

CITATION STYLE HANDBOOK

TRU WRITING CENTRE

MLA

APA

APA RESEARCH PAPER

CHICAGO

RESUME

BUSINESS MEMO

CSE

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MLA

Elizabeth L. Bennett

Professor Patricia Sullivan

English 1100

12 February 2013

Toward a Recovery of Nineteenth Century Farming Handbooks

While researching texts written about nineteenth century farming, there are authors who have published books about the literature of nineteenth century farming, particularly agricultural journals, newspapers, pamphlets, and brochures. These authors often placed the farming literature they were studying into an historical context by discussing the important events in agriculture of the year in which the literature was published (Banchi 41). However, while these authors discuss journals, newspapers, pamphlets, and brochures, I could not find much discussion about another important source of farming knowledge: farming handbooks. My goal in this paper is to bring this source into the agricultural literature discussion by connecting three agricultural handbooks from the nineteenth century with nineteenth century agricultural history.

(Name page) or
(Name line)

In the first section I, describe the influence of the environment on agricultural output. Global warming is a major influence in agricultural output in the world (“Impact of Global Warming” 6). It has been described by Kenenth Burk as “the most dangerous threat to life on our planet [in] millions of years” (3).

No author named, so a shortened title is given in quotation marks.

Author mentioned in text, so citation only gives page number

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Book titles italicized; short stories, essays and articles in quotation marks

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APA

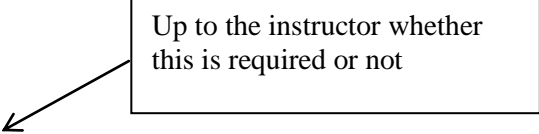
Summary and Critical Analysis of the Effects of Ginkgo Biloba on Memory for Healthy

Individuals

Alec Frost

Thompson Rivers University

Up to the instructor whether
this is required or not



Psyc 3140

Dr. Hollonquist

March 17, 2013

Summary and Critical Analysis of the Effects of Ginkgo Biloba on Memory for Healthy Individuals

Many studies have researched the claims that the extract from the fruit of the ginkgo biloba tree can increase either the functioning of healthy mental processes or prevent mental deterioration. The literature seems divided over the issue into two main categories: the “it has no effect at all” category, and the “it has a moderate cognitive enhancing” category. The *Time* article “The Battle to Save Your Memory” by Jeffrey Kluger acknowledges this inconclusive nature of the research. This paper reviews two original research papers that have studied the effects of the ginkgo biloba extract and each come to a different conclusion.

List all authors first time, then use *et al.*

A study by Burns, Bryan, and Nettelback (2006) found there to be no statistically significant effects for either young or elderly healthy individuals who take a recommended dose of ginkgo over a twelve week period. In their study, Burns et al. made two groups (one placebo) where half of the participants took 120 mg of ginkgo biloba extract and the other half took the same amount of a similar looking but inactive placebo. The subjects were then tested over a period of time with a number of different mental exercises – such as “odd man out” spotting, memory for names, and picture recognition among other things, measuring both time and accuracy. No results proved significant in terms of increased ability. The results were particularly static for the young participants (Burns et al., 2006).

In conclusion, the researchers do not suggest the results be an “end to the research” (Burns et al., 2006, p.32). Acknowledging only a moderate sample size of 104, subtle but stable effects may not have had enough statistical power to appear significant. They recommend future experiments use doses of more than 120 mg/day and follow for longer than 12 weeks (Burns et al., 2006).

When quoting directly, the format is:
(Name, year, page number)

General format:
(Author(s), year of publication)

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If no name given, use an identifying name for the organization (eg. EPA, WHO, FDA, Health Canada, etc). Don't use EPA.com as the name, just EPA, for example.

If no date given on website page, put (N.D.) instead of (2010).

APA RESEARCH PAPER

Note: this is not a style for essays and literature review papers. When writing in the APA Research Paper format you are required to write a “methods” section. If you are not doing original research, or you are unsure of what to use, you should probably be using the regular APA style outlined in the few pages prior to this one.

The Effect of Personality and Background Music on Reading Comprehension

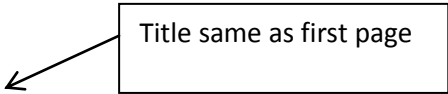
Alec Frost

Thompson Rivers University

Abstract

Eysenck's arousal hypothesis is that introverts have an increased level of cortical arousal at rest, and should therefore be more detrimentally affected by distracters during a cognitively-demanding task than extraverts. This purpose of this study was to test the arousal hypothesis with a focus on the novelty/familiarity of background music, and how this affects the reading comprehension scores of introverts and extraverts. The results showed a main effect of the music variable, but there was no significant difference between the pattern of scores displayed by introverts and extraverts, although there is a trend towards significance.

Keywords: Eysenck, introversion, extraversion, familiarity, background music



Title same as first page

The Effect of Personality and Background Music on Reading Comprehension

The concept of introversion-extraversion was first described by Carl Jung, and has since become a staple in many methods of quantifying personality (Cattell, Eber, & Tatsuoka, 1970; Costa & McCrae, 1992; Eysenck & Eysenck, 1985; Jung, 1971; Myers, 1962). The actual explanation (when one is offered) for the differences observed between individuals on this continuum changes by placing different amounts of weight on genetics and upbringing depending on which personality theorist one asks, but regardless of what explanation one accepts, there appears to be a universal truth surrounding this concept we call “introversion/extraversion.”

One prevalent theory for the biological reasoning behind introversion/extraversion is Eysenck’s arousal theory. In his theory, Eysenck proposes that the difference between extraverts and introverts is biologically determined by the amount of baseline brain arousal and the amount of brain arousal that makes up the optimal level for maximum cognitive performance and attention. Introverts are speculated to be born with one or both of: 1) a higher baseline level of brain activity, or; 2) a lower level of optimal arousal before additional stimulation leads to decreased cognitive performance (Bullock & Gilliland, 1993). An example might be a stereotypical introvert who enjoys being alone and reading during free time. On the other hand, an extravert would be someone who has one or both of: 1) a lower or under-activated baseline level of brain activity, or 2) a relatively higher level of optimal arousal for cognitive performance. Such a person would hypothetically seek out excitement and environments that are busy, loud, and social. Of course, these relationships are both in the inverted “U” shape, and too much or too little stimulation for either personality type is detrimental to performance (Eysenck, 1967).

We also predicted based on patterns in previous research that introverts would score higher than extraverts in the control “no music” condition (Cassidy & MacDonald, 2007; Chamorro-Premuzie et al., 2009; Furnham, Trew, & Sneade, 1999).

Method

Participants

The experiment used a sample of first and second year Psychology students at Thompson Rivers University in exchange for partial course credit. A total of 120 participants took place in the study. Only 106 of the participants’ results were used, however, as the data from all those who indicated English as a second language were discarded (due to the fact that these individuals would have been at a disadvantage in the reading comprehension test).

Materials

Each participant began with a personality assessment, the Eysenck Personality Questionnaire (EPQ-R), which is attached (along with the marking system) as Appendix B. The test consisted of 57 questions concerning extraversion and neuroticism. The EPQ-R has a record of good reliability and validity (Eysenck, 1958; Eysenck&Eysenck, 1975; Sato, 2005) and has been used in similar studies (Cassidy & MacDonald, 2007; Furnham& Bradley, 1997; Furnham&Strbac, 2002). Of the 57 questions, 24 related to extraversion and 24 related to neuroticism. Previous research has found that 12 is not the typical median for scores, and that on extraversion factor a more usual median is between 13 and 14 (Farmer, A., Redman, K., Harris, T., Mahmood, A. & Sadler, S., 2002; Jylha&Isometsa, 2006), which was the case for this study as well.

Face,” three that were excluded because of recognizing “It’s All About You,” and ten that were excluded because English was not their first language. Songs were delivered through speakers set up in the classroom.

Design

The study was a 2x3 between-subjects quasi experimental design. One independent variable was the music condition a participant was assigned to while he/she read the comprehension task: no music, familiar music, or unfamiliar music. The other independent variable, “Personality,” was the level of extraversion the participant was measured to possess on

Procedure

Groups were tested over a period of several weeks. Each of the groups experienced one of the three conditions: no music, familiar music, or unfamiliar music. Subjects were not be presented explaining the purpose of the study, and any of the participants’ questions were answered.

Results

The dependent measure used in the analysis was the number of correct responses on the reading comprehension test (out of a possible 9). For personality, the median of the data was 14, was also no main effect of the personality variable, $F(1,88) = 1.013$, N.S.

Discussion

The goal of the experiment was to test Eysenck’s arousal hypothesis by observing an interaction between introverts’ and extraverts’ scores when music was added, with introverts’

...

← Skipping the body paragraph because of space limitations in this guide.

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If you're looking for how to cite something and it isn't in here, check the last APA section. These ones were chosen because they are the most common for research papers. The citation rules are identical.

Tables

Table 1

Marginal Means of Score on Reading Comprehension Test

Music condition	Mean (max: 9)	Std. error	95% Confidence Interval	
			Lower bound	Upper bound
No music	4.974	.351	4.277	5.671
Familiar music	3.475	.305	2.868	4.081
Unfamiliar music	3.515	.309	2.902	4.129

Table 2

Group Means of Score on Reading Comprehension Test

Music condition	Mean (max: 9)	Std. error	95% Confidence Interval	
			Lower bound	Upper bound
No music				
Extravert	4.378	.498	3.388	5.368
Introvert	5.570	.500	4.577	6.563
Familiar music				
Extravert	3.912	.400	3.116	4.707
Introvert	3.037	.462	2.119	3.956
Unfamiliar music				
Extravert	3.356	.410	2.541	4.172
Introvert	3.674	.462	2.757	4.591

Figures

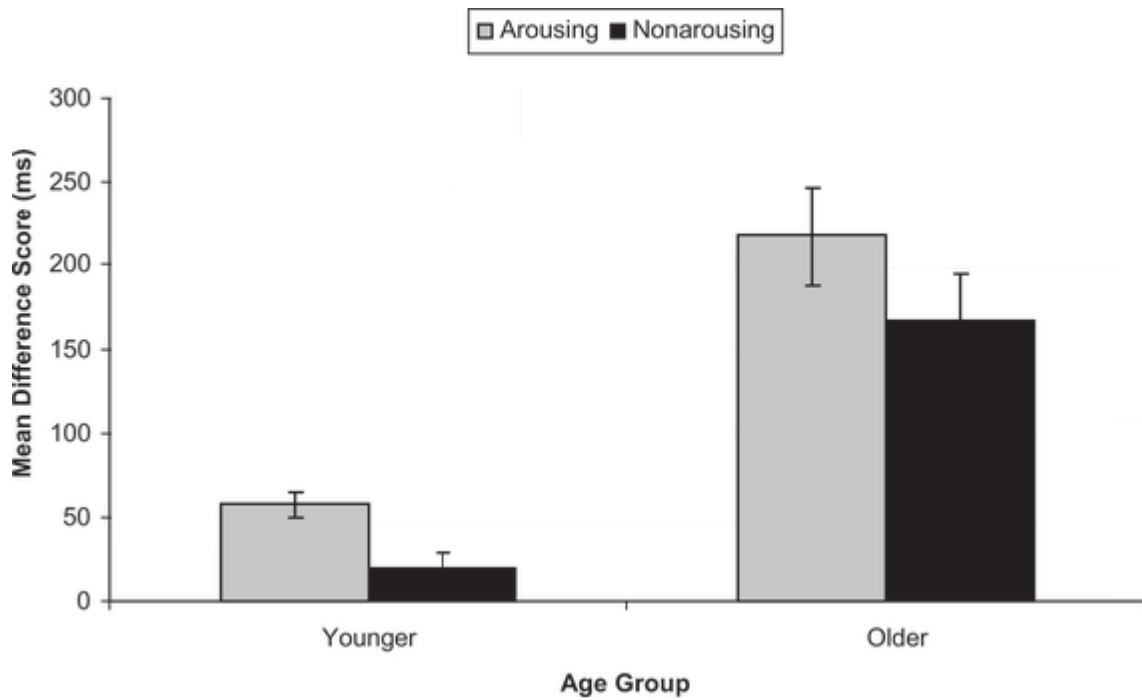


Figure 1. Mean difference values (ms) representing detection speed for each target category subtracted from the mean detection speed for neutral targets. No age differences were found in the arousal-mediated effects on detection speed. Standard errors are represented in the figure by the error bars attached to each column.

CHICAGO

The Military Justification for the Great Expulsion and the Subsequent Acadian Migrations

SaskiaPerriard-Abdoh
Geography 3270: Historical Geography of Canada
November 17th, 2012

The Acadians who returned to their homelands faced a much harder path. The newly appointed governor, Michael Francklin, gave them guarantees to encourage their return: Not only would they have the right to practice their Catholic faith, he also issued a promise that there would be no more attempts to exile them.¹ However, upon their arrival, the Acadians found that their previously fertile farmlands were either destroyed and neglected, or given to newly arrived British and New England settlers. Quickly recognizing that any attempt to regain their land would be futile, they began to search for different alternatives. At the time, present day New Brunswick was mostly uninhabited since the British preferred to establish themselves along known territory in the maritimes.² Among other reasons this is the essential reason that led to the British government's decision to allow the Acadians' settlements to continue. Due to the terrain, which was not well suited to agriculture, and the harsh living conditions the Acadians chose to settle along the coast.³ To survive, they were forced reduce their reliance on farming and develop other means to fulfill their financial needs. Initially the fishing industry fulfilled that need. Later, the rise of European demand for lumber, due to the start of the Napoleonic wars which cut England off from their traditional supply sources, sustained it.⁴ Instead of culturally assimilating and thus vanishing, the Acadians found new homelands, finding ways to flourish despite adversity.

To further illustrate this point, the growth of the Acadian population during this time frame should also be examined. In 1763, at the end of the Seven Years War, less than eight years

1"Notre Dame Archives: Louisiana." *Notre Dame Archives*.<http://archives.nd.edu/mano/louisian.htm> (accessed November20, 2011).

2Cole R. Harris and Geoffrey J. Matthews, "Loyalist Settlements" in: *Historical Atlas of Canada, From the Beginning to1800*, (Toronto 1987) Plate 32.

3Harris, "Acadian War and Return," Plate 30.

4William Stewart MacNutt, "The Politics of the Timber Trade in Colonial New Brunswick, 1825–40." *Canadian Historical Review*, 30 (1949): 63.

After 1 st citation, a shortened form is used
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BUSINESS MEMO

TO: Kelly Anderson, Marketing Executive

FROM: Jonathon Fitzgerald, Market Research Assistant

DATE: June 14, 2007

SUBJECT: Fall Clothes Line Promotion

Market research and analysis show that the proposed advertising media for the new fall lines need to be reprioritized and changed. Findings from focus groups and surveys have made it apparent that we need to update our advertising efforts to align them with the styles and trends of young adults today. No longer are young adults interested in sitcoms as they watch reality television shows. Also, it has become increasingly important to use the internet as a tool to communicate with our target audience to show our dominance in the clothing industry.

Internet Advertising

XYZ Company needs to focus advertising on internet sites that appeal to young people. According to surveys, 72% of our target market uses the internet for five hours or more per week. The following list shows in order of popularity the most frequented sites:

- Google
- Facebook
- Myspace
- EBay
- iTunes

Shifting our efforts from our other media sources such as radio and magazine to these popular internet sites will more effectively promote our product sales. Young adults are spending more and more time on the internet downloading music. As the trend for cultural icons to go digital, so must our marketing plans.

Television Advertising

It used to be common to advertise for our products on shows like *Friends* and *Seinfeld* for our target audience, but even the face of television is changing. Young adults are tuning into reality television shows for their entertainment. Results from the focus group show that our target audience is most interested in shows like *American Idol*, *The Apprentice*, and *America's Next Top Model*. The only non-reality television show to be ranked in the top ten most commonly watched shows by males and females 18-25 is *Desperate Housewives*. By refocusing our advertising efforts of our new line of clothing we will be able to maximize the exposure of our product to our target market and therefore increase our sales. Tapping into the trends of young adults will help us gain market share and sales through effective advertising. Attachments:

Focus Group Results, January - April 2007; Survey Findings, January - April 2007

CSE

Mechanisms of Glyphosate to Interfere with the Shikimate Pathway:
Analysis of How Roundup Works and Its Disputed Effect on Animals

Alec Frost

T000419823

Biology 3130

Dr. Eric Littley

November 12, 2012

It could be argued that true progress in learning about the world began with the scientific method. Before its adoption, progress in understanding the world was restricted by religious dogma, superstition, and the traditional views of those like Aristotle. The scientific method changed this by demanding empirical evidence, predictive power, and replication. Despite the resulting scientific revolution, the scientific method is not perfect, however, and even “empirical results” can be distortions of reality. Type I and Type II errors, for example, can make the literature appear self-contradictory and private funding by corporations and organizations to push their agendas may lead to falsifying data and experiments designed to encourage a desired result (Finner and Roters 2002). This kind of “bad science” is usually minimized during the peer-review process, and in replication studies by independent laboratories. Science moves forward by building on previous knowledge, and usually new studies provide support for current theories, or give further details about a process. Occasionally, however, a study will be published that appears to contradict a large body of other scientific work, and must be either rejected, or instigate a change in the interpretation of the research that came before it.



General Citation: (Names year)

One such study, published by Seraliniet *al.* in the September 2012 issue of Food and Chemical Toxicology, claimed to demonstrate that a very common herbicide, Roundup, caused a large increase in the frequency of tumors in rats (Seraliniet *al.* 2012). As will be discussed further, this result appears to contradict many similar experiments done in the past, and is not explainable with the current understanding of the mechanisms of the active ingredient in Roundup - glyphosate.

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Journals abbreviated: Journal → J; Biochemical → Biochem; European → Eur; Federal → Fed; etc. Conventions can be found online, or usually guessed.

Boocock MR, Coggins JR. 1983. Kinetics of 5-enolpyruvylshikimate-3-phosphate synthase

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