



Guide to MLA and APA



Molloy College Guide To MLA and APA

**This Molloy College Guide was prepared by
faculty of the English Department and the
professional consultants of the Writing Center.**

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Dear Student:

Developing effective writing skills is an essential component of our curriculum. In higher education we learn beyond our own experience, using primary and secondary sources to uncover truth about other persons, issues, or events, and then communicating our conclusions to others in a standard documentation style.

Molloy College uses two documentation formats:

- MLA for the humanities, and
- APA for the behavioral and social sciences

This abridged guide to the two styles is not meant to replace the two official style manuals of the Modern Language Association and the American Psychological Association:

- *MLA Handbook*, Eighth Edition (2016)
- *Publication Manual of the American Psychological Association*, Sixth Edition (2010)

All students are expected to use the style guidelines appropriate to the department offering the course. Please obtain the latest edition of the official manual used in your major.

This guide to MLA and APA is designed to help you incorporate required elements of the guidelines effectively. For any questions about the utilization of this guide, you may consult your instructor or the Writing Center staff.

Please take advantage of the resources available to you at Molloy.

COMMON TYPES OF COLLEGE PAPERS

Teachers encourage students to write frequently, utilizing various methods to engage them in interesting and effective writing. The following include six of the most frequently given writing assignments based on prompts used by Molloy College professors.

SUMMARY: Objectively abridge a text's main ideas to demonstrate comprehension.

Choose an issue in nursing practice and summarize an ANA Position Statement concerning the issue.

[Nursing at the 200 level]

RESPONSE (REACTION): Present and support your reaction to a text or an issue raised in the text. Usually, additional sources are not required.

Reflect on and analyze with written notes how one current economic event (e.g., Social Security, or taxes, or mortgage foreclosures. . .) affects you now and in the future.

[Business at the 200 level]

POSITION (THESIS): Take a stand on an issue and argue your position. The position taken in the paper needs evidence and a clear thesis statement. Position papers are usually meant to persuade an audience to adopt a certain point of view or action.

Write a four-page paper developing your position on one of these four issues:

- *Should persons who are declared "enemy combatants" be able to contest their detention before a judge?*
- *Can police require individuals to identify themselves?*
- *Are blanket prohibitions on cross burnings unconstitutional?*
- *Does the use of high-technology thermal imaging devices violate the Fourth Amendment search and seizure guarantee?*

[Criminal Justice at the 200 level]

REPORT: Convey factual information, answering questions like who, what, when, where, how, and why. Reports vary depending on the subject and can include lab reports, book reports, incident reports, and field reports. They are generally technical and objective, based on personal observation and experience.

Assess a particular case study with a primary focus on the impact of both oppression and social justice.

Discuss all presenting issues that are of importance as you review the case, focusing on person and environment. Consider the topics reviewed in Units 1 and 2 and how both identity development and environmental oppression may be contributing to this individual's struggles. Explain how you would begin to address/discuss some of the issues you have identified. Make a preliminary plan of intervention (no less than 4 pages, using at least four references from the course outline, with APA citations and references).

[Social Work at the 200 level]

CRITIQUE OR REVIEW: Write an essay including a classification, description, and evaluation of a work.

Read the article "Can Data Mining Save America's Schools?" Critique this article. Remember that a critique paper is not just a summary; it should communicate your intellectual reaction to the article. Discuss how the opinion is presented, whether it is convincing, and if you find any shortcomings in the author's view.

[Mathematics at the 400 level]

ANALYSIS: Evaluate a work by constructing an interpretation based on a critical stance. An analysis paper involves research, but centers on the writer's investigating and synthesizing viewpoints. An analysis can vary depending on the subject, taking the form of a review, critique, or literary analysis.

Look up (the Bible passage assigned, usually about ten to fifteen verses) and read the comment on the passage in The New Jerome Biblical Commentary. Prepare a two-page explication of the text, incorporating what you learned about it from the Commentary. [Bible at the 200 level]

RESEARCH: Search for sources that provide necessary information on a subject and a particular question relating to that subject. A formal research paper includes proper documentation of those sources, both in-text and on the Works Cited or Reference pages.

Choose a population from your fieldwork site.

- 1. Discuss the population. Research it with at least two sources. Define it. Discuss etiology, course of treatment, and prognosis.*
- 2. Using at least one source, research music therapy methods and techniques with this population. Read one music therapy case study for it. Discuss what music therapy goals are worked on and the desired outcomes. [Music Therapy Fieldwork at the 300 level]*

Note: Many of these types of assignments may overlap; for example, often a summary is paired with a response. Teachers should give clear instructions and blend elements of good assignments to encourage the best results from students. Students need to understand the task fully and be aware of combining elements to create a polished paper.

ORGANIZING AN EFFECTIVE COLLEGE PAPER

TITLE: Mentions the subject of your paper, your specific aspect of interest, and a hint of your thesis.

INTRODUCTION AND THESIS: Acquaints the reader with the context of the paper, impresses upon the reader why the main idea is important, and concludes with the thesis statement.

THESIS STATEMENT: Is the controlling idea that specifies your purpose, main point, or claim. The development and organization of your paper is determined by your thesis.

BODY: Consists of supporting elements (details, reasons, or examples) that develop your thesis or controlling idea, each usually in a separate paragraph beginning with a topic sentence that supports the thesis. Arrange your paragraphs in a coherent order and link them with appropriate transitions.

CONCLUSION: Includes a restatement of your thesis or controlling idea and possibly a summary of the supporting ideas, or, for example, a prediction.

MLA STYLE: MODERN LANGUAGE ASSOCIATION

(Used in the Humanities)

M1 GENERAL MLA FORMAT

MARGINS

Set margins at one inch all around.

SPACING

Double-space throughout the paper, even for notes, block quotations, and Works Cited entries.

INDENTING

- Indent ½ inch (tab once) at the beginning of each paragraph or note.
- For each Works Cited entry, the first line is automatically flush with the left margin. Indent subsequent lines ½ inch.
- Indent a block quotation ½ inch (tab once) from left margin.

MECHANICS

For questions concerning punctuation, spelling, italics, and numbers, see Part 2 in the 8th edition of the *MLA Handbook*.

M2 STRUCTURE OF INTRODUCTORY PAGE

PAGE HEADER

Use the header setting of your computer software to type the header, which consists of your last name followed by a space and the page number.

HEADING

On the first page of the paper, one inch from the top and flush with the left margin, give your name, your instructor's name, the course number, and the date due, each on a separate double-spaced line. Double-space again and center the title. Double-space between the title and the first line of the text.

TITLE

Capitalize only the first letter of the first word and all major words in your title. Your title should clearly indicate the scope of the paper and should not be enclosed in quotation marks, underlined, capitalized in full, boldfaced, or italicized. The Molloy College preference for all papers is Times New Roman, 12 point font.

M3 IDENTIFYING AND QUOTING SOURCES

M3a Punctuation of Titles

The titles of sources are indicated by either italics or quotation marks:

- Italicize titles of books, dramas, book-length poems, journals, periodicals, newspapers, pamphlets, films, broadcasts, art works, musical and dance works, compact discs, audio and video cassettes, record albums, Web sites, online databases, sculptures, ships, planes, and spacecraft, whenever they appear in the text, title, note, or Works Cited page. Italicize foreign words or phrases not anglicized through usage.
- Enclose within quotation marks titles of articles, essays, short stories, short poems, chapters or sections of longer works, songs, lectures, speeches, unpublished works, pages in Web sites, or episodes of broadcast programs.
- Do not quote or italicize a title when it appears within an italicized title.

Example: *Approaches to Teaching James Joyce's Ulysses*

- Books of the Bible, versions of the Bible and other sacred texts (Genesis, Koran), political documents (Magna Carta, Bill of Rights), and instrumental music identified by form, number, and key (Beethoven's Symphony No. 7 in A, op. 92) are neither italicized nor placed within quotation marks. But italicize titles of individual published editions of sacred writings.

Example: *New Jerusalem Bible*

- You may use a familiar shortened form of a title cited often in a paper after stating the title in full at least once ("Nightingale" for "Ode to a Nightingale").

M3b Direct Quotations

A direct quotation is the incorporation of an author's work into one's own writing, by quoting the original document word for word and crediting the work to its author.

- When quoting directly, use quotation marks (see item M3d for block form). Construct a clear, grammatically correct sentence introducing or incorporating a quotation with complete accuracy.
- A quotation which is an integral part of a sentence is introduced with no punctuation or with a comma if the quotation is preceded by "says" or a similar term.
- For quotations inserted in the text, use double quotation marks; for quotations within quotations, use single quotation marks:

Example: T. S. Eliot said that he found "the soliloquy of Hamlet beginning 'To be or not to be' psychologically implausible" (23).

- Place a comma or a period inside closing quotation marks unless a parenthetical citation follows the quotation:

Examples: Valerie March concluded: "Shelley is a major influence on Tennyson."

"A sadder and a wiser man, / He rose the morrow morn" (678-79), says the narrator about the wedding guest.

Place all other punctuation marks outside closing quotation marks except when they are part of the quoted text.

- In quoting a poem in the text, use a slash (virgule) to separate the lines, with a space on each side of the slash.

M3c Paraphrasing

Paraphrasing is taking the author’s ideas, expressing them in your own words, and crediting the author. A paraphrase differs from the original passage both in sentence structure and word choice.

Example: Original passage: “They desire, for example, virtue and the absence of vice, no less really than pleasure and the absence of pain” (Mill 169).

Paraphrase: People want morality just as much as they want happiness (Mill 169).

M3d Block Quotations

Use block form when a quoted passage exceeds 4 lines of prose or 3 lines of poetry.

- A colon usually introduces a long block quotation.
- Indent block quotations ½ inch from the left margin and double-space them. Omit quotation marks around block quotations.
- In quoting more than 3 lines of poetry, reproduce the spacing and indentation of the poem in block form.
- In quoting dialogue between two or more characters in a play, use block form. Begin each speech with the character’s name in upper case lettering followed by a period, and then start the quotation. Indent subsequent lines in the speech 3 additional spaces.
- If a new paragraph begins, indent ½ inch.

M4 PUNCTUATION

M4a Ellipsis

The ellipsis consists of three periods with single spaces between them, indicating omitted words.

- In quotations of more than one sentence, to indicate text omitted between sentences, use three spaced periods after a sentence period. Example: “But there are, according to critics, certain naturalistic doctrines that Crane follows. . . . Understanding the doctrines is important.”
- To indicate an ellipsis after the conclusion of a sentence, use three spaced periods after the sentence period. Example: “But there are, according to critics, certain naturalistic doctrines that Crane follows”
- For an ellipsis within a sentence, use three spaced periods. Example: “It is erroneous to think of Crane’s book merely as naturalistic fiction. But there are . . . certain naturalistic doctrines that Crane follows” (56).
- To indicate omitted words at the end of a sentence, use an ellipsis immediately followed by a period. Example: “Rabelais’s main inspiration is primarily literary. . . .” If a parenthetical citation follows the ellipsis, the sentence period follows the final parenthesis. Example: “Rabelais’s main inspiration is primarily literary” (117).
- In a block quotation, omission of a line or more in the middle of a quoted poem is indicated by an entire line of spaced periods.

M4b Brackets

Brackets, not parentheses, are used to insert a comment or explanation within a quotation:

Example: “The black flower [of society] is shown in striking contrast to the wild rose of Nature.”

The word “sic” in brackets follows a grammatical, spelling, punctuation, or content error in a quotation.

Example: “John F. Kennedy, assassinated in November 1964 [sic], became overnight a figure of courage and dignity in the hearts of Americans.”

M4c Dash

Type a dash as two hyphens, with no space before, between, or after—not as one hyphen between two words, as in *forty-five*.

M5 DOCUMENTING SOURCES IN THE TEXT

Purpose of Documentation

Documentation indicates sources cited, strengthens the case for or against an issue by citing authorities who support or refute a given opinion, and enables readers to check the accuracy of the citations.

What to Document

Familiar quotations, proverbs, and common knowledge require no documentation. Document all points of view particular to an author. Failure to cite borrowed ideas, whether quoted directly or paraphrased, constitutes plagiarism. The following is an example of plagiarism because, although it is a paraphrase of Mill’s words, it does not acknowledge that the words are Mill’s.

Example: Original passage: “They desire, for example, virtue and the absence of vice, no less really than pleasure and the absence of pain” (Mill 169).

Plagiarized Paraphrase: People want morality just as much as they want happiness.

How to Cite Information

In MLA documentation, there are two ways to cite sources: parenthetical citations and in-text attributions.

M5a Parenthetical Documentation

After all paraphrased or quoted material, insert in parentheses the author’s last name followed without punctuation by the page number.

Examples of Parenthetical Documentation:

One Author

(Packard 892)

Two Authors

(Marquez and Allison 74)

Three or More Authors

(Hong et al. 198)

A Multi-Volume Work Cited

“The division in seventeenth-century poetry is social rather than literary” (Wolfe 2: 175-76). If you use only one volume of a multi-volume work and identify that volume on the Works Cited page, then place only the page numbers in the parenthetical documentation. (Wolfe 175-176)

An Electronic Source with Numbered Paragraphs and No Page Numbers Cited

Give the author’s name, a comma, the abbreviation “par.” or “pars.” and the paragraph number(s): (Kurdz and Way, par. 19).

An Anonymous Work

Use a shortened title beginning with the word under which the work appears on the Works Cited page: Exercise should not be so violent “as to cause a pulse rate exceeding 110 after one minute of a routine” (“Modern Fitness” 11).

Multiple Works by the Same Author(s)

Add a brief form of the book or article title to distinguish cited works by the same author(s): “Oates,” it has been said, “is the most prolific American novelist of all” (Dudley and Schwartz, *American Novels* 68).

Few have captured day-to-day violence inherent in American culture the way Oates has (Dudley and Schwartz, “Modern American” 287).

Work in an Anthology

Name the author who wrote the work (not the editor of the anthology) and include the page number.

An Indirect Source

In citing the work of one author as quoted or paraphrased in that of another author, use “qtd. in” before the source you use:

Chocolate is “the single greatest source of obesity in Austria” (Sacher, qtd. in Torte 90).

A Classical Prose Work Available in Several Editions

Give page number, followed by semicolon and chapter or book number:

(250; ch. 16)

Dickens (43; bk. 1, ch. 3).

Classical Verse Plays or Poems

Cite divisions and lines in arabic numbers: (*Iliad* 7.78-82). In a first reference to poetic lines, use the word “line(s)” and thereafter only line numbers: (“Nightingale” lines 42-44); thereafter (51-53). You may abbreviate titles but should first introduce the abbreviation after using the full title in the text, as in: *King Lear* (*Lr.*) (*Lr.* 4.2.19-23)

M5b In-text Attribution

Source attribution within the text adds a scholarly touch, makes for smoother, uninterrupted reading, and simplifies documentation. If an author’s name appears in the text in connection with documented material, the parenthetical documentation at the end omits the name. In the first in-text reference to an author or critic, use the full name—William Dean Howells. In subsequent references, the surname suffices.

Examples of In-text Attributions:

Author’s Name in Text

As Louis Cazamian notes, “Fielding has that broad, tolerant nature that goes to make creators of character” (892).

Amid the protest that followed publication of *Daisy Miller*, William Dean Howells raised his voice to express his shock “to find complete agreement with the critics” (252).

Author Alluded to (not named) in Text

As one scholar observes, “Fielding has that broad, tolerant nature that goes to make creators of character” (Cazamian 892).

Two Authors

Phillip Marquez and Allen Allison assert that “the westward push toward the American frontier had the greatest effect on the American novel” (74).

Three or More Authors

According to Francis Hong et al., “Chaucer’s influence on Spenser was especially evident in his creation of characters” (198).

M5c How to Use Notes

A note is used to offer explanation or information that is intrusive in the text, or to add bibliographic comments and additional sources of reference. Place a superscript arabic number at the appropriate point in the text and write the note as a footnote or on a separate page at the end of the paper but before the Works Cited page (an endnote). Use a new numbered page and title the page Notes, centered one inch below the top of the page. Indent only the first line of each note 5 spaces from the left margin, put the note number followed by a period on the line, skip a space, and begin the reference. Avoid extensive use of notes for peripheral comments.

Example of Note (see sample paper, Klamm 3) and Note Page (Klamm 5).

M5d Abbreviations for Documenting Sources in the Text

ch.	chapter
ed.	edition,
et al.	and others (Latin <i>et alii</i>)
n,nn	note(s); p. 56, note 3 = 56n3
p.,pp.	page, pages (omit before page numbers, unless necessary for clarity)
par.	paragraph
pref.	preface
qtd. in	quoted in
sec(s).	section(s)
sic	thus; exactly reproduces the original
trans.	translation
UP	University Press, as in “Columbia UP”
vol(s).	volume(s), as in “vol. 9 of 12 vols.”

M6 CITING SOURCES ON THE WORKS CITED PAGE

- Include every work for which there is a parenthetical citation or an attribution. Exclude works not cited in the text.
- Alphabetize entries by author’s surname or, if there is no author, by the first word of the title, exclusive of “a,” “an,” or “the.” Use a new numbered page at the end of the paper, after any note page, and center the title Works Cited one inch below the top of the page. Double-space between the title and the first entry and within and between each entry. Begin each entry flush with the left margin. If an entry runs beyond one line, indent subsequent lines 5 spaces from the margin.

M6a Print Sources

Generally, a Works Cited entry consists of the author, title, and publication information. Listed below are sample entries in the list of print sources. Remember that all entries are double-spaced.

Book by a Single Author

List author's name in inverted form; work title italicized; publisher (omit business abbreviations such as Inc. or Co.); latest copyright date.

Jones, Gerald. *Challenges of Space Conquest*. Dutton Penguin, 1962.

Second Book by the Same Author

Omit author's name. Instead, use three hyphens followed by a period.

---. *Man on Mars*. U of Chicago P, 1983.

Book by Two Authors

List authors as they appear in the work, the first author written surname/first name, and second author written first name/surname.

Eggs, Suzanne, and Diane Slade. *Analyzing Casual Conversation*. 3rd ed., Cassel, 1997.

Book by Three or More Authors

Identify the first author, followed by et al.

Bendix, William, et al. *The Sovereign Military Order of Malta*. Princeton UP, 1923.

Work by an Unnamed Author

Alphabetize by the title, exclusive of "a," "an," or "the." Include translator, editor, or other contributors, if available:

The Owl and the Nightingale. Edited by Jeffrey Massey. Scribner, 1923.

Work in an Anthology

List the author of the cited short story, poem, or essay; place the title in quotation marks; then identify the book in which the story, essay, or poem appears with its publication information. Follow the entry with the complete page numbers of the story or essay.

Jackson, Shirley. "The Lottery." *Short Fiction Anthology*, edited by Ward Hey, vol. 2, Penguin Putnam, 2001, pp. 34-43.

Introduction, Preface, Foreword, & Afterword

Dribble, Wilbur. Preface. *The Loved One*, by Evelyn Waugh, NAL, 1986, pp. iii-ix.

Bloom, Harold. Afterword. *Big Mouth, Ugly Girl*, by Joyce Carol Oates, Random House, 2003, pp. 345-367.

Text in Translation

Guzenko, Igor. *The Dark Days*. Translated by Alicia Byrnes, Faber & Faber, 1997.

Signed Reference Work Article

List under the author's name. Copy the entry title exactly as it appears in the reference work.

Luciano, Margaret, et al. "Rome, History of." *Encyclopedia Britannica*, edited by Pamela Kenley, 2000 ed., vol. 7, Gale Group, pp.94-106.

Unsigned Reference Work Article

List under the title, exclusive of any article:

“Navigation.” *Webster’s New Collegiate Dictionary*, Random House, 10th ed., 1993,
www.randomhouse.com/navigation/1993.

Bible

The New Jerusalem Bible. General editor, Henry Wansbrough, Doubleday, 1996.

Article in a Scholarly Periodical

List the author’s name in inverted form; the article title (within quotation marks); the journal title (in italics); both volume and issue numbers (if each issue is paginated separately), if available; the year of publication; and the inclusive page numbers.

Quarrels, Barbara. “The Hyphen.” *College English*, vol. 17, no. 2, 1975, pp. 67-71.

Richards, Allen. “Chaucer and the Fact of War.” *Speculum*, vol. 7, 1987, pp. 34-42.

Article in a Magazine

For newspaper and magazine entries omit the volume number but include the date of issue.

Rolfe, David. “Film Images of Urban Poverty.” *Time*, 16 June 2003, pp. 73-74.

Article in a Newspaper

Blair, Jason. “Reporter Arrested for Plagiarized Recipe.” *New York Times*, 24 May 2000, sec. A, pp. 1+.

Review

Barker, Stephen. “Lies, Lies, Lies.” Review of *Living History*, by Stephen Albanese. *New Yorker*, 4 July 2003, p. 110.

Visual Art

List the artist, italicized title of the work, date of composition if known, institution housing the work, and city of that institution.

Toulouse-Lautrec, Henri de. *At the Moulin Rouge: Two Women Waltzing*. 1892,
Metropolitan Museum of Art, New York.

Interview

Trachta, Jeffrey. Interview. By Kathleen Conway. 1 August 2016.

M6b Electronic Sources

An online scholarly article is preferred to an online non-scholarly article. List the author’s name (if given), article title (in quotation marks), periodical title (italicized), volume and issue numbers, publication date, page or paragraph numbers, database (italicized), and DOI if available or URL. Remember that all entries are double-spaced. Listed below are samples of electronic sources on the Works Cited page.

Online Article in a Scholarly Journal

Rupert, Martin. "Secrets of Effective Leadership." *Collegiate Education*, vol. 4, no. 3, 2000, pp. 63-67. *EDUCASE*, www.educase.org/416z984.

Berger, James D. and Helmut J. Schmidt. "Contemporary American Women in Short Fiction." *The Journal of Popular Fiction*, vol. 76, no.1, 2014, pp. 116-126. *EBSCOHOST*, doi:10.6933/gpf.2014.

Online Periodical

Lubell, Sam. "What the Famous Read These Days." *Boston Globe*, 29 Feb. 2016, www.bostonglobe.com/what-the-famous-read-these-days/50679/.

Webpage

Brewer, Craig. "How to Write a Poetry Analysis Paper." *eHow*, www.ehow.com/how_4558586_write-poetry-analysis-paper.html. Accessed 9 April 2015.

A Film or Video Recording

Capra, Frank, director. *It's a Wonderful Life*. Performances by James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946.

Sound Recording

List the composer, conductor, ensemble, or performer first, depending on the desired emphasis; recording title italicized; the artist(s); the publisher; and the year. Do not italicize an instrumental work identified only by form, number, and key.

Beethoven's Symphony no. 2 in C, op. 63.

Tchaikovsky, Peter Ilich. *Swan Lake*. Performance by Royal Philharmonic Orch., Decca Records, 2007.

On the following pages ("The Religious Mood of James Joyce's 'Araby'" pp. 1-6) is a sample MLA paper.

Olga Klamm

Professor Archibald Leach

ENG 110-06

6 December 2015

The Religious Mood of James Joyce's "Araby"

James Joyce's "Araby," published as one of the short stories in the collection *Dubliners* in 1914, has attracted the interest of many critics over the years. Some scholars, particularly Richard Ellmann, have found autobiographical elements in the story of a young man's journey to the bazaar Araby in downtown Dublin to purchase a love token for his girl friend (131). Others, notably Charles Shattuck, have traced references to Homer in the characters and plot (74-77). William York Tindall sees "the moment of realization—of Church and self alike—a moment of truth" (44) in the last scene. While these interpretations have merit, another is equally valid. The large variety of religious references in the story, some unflattering to the Irish Catholic Church, give "Araby" a distinctly religious mood.

The opening scenes of the story identify religious aspects of the street and home where the boy lives. His house is down the block from a church school and is quiet "except at the hour when the Christian Brothers' School set the boys free" (2056). This description suggests that the school traps its students and that this religious environment is oppressive. Also, the boy recently lived with a priest, whom Richard Levin suggests is spiritually weak:

That the priest should leave a romance by Sir Walter Scott, particularly a romance with a religious title that obscures the fact that the book is really the secular celebration of a worldly queen, Mary Queen of Scots, a woman enshrined in history as both saint and

harlot; a book of rules, meditations, anthems, and devotional prayers for Holy Week by a Protestant clergyman, and the private recollections of a renowned nineteenth century French soldier and thief . . . is a clear and negative commentary on the priest and the faith he is supposed to represent. (“A Study” 194)

Clearly, this boy is living in an environment where religious influence is strong and apparently unhealthy. Even the garden behind the boy’s home suggests a religious meaning. It is described as a “wild garden . . . [containing] a central apple-tree and a few straggling bushes under one of which [the boy] found the late tenant’s rusty bicycle-pump” (2056). An apple tree in the yard reminds many of the Garden of Eden, the place where Adam and Eve fell into sin. Harry Stone notes: “The garden is a ruined Eden and Eden’s forbidden central apple tree, a tree which has to do with man’s sin and his knowledge of good and evil: fundamental themes in ‘Araby’” (381). The fact that the garden is overgrown, that the bushes need tending, and that the bicycle-pump is forgotten, rusted, and thus useless suggests that this garden has already felt the corruption of sin or that the religious environment has not kept the neighborhood spiritually well.

In the middle scenes of the story, the religious mood appears in the metaphors and allusions. When the young man accompanies his aunt to the city market, he describes the cries of shop boys as “shrill litanies” (2057), and Joyce may be implying a criticism of the litany prayer as monotonous and unthoughtful. In this loud and foul place, the hero carries the remembrance of his beloved and again uses religious imagery: “I imagined that I bore my chalice safely through a throng of foes” (2057). This reflection may allude to the legend of St. Tarcisius, a Roman boy who carried the Eucharist through the slum streets of ancient Rome until his

enemies killed him. The religious metaphors also appear in the boy's description of his unspoken reflections about and comments to his girl: "Her name sprang to my lips at moments in strange prayers." Later, he wondered, "[I]f I spoke to her, how [could I] tell her of my confused adoration [?]" (2057).

Also in these middle scenes, the reader finds a religious flavor in the remarks of the boy's aunt. For example, she criticizes his desire to visit Araby by voicing her hope that "it is not some Freemason affair" (2058). Her comment thus links the event to a religious institution, Freemasonry, which she regards as detrimental to her nephew. Her comment reflects the Catholic condemnation of Freemasonry, a fear of which was particularly strong in Catholic Ireland.¹ Ralph Pappalardo makes clear this opposition: "To the majority of religious [sic] Irish, the fraternity of Free and Accepted Masons was a secret and malevolent influence on the Church and was to be shunned at all opportunities" (18). Later, referring to the boy's uncle's tardiness in returning home from work, the aunt mixes her point with a spiritual note, as she says: "I'm afraid you may put off your bazaar for this night of Our Lord" (2059). These details show the depth of the influence of the Catholic Church on the lives of ordinary Dubliners and hint at a connection between religion and fear in Dublin.

The conclusion of the story, the young man's arrival at and disappointment at the great bazaar Araby, also contains a religious feeling. Ever since he agreed to his quest for the girl he loved, who, incidentally, is prevented from accompanying him because she is confined to a retreat at her convent school, the hero has anticipated experiencing the wonder of Araby. His frustrations make the journey even more exciting, and finally he reaches this glorious place. He says, "In front of me was a large building with a magical name" (2060). But, when he enters, his

hopes of discovering wonder and mystery are dashed, and, instead of meeting remarkable people and exotic sights, he encounters only silence like “that which pervades a church after a service” (2060). The emptiness and disillusionment are cast in religious terms. In his study of this story, “‘Araby’: A Quest for Meaning,” John Freimarck stresses the connection between the bazaar and a church building: “Araby is likened to a church. The boy’s description of his entrance into the ‘hall girdled at half its height by a gallery’ recalls the immense emptiness of a great cathedral” (57). What Freimarck seems to find in the last lines of Joyce’s story, particularly in the boy’s “anguish and anger” (2060), is a bitter reaction to the emptiness of the religious life as Joyce saw offered by the Catholic Church in the Ireland of that time. The vacancy the young man discovers in the bazaar which promised him so much fulfillment equates to the hollowness Joyce seems to find in the Church into which he was baptized and which plays such a strong role in Irish life.

There are, then, sufficient religious references throughout “Araby” to give that short story a distinctly religious feeling. In the setting of the boy’s street and home and yard, in the poetic references he uses and the comments his aunt makes, and in the final, critical discovery of what Araby contains, the religious presence is strong. The negative tone attached to many of these references builds until the last scene suggests to the careful reader that such pervasive spirituality is harmful, restrictive, and ultimately oppressive. The story then becomes more than a young man’s initiation into love and a first attempt to please the young lady he loves; it is evidence of what Levin calls “Joyce’s deeply critical attitude toward the religion of his Ireland” (*James Joyce* 21).

Note

1. For a full discussion of James Joyce's experience with and attitude toward Freemasonry in Ireland, see Stone, who notes that Joyce was particularly "wary of the movement" (4).

Works Cited

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- - -. "A Study of Catholicism in *Dubliners*." *James Joyce Quarterly*, vol. 19, no. 2, 1991, pp. 189-203, www.jamesjoycequarterly.com/3257238/1991.
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APA STYLE: AMERICAN PSYCHOLOGICAL ASSOCIATION

(Used in the Behavioral and Social Sciences)

APA is a publishing style that sets standards for scientific communication in scholarly journals. Scientific writing emphasizes objectivity in reporting and recording research data. For example, “I” is seldom found in scholarly APA papers. APA style has specific guidelines concerning content and format. This *Molloy College Guide* is meant to help students and faculty adapt these elements to writing assignments. The following guidelines are based on the sixth edition of the *Publication Manual of the American Psychological Association*.

A1 GENERAL APA FORMAT

MARGINS

Set margins at one inch all around.

SPACING

Double-space throughout the paper, even block quotations, notes, and References Page entries.

INDENTING

- Indent ½ inch (one tab) at the beginning of each paragraph or note.
- For each Reference entry, the first line is flush with the margin. Indent subsequent lines ½ inch.
- Indent a block quotation ½ inch from the left margin.

MECHANICS

For questions concerning punctuation, symbols, and numbers, see Chapter 4 in the 6th edition of the APA Manual. For explanations about tone, pronoun use, and reducing bias, see Chapter 3.

A2 STRUCTURE AND ORDER OF PAGES

All pages in an APA paper follow this order: title page (numbered page 1), abstract (page 2), body of paper (starts on page 3), references (on a separate numbered page), tables (on a separate numbered page), figures (on a separate numbered page), and appendices (on a separate numbered page). For details about tables, figures, and appendices, consult the APA manual 6th edition.

NOTE: Your instructor may give an assignment such as: “Using APA guidelines, summarize this article from a nursing journal and write a personal response.” The instructor can then specify which APA elements you are to use, such as title page, abstract, in-text citations, and reference page.

A2a TITLE PAGE

An APA title page has the following: the running head at the left margin, and page number (1) on the same line at the right margin, the title of the paper, your name, and the name of your college.

At the top and left margins, type the words Running head, followed by a colon. Type the running head which is usually an abbreviated form of the title in all capital letters and not exceeding 50 characters, including spaces. Repeat the running head line on every page of the paper, omitting the words running head.

The title, centered halfway down the page, should reflect the major premise of your paper. The recommended title length is no more than twelve words. After the title, double-space down and center your name. Then double-space again and center the name of your college.

A2b ABSTRACT

The abstract correctly reflects the purpose and content of the paper. If an abstract is required, type it on page 2. Refer to yourself as the author, the writer, or the researcher, or use the words “the paper” or “this study” to maintain the objective tone of APA style. Begin the abstract with the most important points of the paper; for example, describe the problem under consideration and the conclusions drawn. Be concise. The length of an abstract depends on the length of the paper and can range anywhere from 120 to 250 words.

Below the running head, double-space down and center the word Abstract. Only the “a” is capitalized. Begin your abstract at the left margin (no indent) and type it as a single paragraph.

A2c TEXT

Start your paper on page 3, if there is an abstract on page 2. Double-space down from the running head and page number 3. Center the title of the paper, capitalizing only the first letters of the main words. Begin the text with the introduction, although APA recommends **not** using “Introduction” as a section heading of the paper.

A2d COMMON TYPES OF APA ASSIGNMENTS

The following types of papers demonstrate the variety of goals and organizational possibilities for APA papers:

literature review	= research synthesis and critical evaluation of published material
theoretical paper	= use of existing research literature to advance a theory
methodological paper	= discussion of quantitative and data analytic approaches
case study	= report of case materials gathered while working in the field
empirical study	= original research

A2e HEADINGS AND SUBHEADINGS

One fundamental element of writing an APA paper is organizing it with headings and subheadings. All headings are centered and boldfaced. Level 2 subheadings are at the left margin, and levels 3 to 5 are indented.

The use of headings depends on the nature of the assignment. Some examples of headings include:

- **Method**

The Method section follows the introduction and describes the method of research. Center and boldface the title Method. Boldface subheadings (e.g., Participants, Materials, Procedure), and place them flush with the left margin. Some experiment papers may begin with the heading General Method and include subheadings such as Overview, Stimuli, Procedure, and Data Analysis.

- **Results**

The Results section follows the Method section and states the findings of the study and the data on which those findings are based. Center and boldface the heading Results.

- **Discussion**

The Discussion section presents the interpretation of the results, beginning with a statement of the support or non-support of the hypothesis. Center and boldface the heading Discussion. In short papers, you may combine the Results and Discussion sections.

- **Sample of Studies**

The Sample of Studies section explains how studies were selected for analysis. A sample subheading is Selection Criteria. Sample studies may come after the introduction of a literature review.

NOTE: The professor may suggest other section headings and subheadings and their order.

A2f REFERENCES

This page documents the sources cited in the paper. After completing the text of the paper, start a new page titled References. Double-space down after the running head and page number, then center the word References.

Begin the first line of each entry at the left margin; indent all other lines of the entry ½ inch from the left margin (hanging indentation); end each entry without a URL with a period. Double-space all entries.

A2g SUPPLEMENTAL MATERIALS AND APPENDICES

Many APA assignments include supplemental materials. The running head and page numbers continue on these pages, which are presented in this order after the References page: footnotes, endnotes, tables, figures and appendices.

A3 IDENTIFYING, CREDITING, AND USING SOURCES

A3a Punctuation of Titles

In the text, but not on the APA References page, enclose in quotation marks titles of studies, articles and book chapters. Italicize titles of books and names of scholarly journals and periodicals. On the References page, the type of source determines the way titles are punctuated.

A3b Direct Quotations

Using the exact word-for-word information from a source is known as a verbatim or direct quote. Quotations with fewer than 40 words are written differently from those with 40 words or more.

- Fit all direct quotations with fewer than 40 words into the sentence smoothly, with quotation marks at the beginning and ending of the quote. At the end of the quotation, enclose the citation in parentheses, directly followed by a period.

Example:

One researcher asserted that “the majority of mankind suffers from periodic amnesia in the final years of life” (McNichols, 2007, p. 117).

- Use block form for quotations of 40 or more words. Double-space block quotations, indent ½ inch from the left margin only and omit quotation marks. Place the page number in parentheses after the final punctuation of the block quotation. Use the abbreviation “pp.” for quotations that appear on more than one page.

Example:

According to Stern and Hanks (2007):

Grading policies have been designed to reduce unreasonable subjectivity in evaluating students. Implementing policies have helped uncover just how endemic the problem of assessment is for teachers at all levels Grade inflation is no news flash, but the magnitude of the problem is startling. (pp. 5-6)

A3c Ellipsis

- The ellipsis consists of three spaced periods (. . .) to indicate omitted words.
- Ordinarily, do not use the ellipsis at the beginning or end of a quotation unless you need to emphasize that the quotation begins or ends in mid-sentence.

“The proper approach to an endangered individual requires advanced skills. . . ” (p. 9).

“The proper approach to an endangered individual requires skills that develop with practice. . . . These do not come without much dedication and sacrifice” (p. 11).

A3d Brackets

- Quotations must follow the wording, spelling, and punctuation of the original source. If the source is incorrect, inset the word *sic*, italicized and bracketed, immediately after the error.

Example: The results of applying Jung’s Collection [*sic*] Unconscious theory in these cases have not been thoroughly analyzed (Diamonte, 2008).

- Use brackets to enclose words inserted in a quotation by some person other than the original writer.

Example: “Edwards offered no [logical] explanation of his hypothesis” (Pergam, 2007, p. 8).

A3e Paraphrasing

Paraphrasing is taking an author’s ideas, expressing them in your own words, and crediting the author. Paraphrasing differs from the original in both sentence structure and word choice.

Example:

Original passage: “Doctors, nurses, and social workers prefer collaboration when designing patient care strategies” (Varany, Krull, & Rach, 2008, p. 120).

Paraphrase: Members of a healthcare team who are responsible for patient care want an opportunity to share their expertise (Varany, Krull, & Rach, 2008).

Incorrect paraphrasing and crediting of sources can result in plagiarism.

A3f Plagiarism

Taking someone else’s ideas or words and presenting them as your own is plagiarism. Whether paraphrasing or quoting an author directly, you must credit the source.

A4 CREDITING SOURCES IN THE TEXT

What to Document

In the text, credit each of your sources. APA rules for citation ensure that references are accurate and complete so that the sources you used can be located by others. Therefore, document each source’s point of view, theory, findings, or contributions to the field. Failure to cite, whether quoted directly or paraphrased, constitutes plagiarism.

How to Document

There are two ways to credit sources in the text, parenthetical citation or an attribution.

A4a Parenthetical Citation

- One way to credit a source is to use a parenthetical citation after the source’s information is presented. When you paraphrase the source, place the author’s surname and year of publication in parentheses, and then place a period after the citation. If the source is quoted directly, the author’s name and the year of publication are followed by the number of the page from which the quotation was taken.

(Madden & Frost, 2008)

(Madden & Frost, 2008, p. 17)

- Often, website documents do not have page numbers. If paragraphs are numbered, use them instead of the page number with the abbreviation *para*. If paragraphs are not numbered, include the title or heading of the section in the citation:

(Madden & Frost, 2008, Conclusion section, para. 3)

One work by one author

Brown University clearly used a similar approach to quantitative analysis (Davis, 2002).

One work by two or more authors

List the authors in the order they appear in the work, separated by commas, and use an ampersand before the last author in the series.

“What appears to be more important is determining valid tests for short term recognition” (Jones, Smith, Bell, Clouden, & Cruz, 2003, p. 16).

If a work has 6 or more authors, include the surname of only the first author, followed by “et al.”

“Research indicates positive results when Jungian dream interpretation methods combined with CBT are used to treat female teenage alcoholics” (Estes et al., 2007, p. 12).

A work with no known author

For a long title, use only the first few words; otherwise, use the entire title followed by the year of publication. For articles, chapters, or web page, enclose the words within quotation marks.

“Nurses reported being attacked on average once to three times a year” (“Emergency Room Violence,” 2007, p.3).

For periodicals, books, brochures, or reports, italicize the title of the publication:

(What They Don't Tell You in College, 1997).

When a work's author is designated as “Anonymous,” use the word Anonymous, followed by a comma and the date.

(Anonymous, 2007).

Works with the same author surname and year of publication

If two authors have the same surname, and have published work in the same year, use each author's first initial to differentiate them.

(M. Moran, 2005) (P. Moran, 2005)

Works by the same author in the same year

Documentation of several works by the same author appears in chronological order; whereas, several works by the same author in the same year are given a distinguishing letter following the date.

(Catania, 1998a) (Catania, 1998b)

Several works in the same parentheses

List the authors alphabetically and place a semicolon between citations:

Studies show that if they are capable, more of today's patients question the credentials of every healthcare worker treating them (Cullinan, 1991; Dupre, 1986; Scott, 2004).

Classical work

Give the abbreviation "trans." and the date of the translation used, (Aeschylus, trans. 1996). References to the Bible or other ancient classical works require no entry on the References page, but must be identified in the first citation in the text the version used.

I Cor.14:3 (*New Jerusalem Bible*)

A4b In-text Attributions (Author's name in text)

An attribution credits sources in an alternative way. An attribution incorporates information into the text by identifying the author(s) *within* the sentence followed by the publication date in parentheses.

- Paraphrasing a source: no page or paragraph number(s) required
Kessler (2007) found.
Becker and Hlavsa (2008) demonstrated.
Klinger et al. (2006) showed.
Vilmer, Blume, and Sale (2008) concluded.
According to Hyerdol (2007),
The American Cancer Society (2008) stated.
- Quoting a source directly: page, paragraph number(s), or section and paragraph numbers required
"The probability does not suggest an inverse correlation between the variables," according to Driscoll (2007, p. 38), which suggests a more comprehensive model be implemented.

As Ross (2006) argued, "Knowing they had anonymity encouraged nurses to report more accurately the quality of collaboration with physicians" (Method section, para. 7).

- Secondary Sources: often, one author refers to another's work. The work you handle is the secondary source, and that source must be cited on the References page. The work that is referred to, and that you did not handle, does not go on the References page. In the text, name the original work and give a citation for the secondary source.

McMillan and Steen (as cited in Drew, Burke, & Gray, 2009) noted similar results.

A5 CITING SOURCES ON THE REFERENCES PAGE

- Double-space all entries and alphabetize them by the author's surname. Use initial(s) instead of first and middle names. If the author of the work is not given, alphabetize it by the first word of the title, exclusive of "a," "an," or "the."
- Include every work for which there is an in-text citation.
- For a book, omit terms like Publishers, Co., or Inc., but retain Books and Press.
- For a periodical, italicize its title and volume number. Do not italicize the issue number, but enclose it in parentheses. Capitalize the major words of the periodical title.
- Capitalize the first letter of a title and subtitle, proper nouns and proper adjectives, and the word directly following a colon.

A5a Print (Fixed-Media) Sources

The following samples are for fixed media (printed).

Work by a single author

Frist, P. (1997). *Elements of linguistics*. New York, NY: Scribner's.

Work by two or more authors

Aiken, C. R., Viola, W., & Torris, U. (1986). *A theory of the market state*. Miami: University of Florida Press.

Anonymous work

Anonymous. (2008). *Studies in the sociology of gated neighborhoods*. Hoboken, NJ: Committee for Stability.

Work in an anthology

Luscher, E. (1995). The rights of the airwaves and jurisprudence. In M. Sawyer & B. Gentry (Eds.), *Law and order* (pp. 227-243). New York, NY: Harper.

Reprinted article in an anthology of reprints

Brady, E. (2006). Transparency: Informed consent in primary care. In T. Marple & V. DeGroot (Eds.), *Values and biomedicine* (2nd ed., pp. 132-138). New York, NY: McGraw-Hill. (Reprinted from *Handbook of ethical practice*, pp. 15-29, by R. Nealy, Ed., 1990, New York, NY: Knopf)

Signed reference work entry

Newman, N. (1996). Education theory. In *Encyclopedia Americana* (Vol. 6, pp. 67-81). Danbury, CT: Grolier.

Unsigned reference work entry

Eugenics. (1984). In *The new encyclopedia Britannica* (Vol. 22, pp. 521-526). Chicago, IL: Encyclopedia Britannica.

Scholarly journal article

McClaren, F., Kraus, A., Flay, R., & Agdahajan, I. (2008). Volunteer support and survival during natural disasters. *Health Psychology, 26*(3), 229-235.

Magazine article

Popplin, J. (1942, September). Archeological Sicily and Etruscan culture. *National Geographic, 47*(13), 93-96.

Newspaper article

Carlson, C. (2009, June 12). Donkeys and barges on the Erie Canal. *The New York Times*, pp. B12, B16.

A5b Electronic Sources

An online scholarly article is preferred to an online non-scholarly article.

APA makes use of the DOI (Digital Object Identifier) System, which provides a means of identification for managing information on digital networks. All DOI numbers begin with a 10 and are typically located on the first page of the electronic journal article, near the copyright notice. The DOI can also be found on the database landing page for the article. APA recommends that an electronic source include the same elements in the same order as a fixed-media source. Add as much electronic retrieval information as needed for others to locate the sources cited. In general, it is not necessary to include database information (e.g., EBSCO) in the reference.

The following samples are for electronic periodical materials:

Journal article with DOI

Van Damm, V., & Kurick, J. (2005). Emotional support systems and survival times of terminally ill elderly patients. *Health Psychology, 24*, 225-229. doi:10.1037/0278-6133.24.2.225

Journal article with DOI, eight or more authors

Include the first six authors, followed by ellipsis, and the last author listed in the article.

Graham, D., McVey, C., Robin, N., Sugai, D., Plath, L. C., Hrisi, G., . . . Belfry, B. (2005). Effects of quitting marijuana smoking on EEG activation. *Narcotics Research, 6*, 249-267. doi:10.1080/1462204100167305

Journal article from a database without DOI

Roche, T. J., & Sellack, S. (2006). Does self-esteem perceived in early parental love influence adult relationships? *E-Journal of Applied Psychology, 7*(3), 34-58. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

Online magazine article

Silverberg, R. (2009, March). Scientism vs. empirical science: Faculty fight against censorship in research. *Monitor on Psychology, 39*(6). Retrieved from <http://www.apa.org/monitor/>

Online newspaper article

Dryzec, W. J. (2009, December 11). Puzzles keep the brain limber. *The L.A. Times*. Retrieved from <http://www.latimes.com/la-puzzles-brain-20091211-story.html>

Web page with an organization as the author

American Cancer Society. (2008). Guide to quitting smoking. Retrieved from http://www.cancer.org/docroot/PED/content?PED_10_13X_Guide_for_Quitting_Smoking.asp

Web page with unknown author

Abuse of E.R. nurses on the rise. (2008, June 27). Retrieved from <http://www.cnn.com/2008/MEDICAL/usa/06/27/nurses.prof>

Web page with author

Walker, F., & Dean, R. (2007, May 16). School vouchers equalize education opportunities. Retrieved from http://www.salon.com/news/feature/2008/05/16/edu_choice

The following samples are for books, electronic books, reference books, and book chapters:

Electronic version of a printed book

Grotton, M. C. (1989). *Cell phone addiction? A study of cell phone dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>

Ruffing, J. (2002). *General anxiety disorder sourcebook: A guide to healing and transcendence* [Adobe Digital Editions version]. doi:10.1044/004832556

Entry in an online reference work

Crosby, S. (2005). Neo-behaviorism. In D. M. Landis (Ed.), *The Hillsdale encyclopedia of psychology* (Winter 2007 ed.). Retrieved from <http://skinner.hillsdale.edu/entries/neo-behaviorism/>

Chapter in an online book

Riley, V., & Davis, G. (2000). Discerning early childhood learning styles. In W. Lawrence & B. Jones (Eds.), *Developing learning styles at home* (pp. 44-58). Boston, MA: Baker Books. doi:10.1022/109377232

A5c Abbreviations

The following abbreviations are used on the References page:

ed.	edition
Rev. ed.	revised edition
2 nd ed., 3 rd ed.	second edition, third edition
Ed. (Eds.)	Editor (Editors)
Trans.	Translator(s)
n.d.	no date
p. (pp.)	page (pages)
para.	paragraph
Vol.	Volume (as in Vol. 4)
Vols.	Volumes (as in 4 vols.)
No.	Number
Pt.	Part
Tech. Rep.	Technical Report
Suppl.	Supplement

For introducing abbreviations in your paper, using abbreviations in tables, and scientific abbreviations, see Ch. 4 of the 6th edition APA manual.

On the following pages (“An Investigation into Depression and Suicide Among Adolescents 1-7”) is a sample APA paper.

An Investigation into Depression and Suicide Among Adolescents

Lily Chauchion

Molloy College

Abstract

Adolescent suicide, a serious problem in today's society, has a variety of causes. Depression, including both depressed mood and clinical depression, is a leading cause. The diathesis-stress model of depression is a particular indicator of potential suicide because it involves internalization of chronic stress. Scientists trace depression to genetic causes, cognitive factors, and environmental and biological conditions. Psychologists have pinpointed risks that, left untreated, can lead to adolescent suicide. A history of psychological disorders; behaviors such as sexual promiscuity, delinquency, and drug abuse; loss of meaningful relationships; and antisocial behavior are telltale signs of depression. Treatments are readily available to ameliorate these risks. These treatments include antidepressants, behavioral therapy, and family therapy.

An Investigation into Depression and Suicide Among Adolescents

Adolescent suicide is one of the most serious problems in America today. According to the National Mental Health Association (2004), suicide is the third leading cause of death among 15 to 24 year-olds. Five thousand adolescents kill themselves each year in the US, and 500,000 attempt to do so. As disturbing as these numbers are, experts believe that these estimates are low because suicides are often underreported. Because of family embarrassment or religious beliefs, many suicides are reported as accidental deaths. In addition, many deaths that are supposedly due to drug overdose, automobile accidents, or shootings many actually be the result of suicide (Allberg & Chu, 1990).

Suicide is usually the result of prolonged depression. The National Mental Health Association (2004) estimates that 5% of adolescents suffer from depression. However, because depression is a misunderstood illness, many do not seek help. Adults may believe that it is common for teenagers to be sullen and moody, so they dismiss depression as a normal phase of adolescent development. In reality, however, most people survive adolescence without any significant psychological or emotional disorders. They develop a positive sense of identity, form adaptive peer relationships, and maintain close relationships with their families. Adolescents who experience intense mood swings or sadness for prolonged periods of time may actually be clinically depressed (Petersen et al., 1993).

Psychologists differentiate between depressed mood and clinical depression. Depressed mood is probably the most common psychological problem among adolescents. Almost everyone has experienced periods of sadness or depressed mood at one time or another. According to one survey, more than half of all adolescents occasionally feel sad and hopeless

depression. Clinical depression includes emotional symptoms, such as low self-esteem and decreased enjoyment of pleasurable activities; cognitive symptoms, such as pessimism and hopelessness; motivational symptoms, such as apathy and boredom; and physical symptoms, such as loss of appetite and difficulty sleeping (Steinberg, 2002).

Clinical depression also differs from depressed mood in terms of duration and intensity. In the *Diagnostic and Statistical Manual of Mental Disorders IV*, the American Psychiatric Association (2000) states that, in order to meet the criteria for major depressive disorder, adolescents must experience five or more of the following symptoms for at least a two-week period at a level that differs from previous functioning: depressed or irritable mood for most of the day; decreased interest in pleasurable activities; changes in weight; sleep problems; psychomotor agitation or retardation; fatigue or loss of energy; feelings of worthlessness or guilt; reduced concentration or decision-making ability; or suicidal ideation, attempts, or plans of suicide.

Today, most psychologists endorse the diathesis-stress model of depression, which suggests that depression occurs when people who are predisposed to internalize problems are exposed to chronic or acute stressors. People who are not predisposed to depression are able to withstand a great deal of stress without developing psychological problems. On the other hand, people who are predisposed to depression may become depressed in the face of stressors that most people would consider a normal part of life. In studying depression, psychologists have attempted to identify both individual predispositions and environmental factors that are likely to lead to depression (Steinberg, 2002).

First, scientists believe that there is a genetic component to depression, as affective disorders tend to run in families (Petersen et al., 1993). Cognitive factors may also predispose

a person to depression. Adolescents with a tendency for hopelessness, pessimism, and self-blame are more likely to interpret events in a way that leads to depression (Steinberg, 2002). In addition, adolescents who attribute negative events to internal, stable, and global causes are more likely to become depressed (Petersen et al., 1993). Environmental factors may also lead to the onset of depression. Depression is more common among adolescents from families that are characterized by high conflict and low cohesion. Also, depression is more likely to occur among adolescents who are unpopular or have poor peer relations (Steinberg, 2002).

Both depressed mood and clinical depression become more common during adolescence because of biological factors. First, hormonal changes that occur at puberty are believed to be related to depression. Depression and negative affect are correlated with various hormones known to change at puberty. Furthermore, the onset of hypothetical thinking results in new ways of viewing the world. Adolescent thinking is characterized by introspection and self-absorption, which may lead to depression. Finally, adolescents experience many stressful life events, such as changing schools, more complex peer relations, and shifting family dynamics, which make depression more likely to occur (Steinberg, 2002).

Left untreated, prolonged clinical depression can lead to suicide. As many as 30% of adolescents have thought about killing themselves, and 10% have actually attempted suicide. While these numbers may be startling, the vast majority of suicide attempts (over 98%) are unsuccessful. However, this fact does not mean that suicidal threats should be ignored (Steinberg, 2002).

Psychologists have identified several risk factors for suicide. The most important is a history of psychological disorders. Suicide is not an impulsive act in the life of an otherwise healthy child. More likely, suicide is the final outcome of a serious emotional disorder that was

not recognized or treated. Depression is the most common psychological disorder associated with suicide. Rather than displaying signs of depression, however, some adolescents may engage in behavior such as sexual promiscuity, delinquency, or drug abuse. Depression may also be masked by antisocial behavior, especially in adolescent boys. Another important risk factor is interpersonal conflict. Adolescents who attempt suicide become alienated from important people in their lives, such as parents or friends, and experience intense feelings of isolation. In addition, the loss of meaningful relationships can lead to suicide. For example, the death of a parent, a parent's divorce, and the breakup of a relationship with a romantic partner have been found to be precursors to suicide (Allberg & Chu, 1990).

According to the National Mental Health Association (2004), the rate of depression among American teenagers has increased in every successive generation since World War II. Depression in teenagers should not be considered a normal part of growing up. Depression is a serious illness that, left untreated, can lead to suicide. Fortunately, there are many treatments available to adolescents suffering from depression today. Antidepressants, such as Prozac, have been successful in the treatment of adolescent depression (Steinberg, 2002).

Furthermore, behavioral therapy, which aims to increase positive reinforcement in one's daily activities, and cognitive therapy, which aims to change one's cognitive sets, are effective in treating depressed adolescents. Family therapy can also help to change destructive patterns in family relationships (Steinberg, 2002). Adolescents who receive treatment show a 50% decrease in the rate of major depressive disorder compared to untreated adolescents (Peterson et al., 1993). With so many forms of treatment available, depressed teenagers need not suffer in silence.

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