review section by presenting one article summary after another, instead of thematically, is guaranteed to confuse your readers (and probably you).

3. \textbf{Paragraph organization}. Not all paragraphs need to be organized exactly the same way (ho-hum), but most paragraphs should contain a \textit{topic sentence} stating the main idea, followed by supporting statements (examples, illustrations, explanations, and so on). Refer again to the second paragraph under "Factors That Affect Flow" above. What do you notice about its organization? Look at another paragraph organization, this time under the heading "Headings."

\begin{itemize}
  \item \textbf{Parallelism}. Did you notice that sentence organization was not addressed under the "Organization" heading? That is because an important aspect of sentence organization falls into a special category called \textit{parallelism}, which refers to grammatical "sameness" within elements of a sentence. You can read about this under the "Parallelism" heading in this booklet. Poor parallelism will not go with your flow.

  While we are on the subject of sentences as organization, take note that the standard word order of an English sentence is [subject]+[verb]+[object-or-modifier]. For example,

  \begin{itemize}
    \item \textit{Sue} hates fruitcake. \textit{Sue} [subject] \textit{hates} [verb] \textit{fruitcake} [object].
    \item \textit{Ahmed} feels frustrated. \textit{Ahmed} [subject] \textit{feels} [linking verb] \textit{frustrated} [modifier of subject].
  \end{itemize}

  Whenever you find yourself with a disorganized sentence, reduce it to its simplest form: subject+verb+object-or-modifier. If you can't identify those three elements, rethink the idea and try again. If you identify several subjects, verbs, and objects or modifiers, you may need more than one sentence to express the idea.

  \item \textbf{Verb tense}. Unnecessary or illogical changes in verb tense cause readers to stop and scratch their heads, wondering where they are in the flow of time. APA simplifies verb tense choices by insisting on (a) past tense for the reporting of outcomes, (b) future tense for relating proposed or expected actions, and (c) present tense for expressing current or ongoing conditions. So . . .

  \begin{itemize}
    \item \textit{Past}: Barnes argued . . . Bosso announced . . . Nguyen predicted . . .
    \item \textit{Future}: I will interview . . . participants will be chosen . . .
    \item \textit{Present}: Obama believes . . . the earth revolves . . . women live longer . . .
  \end{itemize}

  \textbf{Note the difference} between the two statements:

  As a group, smokers in the study had a higher rate of heart disease.

  As a group, smokers have a higher rate of heart disease.

  \item \textbf{Wordiness}. A section of this booklet is devoted to the problem of wordiness, and you should read it. Keep in mind that the human brain can't process more than a few bits of information at a time. When we read, we "chunk" together bits of information into meaningful ideas. When you introduce unnecessary words into your presentation, you place a heavier burden on the reader's ability to process the information: it's harder to "chunk" together all those extra bits of information (words). Eventually, the reader loses the flow. Wordiness comes naturally to all writers—in part because we test out several ways of saying the same thing, but forget to delete some of them; in part because the words we write are hard-earned, and we hate to give them up. Learn to locate unnecessary words. Your readers will thank you. Your flow will be improved. Your grades will rise.

  \item \textbf{Repetition}. No doubt previous writing teachers told you not to repeat yourself. Your teachers forgot to add the word \textit{unnecessarily}. Repetition of key words and phrases can enhance flow by helping readers relate themes and identify patterns. If you need to repeat a key point, do not say "as stated earlier"; just do it. Your readers know you stated it earlier, and if they don't, don't remind them that you are repeating yourself. Repetition can also be useful as a rhetorical device to emphasize a point. If you doubt that, read Dr. Martin Luther King's "I Have a Dream Speech." You can find a much humbler example if you go back to the second paragraph under the "FLOW: How to Improve It" heading. Does it leave any doubt that this booklet deals with a specific style of writing?
\end{itemize}
AVOIDING VAGUE PRONOUNS

To avoid repetition of nouns, writers use pronouns as substitutes for nouns already named.

Jamison told the woman that his (Jamison’s) table was wobbly because his (Jamison’s) son had lopped off its (the table’s) leg with his (Jamison’s son’s) toy saw.

Pronouns are extremely useful as long as their antecedents (the words they stand for) are absolutely clear. When pronouns are vague—when their antecedents are not clear—readers are left to guess at their meanings. Such guessing irritates readers and causes misinterpretations. (Lawyers know a lot about pronouns!)

- Make sure that pronouns refer to something specific and that what they refer to cannot be misunderstood.

Managers wanted new policies immediately, but this didn’t happen until June. What exactly does this stand for in the sentence above? This managers? This policies? No single antecedent exists for this. The sentence needs to be recast. Here are some possibilities:

Managers wanted new policies immediately but didn’t get them until June.

Managers wanted new policies immediately, but these new policies weren’t implemented until June.

This, that, these, and those are pronouns frequently used carelessly, leaving readers to ask, “This what?” “That what?”

- Do not use this, that, these, or those unless the antecedent has already been named.

Suddenly this woman rose from her chair and stalked out.

Unless this woman has been introduced to readers in a previous sentence, they will wonder, “What woman?”

- If you have trouble with vague pronouns, avoid using this, that, these, and those all alone.

Edwards’ boundless optimism creates high expectations on a limited budget. That worries his supporters.

What worries Edwards’ supporters: his optimism, the high expectations, or the budget? The word that alone doesn’t tell us. Use the appropriate term after that. For example,

Edwards’ boundless optimism creates high expectations on a limited budget. That optimism worries his supporters.

- Double check your use of which, that, who. Readers usually associate a pronoun with the noun closest to it.

Homeless people waited for hours in the cold rain to get into the shelter, which made many of them ill.

How alarming to think that the shelter made them ill! That’s what the sentence suggests, however. The word which is associated with the noun closest to it: shelter. Recast the sentence to place which next to the noun it refers to:

To get into the shelter, homeless people waited for hours in the cold rain, which made many of them ill.

Perhaps it wasn’t just the cold rain that made them ill. To include the waiting, recast the sentence again, this time eliminating which

Waiting in the cold rain for hours to get into the shelter made many of the homeless people ill.

- Avoid the Great Unnamed.

It was not revealed by the authors why only women were included in the trial. It seems not to refer to anybody or anything in the sentence. (Actually it refers to the entire phrase why only women were included in the study, making its use redundant.) Recast the sentence:

The authors did not reveal why they had included only women in the trial.

- Never use you in academic writing.

The study showed that you can reduce the risk of stroke by taking one baby aspirin per day.

The use of you suggests a specific reader, who, even if known, should not be addressed directly. Such direct forms of address are just too chummy for academic or professional writing. Recast the sentence:

Research showed that taking one baby aspirin (75mg tablet) per day can reduce the risk of stroke.

- Never use we/us or they/ them unless those pronouns refer to specific individuals.

We know that people pay attention when their money is at stake.

Who is the we in the sentence above? The writer is including himself and some unspecified others. Unspecified means vague. The use of we creates another rhetorical problem: by including all readers, the writer ensures that somebody will disagree. Using we to mean everyone challenges someone to disagree, thereby creating the opposite effect intended.

If a work is co-authored, using we to refer specifically to the authors is fine:

We (the other author and I) designed the study to exclude girls between the ages of 6 and 8 years
IMPROVING SENTENCE CONSTRUCTION: PARALLELISM

Parallelism means that all sections are grammatically equal or balanced. Consider the following example:

Whenever Harry has free time, he enjoys sailing, hiking, and he plays basketball.

Remember that old jingle from Sesame Street?

One of these things is not like the others . . .

What is not like the others, of course, is the phrase to play basketball. It is grammatically unparallel. The sentence would be better written as follows:

Harry enjoys sailing, hiking, and playing basketball.

That way, each of the three elements is expressed in grammatically parallel form.

Parallel sentences are easier for readers to grasp, and they indicate that you have thought through carefully what you intend to write. Everyone would understand (though maybe not appreciate) the sentence about Harry, even if it weren’t parallel. The sentences you write in your paper, however, are likely to be more complex and carry more sophisticated messages than Harry likes sailing, and their ideas much more sophisticated, causing readers to rely more on the grammatical structure.

Here are two examples of sophisticated sentences with parallelism problems:

1. Example 1

Unparallel

The course instructor helped us see the necessity of designing meaningful curriculum, meeting the required standards, and to keep the human element in mind.

Parallel

The course instructor helped us see the necessity of designing meaningful curriculum, meeting the required standards, and keeping the human element in mind.

2. Example 2

Unparallel

Johnston hypothesized that with drug X, post-operative recovery would be fast, improved respiratory status, and with better pain control than drug Y.

Parallel . . . but

Johnston hypothesized that with drug X, post-operative recovery would be fast, respiratory status would improve, and pain control would be better than drug Y.

The sentence still has problems because the comparison is not clear and the parallel elements are awkward; so let’s take the sentence a step further:

Parallel and Improved

Johnston hypothesized that, in comparison to drug Y, drug X would speed post-operative recovery, improve respiratory status, and provide better pain control.

In the last example, each element begins with a simple verb to eliminate the awkward and repetitious would be construction. Also, the comparison is clarified by placing the items being compared—the drugs—in the same part of the sentence.
WRITING AN ABSTRACT

[2.5 – 2.5.7]

The AMA manual provides excellent and detailed guidelines for writing abstracts of several kinds of documents. Read the sections indicated above before you write your abstract. Incidentally, the abstract is best written after the paper is completed.

Length

An abstract is less than one page, double-spaced. It is generally one paragraph ranging in length from 75 to 120 words, but length varies by journal.

Contents

- Write a comprehensive summary of the article, including conclusions.
- Indicate the purpose and scope of the information contained in the article.
- Describe the kinds of sources used (professional literature, observation, interview, etc.) or methods or procedures, depending upon type of article.
- State conclusions, implications, and applications.
- Use key words used in the article that will enable database searchers (a) to discover your work in a keyword search and (b) to decide whether your article is pertinent to their needs.
- Mention nothing in the abstract that is not included in the article.
- Be focused: Use specific nouns (e.g., elementary science teachers, not educators) and active verbs.
- Be objective: Summarize, but don’t evaluate or editorialize.
- Be concise; every word must count.

Tips for Being Concise

- Do not repeat the title in the abstract.
- Avoid citing sources if possible.
- Use numerals (e.g., 32) rather than words (thirty-two).
- Start with the most important statement about the article.
- Include only the most important findings.
- Do not include examples.
- Avoid passive voice when possible (e.g., not similar results were reported by three researchers . . ., but three researchers reported similar results).
- Avoid starting sentences with "it is" and "there are" (e.g., not There were four studies that showed . . ., but Four studies showed).
- Avoid meaningless phrases like This review was undertaken to compare x and y (instead of This review compares x and y)
USING MICROSOFT WORD 2007® FOR AMA TASKS
This booklet is not formatted in AMA style.

THE MS WORD® 2007 "DASHBOARD"

GENERAL TIPS
The diagram above is to assist you with terminology in this section. For more word processing information, the University Library has Word 2007 manuals for student use. The Writing Center also offers assistance. Beginners should enroll in a word processing course or workshop.

The feature that most distinguishes MS Word 2007 from earlier versions of Word is the Ribbon Bar. The Ribbon Bar is loaded with features, many of which you will never use, but the features cannot be changed or customized. However, Word 2007 also has a Quick Access Toolbar that can be customized and moved to a more convenient location.

The directions throughout this booklet are based upon use of the Ribbon Bar because that is what all Word 2007 users have in common. In a special section of this book, however, you will find directions for customizing and using the Quick Access Toolbar, which can make your work faster and easier. Refer to the table of contents at the beginning of the booklet.

Save yourself some time and frustration by using the keys correctly:

Backspace and Delete
The keyboard has two delete keys: Backspace and Delete. What’s the difference?
- The Backspace key deletes characters and spaces to the left of the cursor (see the arrow pointing to the left?).
- The Delete key deletes characters and spaces to the right of the cursor.

For example, in the sentence below—where the cursor has been placed after the n in frustration—pressing the Backspace key twice will erase the n and the o, whereas pressing the Delete key twice will erase the space and the b.

Avoid reader confusion by typing dashes and hyphens correctly:

Dashes and Hyphens
- Hyphens are used to connect words and parts of words. The hyphen key is located next to the 0 on the keyboard. Type hyphens with no space before or after (for example, “a rags-to-riches story”).
- Dashes are intended to separate words and phrases. To create a dash, type two hyphens with no space before, after, or between them. Use dashes to indicate an interruption (e.g., “Students in Group 2—those who received no training—were least successful at accomplishing the task.”)
Center
Never center text by tabbing or spacing. If you do, any revisions will throw the text off center. Use the Centering function of the word processor. It will automatically adjust centering as you revise. You can center text before or after it is typed. If you center after typing, you’ll need to highlight the text, then center it. To center text,

Click the Centering icon on the Ribbon Bar "Home" tab, Paragraph section)

Grammar Check
A word of caution about grammar check . . .
The grammar checker can be a useful tool, but it cannot think the way a human does. If you type something that doesn’t fit one of the grammatical patterns stored in the grammar checker’s memory, it will give you an "alert," meaning it can’t find a matching pattern. Think of the alert as a question rather than a command. Is this the pattern you really want? For example, the grammar check usually alerts writers to use of the passive voice, because passive voice is usually best avoided. However, it is not necessarily wrong, and on occasion it may even be preferred to active voice. You must decide to keep, discard, or modify text that sets off the grammar alert. Don’t change something just because the grammar check highlighted it.

*Passive voice is explained in the AMA manual and in the Writing Center’s Introduction to the AMA 10th booklet available online.

Undo
The Undo icon is located on the Quick Access Toolbar (see diagram page 2). Clicking the Undo icon allows you to cancel your last command (if you click Undo once) or your last several commands (if you click repeatedly). Make a mistake? Just click Undo!

Page Breaks
 Generally, the word processor automatically creates page breaks as your typing spills over from one page to another. However, at times you need to force a page break: for example, at the end of the title page or abstract, or before starting the reference page.

Do not force a page break by pressing the Enter key repeatedly. This will cause text to move down the page every time you revise, leading to unsightly gaps between sections.

Instead, use the Page Break function of MS Word as follows

1. On the Ribbon Bar, click the Page Layout tab.
2. In the Page Setup section of the Page Layout tab, click the Breaks icon as shown at in the diagram below
3. When the Page Breaks menu opens, click the Page option.

**SHORTCUT • SHORTCUT • SHORTCUT • SHORTCUT •**
There is a shortcut keyboard option for forcing a page break: Ctrl+Enter (Hold down the Control key while you press Enter).

To view the page breaks you have entered, see Show/Hide in the section below.

(Continued)
Show/Hide

The Show/Hide function allows you to see hidden formatting codes—a helpful tool when you need to correct or modify formatting. To find the Show/Hide icon,

1. On the Ribbon Bar, click the Home tab.
2. In the Paragraph section of the Home tab, find the Show/Hide icon:
3. The Show/Hide icon is a toggle switch: Click once to turn it on, and click again to turn it off.

The Show/Hide icon reveals the following codes:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>¶</td>
<td>Manual line feed (Enter button pressed)</td>
</tr>
<tr>
<td>•</td>
<td>Tab space</td>
</tr>
<tr>
<td>Space inserted (space bar)</td>
<td></td>
</tr>
<tr>
<td>…Page Break…</td>
<td>Manual page break inserted (Ctrl+Enter).</td>
</tr>
</tbody>
</table>

Irregular Line Spacing Between Paragraphs

Problem
Cutting and pasting between documents can upset the line spacing of your document, sometimes leaving three lines rather than two between paragraphs, as shown in the example.

Remedy
The extra line space cannot be removed by changing the line spacing to double. Instead, change the setting as follows:

1. Highlight the text you want to change.
2. From the Home Tab of the Ribbon Bar, open the Paragraph box.
3. Set the Before and After boxes to 0. (Line Spacing should already be set at Double.
4. Click OK to return to document. You may need to readjust spacing.
INITIAL SETUP OF AMA PAPERS

Get started off right! Set up AMA format before you begin typing. You can set formatting just for your current AMA paper, or you can change the default so that the formatting stays set for future AMA papers. (You can set the default back to MS Word’s original settings at any time.) As you become more familiar with Word 2007 for AMA, you will find shortcuts for some of the tasks described in this section. The directions below allow the option of changing your default settings so you won’t have to keep reformatting each time you start an AMA paper.

TYPEFACE (Fonts)

The AMA recommends a serif* 12-point typeface. The University standard is Times New Roman. Keep typeface the same throughout the paper, even for page numbers and headers, except where italic and boldface are indicated by the AMA manual.

To set font,
1. On the Ribbon Bar, click the Home tab.
2. In the Font section of the Home tab, click the arrow in the right corner.
3. When the Font setting window opens, select Times New Roman, Regular, 12.
   Note: Rather than scroll through the list of fonts, you can type the font name in the box.
4. To set the font for the current paper only, click OK.
5. To keep this font setting for all papers, change the default as follows:
   a. Click the Default button at bottom left of the Font menu.
   b. When the next window opens, click the Yes button...

*Serifs are the tiny lines that dangle on the ends of letters.
Do not try to set margins from the paragraph menu. Use Page Setup.

AMA papers use margins of 1 inch on all sides unless otherwise specified by an instructor or by a journal's submission guidelines.

Many word processor have another default setting, so you may need to reset your margins as follows:

To set margins,
1. On the Ribbon Bar, click the Page Layout tab.
2. In the Page Setup section of the Page Layout tab, click the arrow in the right corner.
3. When the Page Setup window opens, select the Margins tab if not already open.
4. Make sure all four margins are set at 1".
5. To make this the setting for all papers, change the default setting as follows:
   a. Click the Default . . . button at bottom left.
   b. When the next window opens, click Yes.
PARAGRAPH LAYOUT
ALIGNMENT • INDENTS • LINE SPACING
Select settings before typing paper.

1. On the Ribbon Bar, click the Page Layout tab.
2. In the Paragraph section of the Page Layout tab, click the arrow in the right corner.
3. When the Paragraph window opens, click the Indents and Spacing tab if not already open.
4. Select setting as illustrated by circles “a” through “e” at right.
   (a) AMA text is aligned to the left margin, except for centered headings and title page. Do not set alignment at “justified” to make the right margin even. The right margin should be ragged.
   (b) Use the Tab key to indent paragraphs ½ inch. All indentation, including first line indent, should be set at 0.
   (c) In AMA lines are double-spaced throughout—never more, never less—except for the title and reference pages.

If you find irregular spacing between paragraphs (usually an extra line), it is because the “Before” and “After” spacings are not set at 0 (see 4d in diagram).

5. To set the alignment, indents, and line spacing for the current paper only, click OK; but to retain these the settings for all papers, change the default setting as follows:
   a. Click the Default button at bottom left.
   b. When the next window opens, click Yes.

- Reference list entries are explained on another page
- Indented blocked quotes are explained on another page.
PAGE NUMBERS AND PAGE HEADERS

The AMA does not specify how page numbers should appear or whether you need a header, so you may want to consult your instructor or journal submission guidelines. The following examples are common.

Insert Page Numbers Top Right

On the Ribbon Bar, click the Insert tab.
1. In the Header & Footer section of the Insert tab, click the Page Number Icon.
2. Click arrow to right of Top of Page selection.
3. In the new menu (not shown in diagram), click the illustration showing page number at top right of page.
4. Page number will insert automatically.

Keep Page Number & Header Off Title Page

To keep page number and header off title page (if instructor requests),
1. Insert page number and header as described above.
2. On the Ribbon Bar select the Page Layout tab.
3. In the Page Setup section of the Page Layout table, click the arrow in the right corner.
4. When the Page Setup menu appears, select Layout tab.
5. Click the Different first page tab to insert a check.
6. Click OK at the bottom of the Page Setup box to close and return to document.

Insert a Header (less common)

After page number is inserted, type the header in front of it, followed by 5 spaces. (The header can be the first word or two of your title, or any short phrase that identifies the paper.) Make sure header and page number are set to Times New Roman 12 to match font of paper.

Move Between Header & Text Section

To move quickly between the header (or footer) section and the text section, double click inside the section in which you want to work. Double clicking closes one section and opens the other.
**INDENTATION: LISTS AND BLOCKED QUOTES**

For a properly formatted reference page, use Automatic Numbering to create the reference list and adjust the numbers to the left margin as illustrated below.

To create a numbered list,
1. On the Home tab of the Ribbon Bar, click the Automatic Numbering icon.
2. Type the references.
3. Highlight the references and click the Decrease Indent icon to move numbers to align at the left margin of the paper.

If you use lists inside your paper, you can follow a similar procedure, using either numbers or bullets. In your paper, however, you want the list to align with indented paragraphs, so click the Increase Indent icon to align the list with indented paragraphs.

**Blocked Quotes**

Overuse of quotes can weaken a paper. Before you use a quote, consider what purpose it serves and whether that purpose can be met in another way. If you do use a quote, read about their punctuation and formatting in the APA manual, and remember to provide a page number with its citation. Usually it is best to identify the author by name before the quoting the material. A quote longer than 4 lines should be set off as a separate paragraph and blocked, or fully indented, ½ inch on the left side.

To indent a blocked quote,
1. Type the quote as a separate paragraph.
2. Highlight the paragraph.
3. Click the Increase Indent tab.

**Hyperlinks**

URLs typed on the reference page as hyperlinks (text that is blue and underlined and that activates the URL to connect directly to the Web). If typing the URL creates a hyperlink:
1. Right click on the hyperlink
2. Select "Remove hyperlink" from the menu that opens.
"ORPHAN" HEADINGS
(Numbers in brackets indicate corresponding sections of the AMA manual)

For an explanation of AMA heading styles and formatting, see the Writing Center's Introduction to the AMA and Other Writing Tips as well as the AMA manual, pp. 111-115.

Prevent "Orphan" Headings

Headings that stand alone on a line can get separated from their text when they occur at the bottom of a page. (Turning on widow/orphan control won't help with headings.) The following procedure will ensure that headings remain with the text that follows them.

NOTE: Do not use this command with AMA style 4 indented headings. Use it only for headings that appear alone on a line.

To prevent heading from separating their text...

1. Place the cursor in front of the first letter of the heading (or before you type the heading).
2. On the Ribbon Bar, click either the Home tab or the Page Layout tab.
3. In the Paragraph section of the Home tab or Page Layout tab, click the arrow in the right corner.
4. When the Paragraph menu opens, click the Line and Page Breaks tab.
5. Click to place a check in the Keep with next box.
6. Click OK.

It's a good idea to set all headings at Keep-with-next, even at the tops of pages, because headings move as you revise.

- SHORTCUT - SHORTCUT - SHORTCUT - SHORTCUT -

To avoid repeating the steps above every time you type a title, you can place an icon on the Quick Access toolbar that completes the steps with a click of a button. See the section called "Customizing the Quick Access Toolbar."
In science writing, including AMA, numbers contain only decimals—
but no commas. Numbers of more than four digits are grouped by
half-spaces (1/4 em space) rather than commas. Numbers of 4 digits
contain neither commas nor spaces as the passage below illustrates:

The cumulative estimated number of diagnoses of AIDS
through 2007 in the United States and dependent areas was
1,051,875. Of these, 1,018,428 were diagnosed in the 50
states and the District of Columbia and 32,051 were
diagnosed in the dependent areas. In the 50 states and the
District of Columbia, adult and adolescent AIDS cases
totaled 1,009,220 with 810,676 cases in males and 198,544
cases in females, and 920,9 cases estimated in children
under age 13 years.¹

REFERENCE

CUSTOMIZE AUTOFORMAT SETTINGS

Word 2007 is installed with autoformat settings that may be inconvenient for you when you are working on AMA papers. You can easily changes these autoformat settings to fit your needs. Suggestions are below, but you can customize autoformat as it suits you. (Autoformat changes will be maintained for all documents until you change Autoformat again.)

For example, many people are annoyed by the “check-spelling-as-you-type” autoformat setting because it places red underlines on the screen when the Spell Check doesn’t recognize a word such as a cited name. The “check-grammar-as-you-type” autoformat setting places green underlines on the screen to indicated “fragments” when you place periods after a reference element.

You can turn off those autoformat settings and still check grammar and spelling after you have finished the paper.

**Change an Autoformat Setting**

1. Click the Office Icon at the far top left of the screen.
2. When the Office menu opens, click Word Options at the bottom of that menu.
3. When the Word Options menu opens, click the Proofing button on the menu at left.
4. When the menu opens, click off the boxes for Check-spelling-as-you-type and for Mark-grammar-errors-as-you-type. Note that near the bottom of the menu, you have the option of saving the new autoformatting settings just for the current document (checked box) or for all documents (unchecked box).
5. Click OK to close.
ELECTRONIC COMMENTS

When you send a paper for review, the reviewer can insert comments into the margins of your text. (Electronic comments are standard procedure when Writing Center staff review papers online.) The comments can be operated a number of ways. These directions will help you manage them. You can also insert comments into your own document.

These instructions are for Microsoft® Word 2007. Comments may appear and function differently in another version of Word.

Show Comments in a Document
If a reviewer inserted electronic comments, they should appear in the right margin of your text. If not,

1. On the Ribbon Bar, click the Review tab.
2. In the Tracking section of the Review tab, select "Final Showing Markup" or "Original Showing Markup" from the first drop-down menu.

Hide Comments in a Document
To hide the comments without deleting them,

1. On the Ribbon Bar, click the Review tab.
2. In the Tracking section of the Review tab, select either "Final" or "Original" from the first drop-down menu. The comments will be hidden. If you print, the hidden comments will not show.

Permanently Delete Comments From a Document
1. Right click inside the comment.
2. Click Delete Comment.

Add Your Own Comments to a Document
1. Place the cursor at the insertion point in the text, or highlight a string of text.
2. On the Ribbon Bar, click the Review tab.
3. In the Comments section of the Review tab, click the New Comment icon as shown below:

4. Type your comment.

(Continued)
ELECTRONIC COMMENTS (Continued)

Remove Strikethrough or Double-Underline

Sometimes Writing Center consultants underline words in your text to suggest that you omit or replace them, or consultants may double-underline words to indicate suggested additions or replacements.

To remove strikethrough or double-underline,

1. Highlight the text that contains strikethrough or double-underline.
2. Right click inside the highlighted text.
3. When the new menu opens, click Font.
4. When the Font menu opens, click off the check in the Strikethrough (or Double Underline) box.
5. Click OK.

The strikethrough or double-underline will be removed, but the words will remain.

Remove Strikethrough or Double-underline

1. Highlight the text that contains strikethrough or double-underline.
2. Right click inside the highlighted text.
3. When the new menu opens, click Font.
4. When the Font menu opens, click off the check in the Strikethrough (or Double Underline) box.
5. Click OK.
DOT LEADERS FOR TABLE OF CONTENTS

AMA provides no guidelines for a table of contents; however, some instructors do require one. Generally a table of contents calls for *dot leaders*—rows of dots from entries to their page numbers, like this:

- Statement of the Problem ................................................................. 3
- Research Questions .................................................................................. 4
- Definition of Terms .................................................................................. 5

To make your page numbers line up on the left (and to spare yourself typing hundreds of dots), you must set up *dot leaders* for your tab stops. Dot leaders automatically insert dots when you press the tab key, and the dots adjust automatically to give you a straight column of page numbers on the right.

**To create a table of contents,**

1. Type the title Table of Contents, no boldface, centered, at the top of your page. The table of contents should be double-spaced like the rest of your paper.

2. Open the Tab menu as follows:
   a. On the Ribbon Bar, click the *Home* tab.
   b. Open the Paragraph menu (click the arrow inside the paragraph section).

3. In the paragraph menu,
   a. Click the Indents and Spacing tab.
   b. click Tabs (at bottom left of menu)

4. When the Tabs menu opens, set dot leaders as shown at right.

   a. Clear All Tab stops (default tab stays).
   b. Type Tab stop position: 6.5
   c. Select Alignment Right.
   d. Select number 2 dot leader.
   e. CLICK Set. Don’t overlook this step.
   f. Click ok.

**NOTE:** By setting dot leaders, you turn the Tab key into a dot leader command. You cannot now use the Tab key to indent subheadings in the table of context. Instead, use the Increase Indent icon as shown below.

**NOTE:** By setting dot leaders, you have turned the Tab key into a dot leader command. You cannot now use the tab key to indent subheadings in the table of contents. If your table of contents requires indented subheadings, continue to the next page.
Indent Subheadings in the Table of Contents

If your table of contents contains subheadings, you cannot indent them with the Tab key, which now inserts dot leaders.

To indent subheadings without dot leaders:

1. Click on or highlight the heading
2. Click the Increase Indent icon on the Home Tab of the Ribbon Bar.

Statement of the Problem ................................................................. 3
Research Questions ........................................................................ 4
Definition of Terms ......................................................................... 5
History of the Charter School Movement ..................................... 9
Urban Changes .............................................................................. 10
Inner City Crises ........................................................................... 12
Private Initiatives ........................................................................... 13
Legislation ...................................................................................... 15

Indent with Increase Indent icon: 🔵
CUSTOMIZE the QUICK-ACCESS TOOLBAR

A major difference between Word 2003 and Word 2007 is that Word 2003 allowed users to customize any of the toolbars. In Word 2007 the Ribbon Bar replaces the toolbars, and the Ribbon Bar cannot be changed. However, Word 2007 does allow customization of the location and the contents of the Quick Access Toolbar.

The figure on page 2 of this booklet shows that the Quick Access Toolbar is located above the Ribbon bar and that it contains only a few icons:

Add a Command Icon to the Quick Access Toolbar

1. Click on the arrow to the right of the toolbar to open the Customize menu.
2. On the Customize menu, click More Commands.

3. When the Word Options menu opens (see right) select All Commands.
4. Make a selection from the menu and click the Add>> button.
5. Use the arrow buttons to move the command to the desired position on the toolbar list.
6. Repeat Steps 5 and 6 as necessary.
7. Select the "For all documents (default)" option.
8. Click OK to close.
Remove a Command Icon from the Quick Access Toolbar

1. On the toolbar, right click on the toolbar icon.
2. Select Remove from the Quick Access Toolbar

Some Useful Quick Access Icons for AMA Writers

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="New" /></td>
<td>Opens a new blank document without closing current document.</td>
</tr>
<tr>
<td><img src="image" alt="Open" /></td>
<td>Allows you to browse for and open an existing document in your folders.</td>
</tr>
<tr>
<td><img src="image" alt="Save" /></td>
<td>Saves the current document under its existing filename and location</td>
</tr>
<tr>
<td><img src="image" alt="Save As" /></td>
<td>Saves the current document but allow for change of filename or location</td>
</tr>
<tr>
<td><img src="image" alt="Print" /></td>
<td>Prints document and allows for printer selections</td>
</tr>
<tr>
<td><img src="image" alt="Para Keep With Next" /></td>
<td>Prevents separation of the heading from the text that follows it</td>
</tr>
<tr>
<td><img src="image" alt="Spelling..." /></td>
<td>Runs the spell check</td>
</tr>
<tr>
<td><img src="image" alt="Find..." /></td>
<td>Searches for a character, text, or formatting command in current document</td>
</tr>
<tr>
<td><img src="image" alt="Insert Symbol" /></td>
<td>Quickly opens the symbol menu</td>
</tr>
</tbody>
</table>

You can add any icon that makes word processing easier for you. Even if the icon already exists on the Ribbon Bar, you may find it more efficient to use it on the Quick Access Toolbar. Customize it in a way that works for you. It's easy to remove an icon from the Quick Access Toolbar: just right click on it and select "Remove."
SERVICES

• Writing Consultations.
  • On campus. Make an appointment. A writing consultant will read your paper, respond to it, and discuss its strengths and weaknesses with you. (Please bring your instructor's guidelines for the assignment, along with the style manual designated for the class.) Please see our policies below.
  • Online. Make an appointment. You can submit a paper (or selected portions) as an e-mail attachment along with your specific questions about the paper. You will receive a response by e-mail, or you can call our toll-free number 1-866-437-2788, ext. 154, to discuss your questions. Please see our policies below.

• Online Writing Center: www.smumn.edu/tcwrite
  • Links to some of the best university writing centers in the nation
  • Links to information about various forms of academic writing
  • Templates for APA papers in your program.
  • ESL Information. Students whose native language is not English will find links to “English as a Second Language” resources.
  • Guide to avoiding plagiarism
  • Guide to quoting and paraphrasing
  • Guide to evaluating research sources

• ESL Coaching. Students whose native language is not English can develop their English writing and speaking skills.

• SSVC Workshops. Each term the Writing Center offers workshops on a variety of writing-related topics such as punctuation, APA source citations, word processing, resume writing, and PowerPoint presentations. The registration fee for all workshops is $50. For a schedule, descriptions, and registration, go to the Writing Center’s Web site www.smumn.edu/tcwrite.

POLICIES: WHAT WE DO and DON'T

• We help you become a better writer. We won't fix your paper for you; but we'll help you improve it and, in the process, help you develop as a writer.

• You may have up to 1 hour per week of free consultation as appointments are available. You may have up to two visits per paper.

• We do not edit or proofread papers. The Writing Center performs an instructional service, not an editing service. Editing focuses attention on the paper rather than the writer. Editing is often equated with proofreading—that is, finding and fixing all the “errors” in the paper. At the Writing Center, you will participate fully by setting your own writing objectives, discussing feedback, and revising your paper. We will help you identify error patterns and teach you to recognize them and correct them.

Writing Center consultations are free.
Make your own appointment from our Web site at www.smumn.edu/tcwrite
(See Make an Appointment)
If you need assistance call 612-728-5154
(toll free 1-866-437-2788, ext. 154)
or e-mail tcwrite@smumn.edu
We are located in LaSalle Hall 128 (just across from the library)
Hours are posted on our Web site.
INDEX

Abstract, how to write, 15
Active & passive voice, 10
AMA Manual, quick guide to, 2
Apostrophe, 3
Audience, 11
Books, 7
Citations in the paper, 7
Colon, 3, 5
Commas, 3–5
Consistency, 11
Customize auto-format, 26
Customize Quick Access toolbar, 31
Dash, 5
DOI numbers, 9
Electronic comments, how to use, 27
Electronic journals, 8
Electronic sources, 9
Flow, how to improve it
   audience awareness, 11
   consistency, 11
   headings, 11
   organization, 11
   parallelism, 12
   pronouns, 11
   quotations, 11
   repetition, 12
   transitions, 11
   wordiness, avoid, 12
Font (typeface), 19
Format of the paper, 6
Grammar check, 17
Half-space, 25
Headings, 9
Headings, preventing orphans, 24
Hyperlinks, 23
Hyphen, 5
Hyphens & digit spans, 5
Line spacing, irregular, 18
Line spacing, regular, 21
Margins, 20
Microsoft Word for AMA, 16–32
   alignment, indents, line spacing, 21
   change default settings, 19
   customize auto-format, 26
   customize Quick Access toolbar, 31
   dot leaders, 29
   font (typeface), 19
   general tips, 16–18
   grammar check, 17
   half-space, 25
   headings, prevent orphans, 24
   hyperlinks, 23
   irregular line space, 18
   margins, 20
   numbered lists, 23
   page breaks, 17
   page numbers, 22
   paragraph set-up, 21
   quotations, blocked, 23
   table of contents, 29
Minus Sign, 5
Negative value sign, 5
Numbered lists, 23
Numbers, half-space, 25
Organization, 11
Page breaks, 17
Page numbers, 22
Paragraph set-up, 21
Parallelism, 14
Print Journals, 8
Pronouns, avoiding errors, 13
Punctuation, 3–5
   apostrophe, 3
   colon, 3
   commas, 3
   dash, 5
   hyphen, 5
   hyphens & digit spans, 5
   minus sign, 5
   negative value sign, 5
   semicolon, 5
Quotations, blocked, 23
Quotations, direct, 9
Reference page, 9
   books, 7
   electronic journals, 8
   electronic sources, 9
   print journals, 8
   secondary sources, 9
Reference page, format, 23
Repetition, 12
Secondary sources, 9
Sentence structure
   parallelism, 14
   Table of contents, how to format, 29
   Transitional devices, 11
   Verb tense, 12
Word Processing Tips, 16–18
Wordiness, reducing, 10
Writing Center, about, 33